

Rosslyn Park Primary and Nursery School



Pupil Discipline Policy (including anti-bullying)

Updated by Policies Committee: July 2017

Review Date: July 2019

Rossllyn Park Primary School – Pupil Discipline Policy

At Rossllyn Park Primary and Nursery School we are proud of the good general level of behaviour and discipline of our pupils.

- We believe that all children have the right to be happy in school, so that they can develop socially, personally and academically.
- We believe that all children have the right to learn.
- We believe that all teachers have the right to teach.
- We believe in keeping children and parents/carers involved and informed.
- We believe in parents/carers and staff working together in a consistent and fair manner, following an agreed policy.

We believe that good behaviour means that everyone involved with Rossllyn Park Primary and Nursery School is:-

- Polite and Friendly
- Careful and Kind
- Helpful and Understanding
- Calm and Reasonable
- Respectful of those who care for us
- Prepared to learn from their mistakes

We believe that good behaviour is encouraged through recognition and reward by:-

- Having high expectations of good behaviour
- Being aware of and acknowledging good behaviour and attitudes
- Praise for behaving and working well
- Ensuring criticism is constructive
- Explaining and demonstrating the behaviour we want to see
- Informing parents/carers of their child's behaviour
- Rewarding children who behave well

REWARDS

Some of these rewards will be:-

- Verbal praise
- Stickers and stamps
- Certificates

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- Golden Time
- Dojo points
- House Points
- Marbles in the jar
- Whole class rewards
- Letters to parents/carers
- Praise and applause in Going for Green Assembly

SANCTIONS

We discourage inappropriate behaviour by:-

- Having high expectations of good behaviour
- Reminding pupils of school ethos and rules
- Verbal warnings/reprimands/reminders of inappropriate behaviour
- Time out
- Removing privileges
- Detention at break and/or lunchtime
- Placed on Yellow or Red for behaviour and phone calls and/or letters home to parents/carers
- Sending child to Year Group Partners, Middle Leaders, Assistant Headteachers, the Deputy Headteacher and Headteacher.
- Involvement of Learning Mentors and setting up of Individual Behaviour Programs and/or Pastoral Support Programs

In rare cases, it may be necessary to follow the LA's guidelines on Fixed Term and Permanent Exclusions from the school.

Bullying

Bullying is an issue that we all take very seriously. Children who report instances of bullying can rely on there being a thorough investigation and the bully or bullies being dealt with very firmly. Staff are asked to be ever vigilant and watchful for children who seem withdrawn and unhappy, as we know that much bullying does not get reported for fear of reprisal. Our Anti-Bullying Policy has much emphasis on prevention through a strong ethos of positive behaviour management and encouragement of respectful behaviour to each other, in addition to procedures for dealing with incidents when they occur. This Policy is included here as an appendix.

Systems

The remainder of this document gives details of the systems that we use in order to achieve and maintain good behaviour and discipline, as outlined in this Policy.

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REWARD, ENCOURAGEMENT AND INCENTIVE SYSTEMS

Rules, Golden Time and Dojo points

Rossllyn Park Rules

The school's 6 Rules were negotiated and agreed with the School Council in March 2013. They are:

- Listen to all adults and do as you are told immediately.
- Look after everything and everyone in our school environment.
- Be positive - speak politely, be friendly and smile.
- Be respectful – treat others the way you want to be treated.
- Let everyone work and learn.
- Take pride in your work and try your hardest in everything.

These rules should cover all aspects of behaviour and are the basis of all discussions with children about their behaviour. Posters showing the rules should be displayed prominently in every classroom and cluster, and in other spaces such as the corridors, hall, etc. Children should be reminded of these rules frequently and should understand what they mean through discussions with teachers and teaching assistants.

Golden Time

Golden Time is a 30 minute reward session on a Friday afternoon, 2.30 to 3.00, for all children who have earned it by staying out of trouble over the week. It is not simply a “choosing” session, but must be a controlled time in which the children could, for example, be allowed to play educational games, watch a short DVD, play party games, etc. **It is ESSENTIAL that each class teacher ensures that this is a fun session – one that children will not want to miss.**

Missing Golden Time

The Assertive Discipline system (see below) applies here. If a child's classroom behaviour results in them being sent out of their classroom three times or more, or their behaviour is “in the red” then they miss their Golden Time. These children are to be sent to the Learning Mentors.

