

Hilden Grange School

Behaviour and Discipline Policy

Policy reviewed by SLT

Review date: January 2026

Submission: January 2026

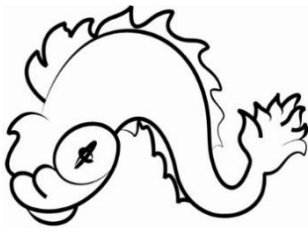
Policy actioned from: January 2026 – August 2026

Next review date: June 2026

Reviewer's Signature: SLT

Head Teacher's Signature: H Hoffmann

Please note: 'School' refers to Hilden Grange School; 'parents' refers to parents, guardians and carers.



01. POLICY STATEMENT

Hilden Grange aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos and values of the school, such that behaviour is conducive to learning and social interactions. Promoting the wellbeing of all our pupils is central to their development.

We aim to provide an ethical framework within which pupils may develop their own individual skills, whilst becoming courteous, respectful, tolerant and open-minded citizens. We consider that good relations, respect for others and their property, good manners and a secure learning environment play a crucial part in the development of all pupils, who are motivated to become life-long learners. Our community is fundamentally a happy one. We believe that positive behaviours flourish in a culture of high expectations, support and encouragement, with positive reinforcement of our ideals.

The school is an inclusive community. We welcome pupils from a variety of backgrounds, and recognise those with protected characteristics, we do not discriminate. We treat everyone as an individual and aim to develop the whole person such that they are equipped to take their place in the modern world.

Pupils are encouraged and expected to develop and maintain personal integrity that is truthful, generous, courteous and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives, and to their relationships with staff and other pupils.

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them in assemblies and during form time, as well as via the School Council, which meets each half term.

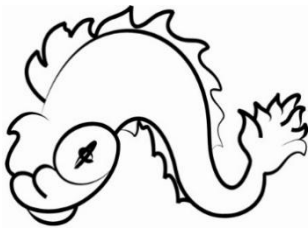
The Headteacher and Governing Body have overall responsibility for school disciplinary policies and procedures. Classroom and academic discipline are largely the responsibility of individual teachers with support from the Head of Pre-Prep and the Assistant Head Pastoral.

Serious disciplinary matters and matters of zero tolerance are referred to and dealt with immediately by the Head, as per the table in the section 04: Addressing Inappropriate Behaviours.

At no point will physical or corporal punishment be used or threatened in dealing with inappropriate behaviour.

The aims of this policy are:

- To maintain order and good discipline throughout the school.



- To enable all members of the school community to be clear about the standards of behaviour expected and the responses to any disregard that is shown for an environment for learning and social interaction.
- To promote positive behaviours and to ensure the school's behaviour policy is whenever a pupil displays inappropriate behaviour.
- To encourage timely action if a pupil's behaviour contravenes the Code of Conduct.
- To ensure fair and equal treatment of all pupils and, so far as possible, that every pupil in this school can benefit from and make his or her full contribution to the life of the school, consistent always with the needs of the school community. To agree on community wide expectations as per the Inspired Parent Code of Conduct. By accepting a place or remaining in the school, pupils and their parents confirm that they have accepted and are bound by this Code, school rules, policies and practices, and that they wholeheartedly support the core values and ethos of the school. The Hilden Grange Way is displayed and found in the pupil diaries. (see Appendix 2)

The Headteacher is responsible for implementing the school's Behaviour Policy and is to inform the Regional CEO of any challenge regarding its implementation.

02. Pupil Code of Conduct

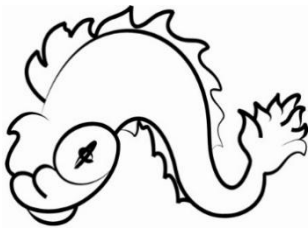
The school intends to provide an environment which nurtures individuality and encourages freedom of expression, personal growth and self-confidence. The extent of that freedom is defined by the Hilden Grange Way (see Appendix 1).

The code is a partnership between the school and its pupils. This Code is applicable whilst pupils are on school premises, at school functions, travelling to and from school, on trips or on any occasion where they are identifiable as pupils of the school.

The Pupil Code of Conduct is represented for us in the Hilden Grange Way (see Appendix 1).

It is the responsibility of parents to support the school in respect of the Code. Parents who enrol their child at the school or who remain undertake to uphold the school's policies and regulations. They will support the school's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, academic integrity, extra-curricular activities, homework, and private study.

