



*A Co-operative Academy*

## **Rickley Park Primary School**

### **Managing Aggressive Behaviour from Parents and Visitors**

**(May 2016)**

*This policy should be read in conjunction with the Rickley Park Primary School Behaviour Policy and the Home / School Agreement.*

#### **1. Key Values**

We have the same chances. We have the same choices.

We know that everyone has something special to contribute.

We persevere and work hard, not because we are told to but because we want to improve.

We stick together for the good of all.

We look after ourselves, each other and our world by taking responsibility for our actions.

We let everybody talk and have their say.

#### **2. Aims**

2.1 As a school we aim to create a happy, safe environment that nurtures and supports all members of our school community which:

- ensures that everyone has the opportunity to excel irrespective of their background;
- promotes self-discipline, which includes good attendance and punctuality;
- develops an atmosphere that has a 'team' spirit and working co-operatively at its heart;
- equips each child with the knowledge to make good choices regarding their behaviour, safety, well-being and lifestyle;
- provides a curriculum that embeds good working habits and develops independence;
- ensures that each individual is an outstanding role model for the rest of the community;
- promotes seamless learning, and positive attitudes, between home and school; and
- develop passionate and determined life-long learners who understand how to progress, achieve goals and reflect.

*"The school is a reflection of our community and the success of the school in achieving the above aims is based on the quality of relationships that can be established, and maintained, within our learning community. This includes the relationships between adults and the ways in which children and adults treat each other.*

*Where members of the community treat others courteously, respect their ideas, value their individuality and listen carefully to what they have to say, children learn by example, and are much more likely to respect adults and to behave sensibly and considerately themselves."*

*Rickley Park Behaviour Policy*

### **3. Statement of Intent**

3.1 Rickley Park Primary School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one.

3.2 The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and/or physical abuse towards school staff.

3.3 Our school expects and requires its staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all staff have the right to work without fear of violence and abuse and the right, in an extreme case, of appropriate self-defence.

3.4 We expect parents and other visitors to model our school values and rules at all times and behave in a reasonable way towards school staff. This policy outlines the steps that will be taken where behaviour is unacceptable.

### **4. Behaviour**

4.1 The Rickley Park Primary School 'Behaviour Levels' (see *Appendix 1*) outlines to our whole community what good behaviour and unacceptable behaviour looks like. By choosing to be a member of the Rickley Park Primary School community, *staff, governors, pupils and parents* are choosing to support the Rickley Park values and, in the case of adults, agreeing to model the expected levels of behaviour (see *Appendix 1: Behaviour Levels and Appendix 2: Home / School Agreement*).

4.2 The types of behaviour that are considered serious and unacceptable and will not be tolerated include:

- Shouting at school staff, either in person or over the telephone
- Physically intimidating a member of staff, e.g. standing very close to her/him
- The use of aggressive hand gestures
- Threatening school staff
- Shaking or holding a fist towards another person
- Swearing at a member of school staff
- Pushing
- Hitting, e.g. slapping, punching and kicking
- Spitting
- Racist or sexist comments
- Breaking the school's security procedures
- Abuse or defamatory remarks on social media

*Please note: This is not an exhaustive list but seeks to provide illustrations of such behaviour.*

4.3 The Rickley Park Behaviour Policy as makes it clear that:

*"a positive partnership with parents is crucial in promoting and maintaining high standards of behaviour. The school needs and expects parents' support and understanding."*

A parent's failure to support the school, or model an appropriate response, when their child has misbehaved in school is inappropriate, rather than necessarily aggressive. However, if a parent chooses to escalate this and exhibits the any of the behaviours (exemplified in section 4.2) then it is aggressive behaviour and will be dealt with through the procedure outlined below.

## **5. Procedure**

5.1 When a parent or member of the public behaves in an unacceptable way towards a member of the school staff this will be recorded in a central log held by the Designated Safeguarding Officer. The headteacher or appropriate senior staff will seek to resolve the situation through discussion and mediation.