At this point, the teacher fills in a letter (see p. 16) and passes it to the Office for posting home. Teachers have copies of blank letters. They are responsible for filling in the letter and then giving it to a member of the office staff for processing. The office staff member is responsible for copying the letter as follows:

- One for the child's file.
- One for the class teacher to put in their Pupil Discipline File.

The letter is then posted home that day.

A child who is not “in the red” but has been sent out of their classroom twice should be referred to the Learning Mentors, with the intention of preventing a further sending out.

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Dojo

- The whole-school reward system revolves around giving out Dojo points (small tickets as above and logged on Class Dojo) for good behaviour.
- A Dojo point class display will be present and these can be added during teaching. They will then be added online at the end of each day.
- Finally, the Dojo (with the child's name written on them) are put in a collection box on the teacher's desk.
- On a Friday morning, before assembly, each class teacher draws the winner from their box. At the end of the assembly, the winners are all invited to the front to receive their applause and choose their prizes from the selection available.
- If a child has been given 100 Dojo points, the children receive a bronze sticker and certificate. When children reach 200, they will receive a silver sticker and certificate. If a child reaches 300, they will receive a gold sticker and certificate. At the end of each term, the golden children will receive a reward as a group. The points will then be re-set for the next half-term.
- The House Points are added up and the House Cup is awarded to the winning House each week in Friday assembly.
- The class who receive the most Dojo points in a week will receive an extra break.

Class Rewards

There may be other reward systems in place to suit the class eg "Marbles in the Jar", "Table points" etc. These are at the discretion of the class teacher.

House Points

- House points are class-based and are used as a focus for work, with Dojos given as a reward for positive behaviour choices (see above)
- Each class will keep a record on the wall in the form of an A3 laminated sheet, divided into four sections.
- On Friday, totals will be announced in assembly. Year 6 children will have collected and counted all the totals and cleaned the charts in each classroom. Weekly winners will be displayed on the school website and an on-going total will be kept.
- At the end of each half-term, there will be a house afternoon where the winning house will receive a prize.

Houses:

All teaching and support staff will be allocated a house and each house will have a house leader.

- Highfields (Purple) – House leader: **Steven Border**
- Sherwood (Green) – House leader: **Nikki Haywood**
- Trent (Blue) – House leader: **Scott Mason**
- Castle (Orange) – House leader: **Catherine Salt**

"Going for Green" Certificates

Blank certificates are on the staffroom table and staff should complete one per week and bring it to the Going for Green Assembly. There are also invitations for parents to come to the assembly and these should be given to the relevant child the day before the assembly.

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Assemblies

The assembly rota is as follows:

Monday – Upper school Green assembly (2:40)

Tuesday – Lower school attendance (2:40)

Wednesday – Upper school attendance (2:40)

Thursday – Upper school singing (Lower school – Read Write INC session)

Friday – Foundation Green assembly (10:00)

Lower school assembly (2:40)

Stickers and other rewards

Teachers and other staff are provided with a range of stickers for various aspects of good behaviour, which may be given out at their discretion.

The systems described above are whole school and should be used by everyone, although classes may have other reward and incentive systems, again at the discretion of the individual teachers.

SUPPORT FOR CHILDREN STRUGGLING TO BEHAVE

Learning Mentors

The school has the full time equivalent of 1.3 Learning Mentors, which is currently shared between two people. The Learning Mentors play a very active role in working with children who are struggling to behave appropriately. As will be seen below, they are called in for support when a child is finding themselves regularly in trouble, and work with those children in a variety of ways to help them learn to modify their behaviour. This includes monitoring those children who have been highlighted on the monthly behaviour outturn which is distributed to all staff.

The Learning Mentors also run a Breakfast Club for those children in need of a calming start to the day, and a lunchtime sanctuary, known as “The Link”, for those who struggle to cope at lunchtimes.