The school has several support systems in place to meet the needs of all pupils. These include meeting with the Form/Class Tutors (generally, but not exclusively in the first instance), the Head of Pre-Prep or Assistant Head Pastoral (Prep), the DSL, the School Medical Officer, pupil's nominated Trusted Adult or the Headteacher.



In the event of any serious inappropriate behaviours, the school will liaise closely with parents and, if relevant, other statutory and support agencies.

03.Attendance

Students must attend all scheduled classes unless exempted from attendance (for illness or other authorised reason). Whenever possible, absence should be advised in advance by parents/guardians in writing. An explanation for absence must be given which is satisfactory to the school. Students are expected to arrive at classes on time. An extended absence that is unaccounted for, or attendance which falls below the expected minimum standard may lead to a pupil not being promoted to the next Year group or being removed from the roll of the school.

Please note that it is the School's policy not to allow holiday to be taken during term time unless in exceptional circumstances and with the agreement of the Head.

For full details of attendance expectations, please see the Inspired Attendance Policy.

04.Rewarding Positive Behaviours

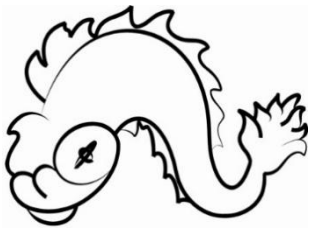
Underpinning all the school's expectations is a belief in reinforcing positive behaviour and only responding using the process for managing inappropriate behaviour when the other steps have been unsuccessful.

The school aims to raise and support the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively and contribute well to discussion and to take responsibility for their own learning.

All staff celebrate pupils' successes, promote high standards of effort and behaviour, encourage pupil progress and celebrate pupil contributions to the school and wider community using both written and oral praise whenever possible. This extends to cultural; sporting and House activities where interpersonal skills are rewarded. School reports aim to constructively convey a pupil's achievements.

At Hilden Grange we have a merit system linked to our Language of Learning. These are

awarded for demonstrating the positive behaviours exemplified in the Hilden Grange Language of Learning: confidence, communication, challenge, perseverance, positivity and responsibility. The school ensures that it is applied by all staff in the same way (Prep tracked within iSAMS and Pre-Prep record by collecting 'puzzle pieces').



In the Pre-Prep once the children have collected 20 stickers for any one area of the Language of Learning they will receive a puzzle piece for their Language of Learning puzzle in recognition of their achievement in that area.

In the Prep school, merits are awarded by the specialist teacher onto iSAMS but also merits are recorded in the pupil diaries. Certificates and house badges are awarded in the Assembly when pupils reach a significant target. From Year 3 to 5 a certificate is awarded once 100, 200 merits are achieved, in Year 6, 7 and 8 it is awarded after 75, 150 merits.

In Prep, these individual merits are totalled for the three houses: Saxons, Vikings and Norsemen. Pupils who score the highest total for their House in the Junior, Middle and Senior School receive a trophy each term. There is also a collaborative element to the merits and The House Cup is awarded each term to the house with the most points, thus pupils are encouraged to work not only for themselves but for the 'good of the House'.

Commendations are given to pupils who show consistent endeavour in a subject. Five commendations earn a Head's Commendation and a voucher prize. Exceptional work may be rewarded by a Head's Award.

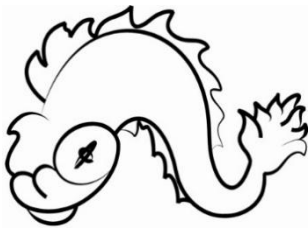
05. Addressing inappropriate behaviours

We recognise that as pupils grow in maturity and understanding they may make mistakes and our role as the adults in their lives is to help them reflect upon and learn from these mistakes and to model how we would like them to respond when things do not go as planned. The table below indicates a non-exhaustive list of behaviours that may take place which show disregard for learning and social interaction, along with suggested sanctions that align with the inappropriateness of the behaviour. These are adjusted whenever necessary such that they consider pupils who are on the SEN register or who have disabilities, safeguarding concerns or wellbeing issues.

We recognise that some pupils may require additional support and guidance in order to understand and follow routines and expectations. While the same behaviour standards and sanctions apply to all pupils, staff will make reasonable adjustments to ensure these pupils can access expectations fairly and are not disadvantaged.

For illustrative purposes only, examples of reasonable adjustments may include:

- Giving clear, step-by-step instructions rather than verbal-only reminders
- Allowing additional processing time before applying a sanction
- Using visual prompts or written reminders to support understanding
- Providing a calm space for regulation before re-engaging with learning



- Adjusting seating or environment to reduce sensory overload

These adjustments do not remove consequences outlined in the Behaviour Policy for behaviour but ensure that pupils are supported to meet expectations in a way that reflects their individual needs.