5.2 If necessary, the school's complaints procedure should be followed.

5.3 Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the headteacher from the school premises for a period of time, subject to review. Prior to being banned the following steps will be taken:

1. The parent/carer will be informed, in writing, that s/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that an injunction application may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the Governing Body and the Police will be included.
3. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

5.4 If there is an extreme act of violence, or the aggression or intimidation continues, the school or, in specific circumstances, the individual member of staff may also contact external agencies or the police.

## **6. The Role of the Governing Body**

6.1 The Governing Body, via the Pupils, Parents and Personnel committee, will review the policy, and its effectiveness, on an annual basis, in the Autumn Term. The Deputy Headteacher, when appropriate, will report to the Governing Body, on a termly basis, the number and type of incidents of aggressive behaviour.

6.2 In the event of a ban (*temporary or permanent*) the Governing Body will be notified, in line with this policy.

**Appendix 1: Rickley Park Primary School Behaviour Levels**

## Behaviour Levels

<b>1</b>	<b>If we show brilliant behaviour.....</b>	<p>....by.....</p> <ul style="list-style-type: none"> <li>• consistently showing expected behaviour</li> <li>• being a good role model</li> <li>• being absorbed in our learning</li> </ul> <p><b>(see Learning Zone 1)</b></p>	<p>....we may get.....</p> <ul style="list-style-type: none"> <li>• The satisfaction of achieving</li> <li>• A “smiley face” or “star”</li> <li>• A “well done” from another adult</li> <li>• A headteacher award or commendation</li> <li>• A phone call / email home</li> </ul>
<b>2</b>	<b>If we show the expected behaviour.....</b>	<p>....by.....</p> <ul style="list-style-type: none"> <li>• listening carefully</li> <li>• being polite</li> <li>• trying hard</li> <li>• persevering</li> </ul> <p><b>(see Learning Zone 2)</b></p>	<p>....we may get.....</p> <ul style="list-style-type: none"> <li>• The satisfaction of achieving</li> <li>• A smile or thumbs up</li> <li>• A “well done”</li> <li>• A sticker</li> </ul>
<b>3</b>	<b>If we <u>choose</u> to do something “silly”.....</b>	<p>...like.....</p> <ul style="list-style-type: none"> <li>• not listening</li> <li>• calling out</li> <li>• talking while someone else is talking</li> <li>• pushing in the line</li> <li>• making silly voices</li> </ul> <p><b>(see Learning Zone 3)</b></p>	<p>....we can expect.....</p> <ul style="list-style-type: none"> <li>• to be spoken to by an adult</li> <li>• to be reminded of the rules</li> <li>• to miss out on praise</li> <li>• not to be selected for a privilege or task</li> </ul>
<b>4</b>	<b>If we <u>choose</u> to keep doing the same thing or do something a bit more serious.....</b>	<p>...like.....</p> <ul style="list-style-type: none"> <li>• not working</li> <li>• rough play / play fighting</li> <li>• Answering back</li> <li>• Inappropriate words</li> </ul> <p><b>(see Learning Zone 4)</b></p>	<p>....we can expect.....</p> <ul style="list-style-type: none"> <li>• to lose some of our play time</li> <li>• to apologise</li> <li>• walk around with an adult on the playground</li> <li>• our parents to be told</li> </ul>
<b>5</b>	<b>If we <u>choose</u> to keep doing the same thing or do something really serious.....</b>	<p>...like.....</p> <ul style="list-style-type: none"> <li>• hurting someone on purpose</li> <li>• throwing something</li> <li>• swearing or rudeness</li> <li>• deliberately breaking something</li> <li>• refusing to follow an adults instructions</li> </ul>	<p>....we can expect.....</p> <ul style="list-style-type: none"> <li>• to be sent to work in a different classroom</li> <li>• to be removed from the playground</li> <li>• a senior member of staff, and our parents, to be involved</li> </ul>
<b>6</b>	<b>If we <u>choose</u> to keep doing the same thing or do something even worse.....</b>	<p>....we can expect.....</p> <ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• our parents to attend a Behaviour Review Meeting</li> <li>• to be “on report”</li> <li>• an after-school detention</li> </ul> <p>or even</p> <ul style="list-style-type: none"> <li>• Exclusion from events / school</li> </ul>	

## **Appendix 2: Rickley Park Primary School: Home School Agreement**



*A Co-operative Academy*

# **Rickley Park Primary School Home School Agreement (from September 2016)**

## **1. Our Vision and Values**

1.1 At Rickley Park we are determined to create a culture where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become passionate and determined lifelong learners. We also want our children to grow up knowing what it means to be respected citizens of the community.