Any behaviours that are of a “high” level of disregard or above will remain on the pupil’s permanent record, whilst behaviours that are of a “low” or “medium” level of disregard may be reviewed at the end of the academic year and can be removed from the pupil’s record should the pupil’s behaviours have otherwise been positive.

To enable pupils to better self-regulate their own behaviours independently, the School encourages pupils to recognise when their behaviour affects their own or others’ learning or well-being. This is achieved through a supportive approach, ‘highlighting’ to a pupil the unacceptable behaviour in the first instance, ‘warning’ a pupil of the consequences should they not moderate their behaviours upon hearing the ‘highlight’, before finally sanctioning a pupil.

Any supportive action, including restorative justice, will take place within a short timeframe, ideally within the day, but always within two days, to ensure that the pupil fully understands the issue with their behaviour and can quickly remedy it.

Where a support plan is put in place, to improve behaviour or academic outcomes, its intention is never to admonish or humiliate the child. It is the means by which a child is able to voice their feelings about their actions, consider why they may be performing those actions which are counter-productive. A Support Plan is for a short period of time (no more than three weeks), by which point the actions/behaviours should have improved such that the child is no longer in receipt of sanctions. This may also include the School’s SENDCo, teachers and a member of the SLT.

If it is deemed that the behaviours of the child are persistently not in line with the Hilden Grange Way and that, after following up with interventions and/or a Support Plan, the child does not appear to be willing or able to address these behaviours, then the School, in accordance with this policy, may be forced to suspend, exclude or require them to be withdrawn from the School.

As part of our restorative practice, a child may lose their free time only so that they have time to address their problems properly, by either talking to a member of staff, or to those whom they have affected.

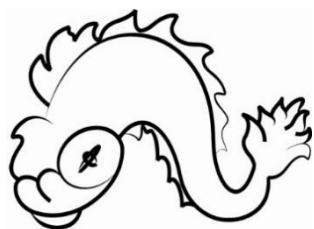
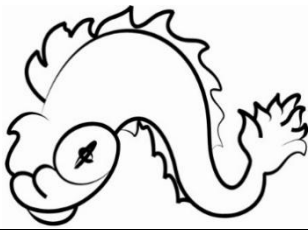
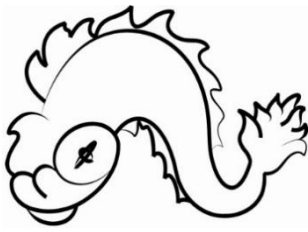


Table of disregard for learning and social interaction

Level of disregard Interaction	Definition	Examples	Range of Possible Sanctions	Staff usually involved
1 Low	Actions that are disruptive to the climate for learning and social interactions	Late to school/class Disrespect of others Late/incomplete/no homework Lack of uniform	Reminders Cooldown period Talking through solutions/ Restorative Justice approach 1 demerit	Subject teacher Class teacher Form Teacher
2 Medium	Actions that contravene important expectations for learning and social interactions	Persistent low-level disregard of instruction or impact on others Inappropriate use of IT Marginal academic dishonesty (eg, cheating in tests/copying) Swearing Physicality/retaliation towards another child Racial comments (first offence) Use of mobile phone	Parents may be contacted Lunch/breaktime reflection 2 demerits Support card (Academic or Pastoral) Restorative Justice approach	Subject teacher Class teacher Form Teacher And a member of SLT
3 High	Actions that are damaging to self and/or others and that undermine the climate for learning and social interactions	Repeated physicality/retaliation towards other children Repeated deliberate or uncontrolled disruption of learning for self and/or others Deliberate lack of engagement in academic tasks set either in class or for homework Highly inappropriate use of IT Fighting Intentional damage of property	Restorative Justice approach may be used in addition to any of the following: Parent meeting with a member of SLT or the Headteacher Withdrawal from trips Parents asked to collect from trip	SLT



		<p>Serious academic dishonesty (eg cheating in examinations, use of AI)</p> <p>Acting as an accomplice to bullying, racism, harassment, excluding people from groups</p> <p>Distribution of images with or without consent</p> <p>Creation and sharing of unkind/modified image of another pupil</p>	<p>Time-measured Behaviour/Academic Improvement Plan</p> <p>Letter of Warning of Non-Renewal of Place for next year</p>	
4 Very High	<p>Actions that are seriously damaging to self and/or others and that undermine the climate for learning and social interactions</p>	<p>Serious challenge of authority</p> <p>Repeated deliberately unkind behaviour towards staff or peers</p> <p>Repeated non-compliant behaviours towards academic work set in class or for homework</p> <p>Serious verbal abuse or physicality /retaliation</p> <p>Bullying, racism</p> <p>Sexualised behaviour/harassment</p>	<p>Restorative Justice/Educative approach may be used in addition to any of the following:</p> <p>Parent meeting with Head</p> <p>Support card to SLT/Head</p> <p>Internal / External suspension</p> <p>Non-renewal of place for next year</p>	Above, plus Head
5 Zero Tolerance	<p>Single actions that seriously undermine learning and social interactions</p>	<p>Extreme violent behaviour</p> <p>Extreme bullying, racism or abuse</p> <p>Total disregard for authority, persisting with repeated non-compliant behaviours</p> <p>Non-consensual sexualised behaviour/harassment</p>	<p>Immediate expulsion</p>	Above, plus Governors



Responding to Challenging Behaviour

- The adult aims to understand what the child is communicating through their behaviour
- The adult must be fully present with the child and listen to their needs.
- Explanation of what child has done wrong, making sure he/she understands
- Withdrawal from activity or area where inappropriate behaviour occurred (see Appendix 3 regarding Physical Restraint)
- Record any physical interventions, where used, on a body map
- Child is given a specific activity to complete until released by adult
- Adult's facial expression, tone of voice, body language
- Reminding of the expectations

In Prep School, the child will be encouraged to self-regulate their own behaviour by the members of staff using the 3-step guidance:

- **Highlight** to the child why the behaviour is unacceptable and explain what is acceptable, with clarity and succinctly.
- **Warn** the child who continues with the unacceptable behaviour after the 'highlight' that this will result in a sanction if repeated. Explain clearly, again, what acceptable looks like and check that the child understands this.
- **Sanction** the child if failure to co-operate (this may include demerit).
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At no point in this process is this shared publicly in a written format. If a child needs specific support with visual reminders, this should be agreed with parents in advance.

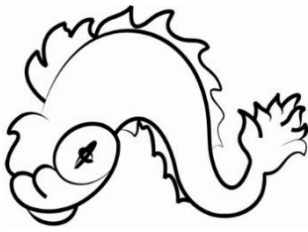
In Prep we use a system of demerit marks. A demerit is awarded after following the 3-step approach. Two demerits are only given for more serious offences according to the table, and will likely require a process of restorative justice and discussion to enable the child to recognise the impact of their behaviours.

Demerits are recorded on iSAMS for staff tracking. The specific number of demerits and the reason for issue must be included.

Tutors and the Assistant Head Pastoral monitor the number of demerits gained by individuals and liaise with parents.

Any pupil who receives more than 2 demerits in a half-term will be spoken to by their form teacher, to ensure they receive the support to better understand their behaviours and self-correct them. Restorative Justice, if appropriate, will always be organised with face-to-face meetings with any person affected by the unacceptable behaviour.

Any pupil who receives more than 3 demerits in a half-term will be spoken to by a member of the Senior Leadership Team to ascertain what further support is required. This may include a Support Plan and/or Restorative Justice approaches.



The School does not administer Detentions after-school. However, if a pupil is required to make good for their actions, they may be required to stay after-school at a time mutually convenient with them, their parents and the School's Senior Leadership Team.

Restorative Justice

Pupils who make mistakes need to be able to restore their wrongdoings. Restorative Justice can take several forms:

Pupils should be encouraged to talk about why they have taken part in a negative behaviour. Pupils should take part in a restorative conversation, listen carefully to those who have been affected, recognise the impact of those actions and in apologising to pupils, or staff members whom they have upset, consider what further actions may be necessary to improve their own behaviour or relationships.

Written apologies may be deemed appropriate, following a meaningful conversation. Restorative justice should not be used as a sanction. The sanction sits separately.

Special educational needs and disabilities

The school will do all that is reasonable to ensure that the school's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

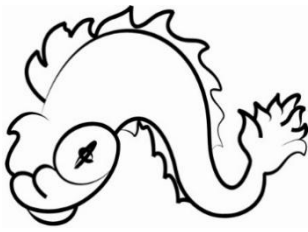
We will work with all pupils to support them to manage their behaviour. For some children, additional support may be required to help them with this. For example, speaking to their class teacher at regular intervals, working with a Learning Support Assistant or working with the school counsellor.