1.2 As a Co-operative Academy our whole ethos is underpinned by the Co-operative values, as well as the traditional British values. These values are:

- We have the same chances, we have the same choices.
- We know that everyone has something special to contribute.
- We stick together for the good of all
- We persevere & work hard, not because we are told to but because we want to improve.
- We look after ourselves, each other and our world by taking responsibility for our actions.
- We let everybody talk and have their say.

## **2. The Responsibilities of the School:**

### 2.1 The Learning Environment

Our school will:

- Provide your child with a high standard of education within a curriculum that reflects the children's interests and talents, whilst also giving them new experiences.
- Ensure that the school is a stimulating environment which allows your child to experience success whilst also feeling secure enough to risk failure.
- Celebrate your child's academic and personal achievements.
- Set high expectations, and provide appropriate support, to encourage your child to strive to improve on their personal best and to reach their full potential.
- Promote self-discipline, including good attendance and punctuality, and help your child to make good choices regarding their behaviour, safety and lifestyle
- Care for your child's safety and well-being.

### 2.2 A Healthy, Happy, Co-operative Community

Our school will:

- Teach your child to develop respect for one another (*regardless of gender, race, culture, belief, values, age and need*), respecting differences as well as similarities.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
- Welcome you if you would like to contribute to our school's broader curriculum.

### 2.3 Homework

The school will:

- Set homework to extend the curriculum and provide the opportunity for independent learning. Information will be provided so that you will be able to help your child if required.
- Provide information / workshops for you that will give you confidence to support your child.

### 3. The Responsibilities of the Parent / Carer:

#### 3.1 The Learning Environment

I as a Parent/Carer will:

- Make sure that my child arrives at school by 8.55 am and attends school regularly.
- Make sure that my child is wearing named school uniform and that they have their PE kit in school on the correct day.
- Endeavour to provide a safe, secure and happy environment at home for my child, acknowledging that they learn at home.

#### 3.2 A Healthy, Happy, Co-operative Community

I as a Parent/Carer will:

- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multi-cultural community.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Support and work with the school to ensure that good behaviour is maintained, particularly with my child.
- Encourage a positive attitude towards my child's education and the school. If I have any concerns, I will discuss them with you, as it is healthier to work out solutions and move on.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops and activities.
- Complete the annual parental survey to feedback how well the school is doing.
- Support the school, and Friends of Rickley Park, when fundraising and organising activities for the benefit of a variety of causes and also our school.

#### 3.3 Homework

I as Parent/Carer will:

- Read the year group newsletter so I am aware of the learning my child will be undertaking.
- Support the school by making sure that homework tasks are completed and returned on time. *A child who hasn't completed their homework is often an unhappy, worried one!*
- Use my talents and experiences to enhance my child's learning at home.

**Signed:** ..... **(Parent)**    **Date:** .....

#### **4. I, as a Pupil of Rickley Park Primary School, will:**

- Understand that I have the responsibility to maintain the Rickley Park Rules, which are:
  - Be kind with my words and actions
  - Be polite and helpful
  - Always work hard and do my best
  - Be a good listener
  - Take care of the school
- Respect other children's culture, race, feelings, beliefs and values.
- Accept responsibility for the things that I do.
- Be responsible for my school and home work.
- Ask for help if I need it and try my best in all that do.
- Ensure that I take home all school letters.
- Be helpful and kind and speak politely to everyone in school.
- Take good care of the building, equipment and school grounds.
- Behave in a safe way.
- Make the most of every opportunity that I am given and be proud to represent the school.
- Tell a member of staff if I am worried or unhappy.

**Signed:** ..... **(Child)**    **Date:** .....