Specific Considerations

Rough and tumble play and fantasy aggression

Children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We can empathise with the content of the play, perhaps to suggest alternative



strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

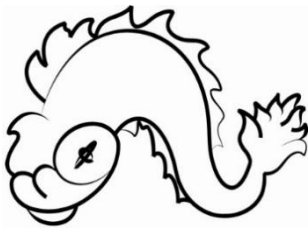
We take hurtful behaviour very seriously. On occasion most children will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not necessarily helpful to label this behaviour as 'bullying' which has a separate definition. For most children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings and we help young children develop pro-social behaviour, such as resolving conflict over who has the toy.

We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. For both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries, so we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.



We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this when they are genuinely sorry and wish to show this to the person they have hurt.

In the event of serious misbehaviour or serious breaches of discipline the matter will be referred up the management hierarchy.

Exclusions (both temporary and permanent) are applied for serious breaches of school rules and expectations. Only the Head in conjunction with the Board of Governors may exclude a pupil.

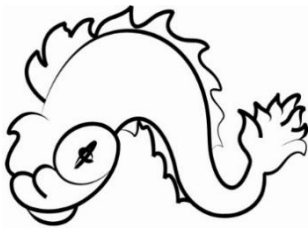
Specific considerations for EYFS and Pre-Prep

The staff of the school know that a child gradually becomes aware of their peers and their place in the group, learning through trial and error to function socially. Mindful that young children are still developing verbal language, and that all behaviour is communication, adults will focus on understanding the reasons for challenging behaviour as well as the appropriate responses and actions.

Biting is common amongst young children until 24-30 months until verbal language and self-regulation increasingly develop but it causes concern in parents/carers. Biting is often very painful and frightening for the child who is bitten. It can also be stressful for the child who bites, because it creates immediate reactions from children and adults. Young children bite for a variety of reasons such as teething, sensory exploration, communication, connection, and attention seeking as well as frustration and emotional dysregulation. The emotions and thinking that cause the biting must therefore be considered and addressed and adults must support young children to develop an increasing understanding of the cause-effect relationship and an increasing empathy for other's feelings.

For safety and health concerns, biting must be taken seriously and action must be immediate.

- The child who bites is immediately distanced from the group with a firm NO.
- The adult spends time with child who has bitten, ensuring that they understand what has happened and its effect. The child is calmed if necessary and redirected.
- Both parents must be informed, and a written incident report is logged. A



- dialogue should remain open with families of young children in this phase.
- When biting becomes a pattern with older early years children, clear responses, and sanctions such as the removal of the child from play and games takes place and continued and transparent dialogue with families is necessary.

A balance will be kept between the child's needs and the necessity to modify their behaviour. Young children are supported by adults to construct together appropriate class agreements on shared behaviour. Expectations are explained to the children as the need arises, each situation being dealt with sensitively by the staff, who do their utmost to be consistent.

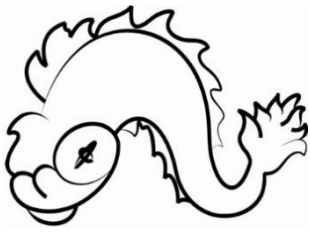
We celebrate positive and appropriate behaviour to build self-awareness and self-esteem in children from an early age and build a gradual understanding of the rights and needs of others. Routines which foster collaboration between children, and the celebration of positive and appropriate behaviour are embedded into the school day so that children build a growing understanding of the connection between rights, responsibilities, and positive behaviour.

We reward and encourage effort, perseverance, participation, collaboration, and good behaviour to provide an incentive to progress further. When we reward positive behaviour, this allows children to feel fully seen and validated by the adult and influences the modification of challenging behaviour, which fosters an atmosphere conducive to learning and establishes and builds on adult/child relationships.

Positive Behaviour

Responding to Positive Behaviour

- Give verbal praise to child and with parent (where relevant)
- Use consistent reassuring body language-a smile, nod
- Child is given responsibilities and jobs to do
- Care and value is given to child's paintings, drawings, construction and general responses.
- Draw attention to positive behaviour so children are modelling high standards to their peers
- Positive comments written on child's work and/or in Home/School contact book
- Award of a star of the week
- A merit sticker for work or behaviour

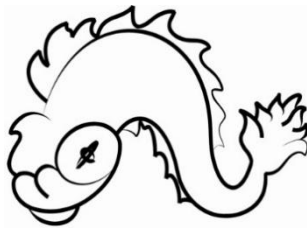


Rewarding Positive Behaviour looks like:

- Perseverance, effort, achievement, concentration
- General improvement in behaviour
- Sharing, caring, being sensitive to the needs of others
- Constructive and developmentally appropriate play
- Taking care of equipment by showing respect for toys and books
- Appropriate behaviour
- Completion of a task
- Child is redirected
- Child is reminded of the correct action positively, e.g. 'Let's use our walking feet', instead of 'no running'
- Discussion with parents
- Liaising with Learning support team / external professionals to support pupil

For continued challenging behaviour, where the parents are not supporting the suggested actions from the school, a school may consider asking a pupil to leave.

Every effort is made to gain the full support and co-operation of the child's family through effective, transparent, and consistent communication and dialogue. An understanding of the child's home context and any situation or event which may be affecting the child's emotions and behaviour is a crucial step in establishing the best response to ongoing challenging behaviour.



APPENDIX 1



THE HILDEN GRANGE WAY
(Pre Prep)

**Treat other people with respect and as
you would like to be treated yourself.**

Be kind and helpful.

Be truthful.

Be fair and share.

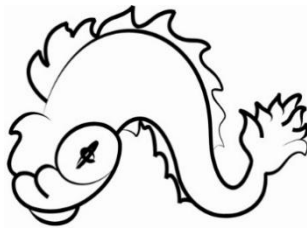
Be forgiving.

Always do your best.

Listen to others.

Take pride in your appearance.

**Treat property and the environment
with care.**



THE HILDEN GRANGE WAY
(Prep)

Treat other people with respect and as you would like to be treated yourself.

Be kind and helpful.

Be truthful and live with integrity.

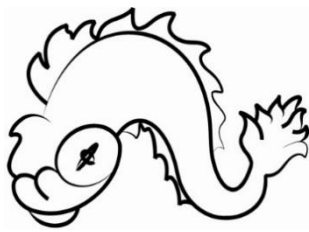
Be sharing and forgiving.

Always do your best.

Listen to others.

Take pride in your appearance.

Treat property and the environment with care.



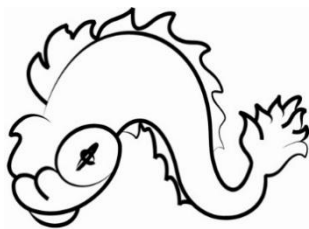
Appendix 2- Inspired Parent Code of Conduct

1. **Commitment to working with Parents**

- We are proud at Inspired schools to have excellent relationships between students, staff and parents – this partnership is key to the success of our schools and ensuring student development and progress is transformational.
- We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.
- The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.
- Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards.

2. **Communicating with school**

- We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.
- We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.
- In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.



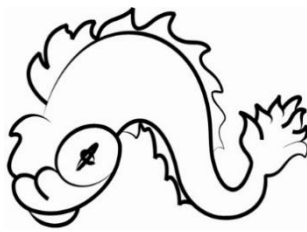
- We expect parents to follow and uphold all procedures outlined in the school's published policies.

3. Behaviour and communication considered unacceptable

- We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.
- Behaviours that we consider to be unacceptable include, but are not limited to:
 - Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone or online.
 - Behaviour or communications that breach school policies, safety or procedures.
 - Disruptive behaviour which interferes or threatens to interfere with the normal, daily operation of the school.
 - Inappropriate posting of defamatory, malicious or threatening messages on traditional and social media about the school or individuals connected with it
 - Creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. Consequences of breaching Parent Code of Conduct

- Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
- Where that is not possible, actions the school can take are, but not limited to:
 - request for a meeting to resolve the issue.
 - issue a warning regarding the behaviour and how that breaches this code.
 - withdraw the right to be on school premises or at school events.
 - give notice to parents to find an alternative school for their child/ren.



Appendix 3

Physical Restraint

- Physical restraint may only be used by a teacher if it is necessary to prevent imminent harm, including significant emotional distress, to the pupil or any other person.
- If such risk is considered to exist, the physical restraint used must be reasonable and proportionate to the circumstances. Staff should be trained in physical restraint techniques. Relief teachers or non-teaching staff may not under any circumstance use physical force to restrain a pupil.
- Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period.
- Every member of staff will inform the Head of School immediately after they have needed to restrain a pupil physically. The school also records all disciplinary sanctions, which includes the nature and date of the offence and the sanction imposed.
- The school can search and produce listings of these records so that any patterns may be identified by the school.
- We will always inform immediately a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents will be informed of the incident on the same day.