Teaching Assistants

Our teaching assistants regularly support children, both in and out of the classroom, with their work and behaviour. Both they and the Learning Mentors will keep and add to the records of individual children and support the teachers in keeping track of those children’s progress.

Teaching Assistants and Learning Mentors are usually the first point of call if a teacher needs assistance with a child’s behaviour.

BEHAVIOUR MODIFICATION AND SANCTIONS SYSTEMS

Each teacher should pair up with a neighbour, to whom they can send children for 'Time Out' and on whom they may call for assistance if needed.

Behaviour System

Refusal to conform to class rules and instructions:

1. Verbal warning.
2. Child's name written under specified sheet displayed in class
3. Child's name has a circle drawn around it.
4. Five minutes 'time out' in the classroom.
5. 'Time out' in another classroom (10 minutes). This should be the classroom opposite and taken off their break time.
6. MLT call or child sent to a member of the MLT within that phase
7. Child to go to the relevant Assistant Headteacher (Foundation Stage – Miss Finch, Years 1 to 3 – Mrs Haywood, Years 4 to 6 – Mr Border). Further action may be taken from this point

A child should only skip to point 7 if they are fighting in class or swearing.

"Further action" could include:

- Remaining with the Assistant Headteacher to work for the rest of the session/morning/day, including missing playtime and/or lunchtime.
- Being sent to another Assistant Headteacher's classroom for the rest of the session/morning/day.
- Parents being contacted by Red Letter (see p. 18) or phone and informed of their child's behaviour.
- After-school detention.
- Exclusion.

EYFS BEHAVIOUR SYSTEM

All classes will need:

- Red, yellow and green display with mini photographs of the children
- Red thinking cushion
- Sand time
- Individual sticker charts

Behaviour System:

Refusal to conform to class rules and instructions:

8. Verbal warning
9. Child's photograph is moved onto the yellow
10. 'Thinking time' in the classroom – child sits on the red thinking cushion with the sand timer
11. Child's photograph is moved onto the red. Sent for 'thinking time' in another EYFS classroom - child sits on the red thinking cushion with the sand timer
12. Child taken to the Assistant Headteacher – Miss Finch. Further action may be taken from this point

All children should start the morning and afternoon sessions on the green

At point 3 the behaviour will need to be logged on Sims

Rewards

- Children will be rewarded with stickers for good work, positive behaviour etc. The children will collect their stickers on a chart. Once their chart is full they can take it to Miss Finch and choose a prize from the prize box.

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- Going for green – Assembly on a Friday am. One child from each class will be selected to receive a certificate for good work, positive behaviour etc.

The Red Letter system

For extreme behaviour, a red letter can be completed by the Assistant Headteacher and sent home by the office. The red letter can be used as a warning about subsequent behaviour sanctions such as after school detentions, internal exclusions and fixed term exclusions. These letters are kept in the office and are copied and given to behaviour lead.

Keeping Records

Each teacher will use SIMs to track children's behaviour. When they reach point 4 on the behaviour system, the behaviour will be tracked. This is then sent to the relevant AHT and learning mentors. This ensures all relevant parties are kept informed. The learning mentors will use this information, coupled with the monthly outturn report, to target children who need intervention. Additionally, staff keep a copy of red and yellow letters which are sent home and a copy needs to be given to AHTs and learning mentors.

Children have their own files, kept in the office. As mentioned above, office staff are responsible for ensuring that any Missing Golden Time or Red Letters are copied and put in the appropriate child's file immediately. A note should also be made in the Behaviour section of the child's electronic file, in SIMS (the School Information Management System). Office staff are also responsible for this.

Detentions

Children may be kept in for detention at playtime or lunchtime. This may be because:

- the teacher wishes to have a quiet word with them about their behaviour; or
- they have not done enough work and need to catch up.

In these instances, the detention is arranged and supervised by the **class teacher**. If the teacher is on playground duty, they use their classroom teaching assistant to facilitate this.

Children who misbehave during playtime may also be kept in for detention the next day. These children will go to be supervised by duty teachers on a rota system, announced in Briefing each morning. Teachers who are on playground duty will decide children who should have detentions for their playtime behaviour. Detention Slips (see p. 20) are on the clip board in the detention box. On these slips they record the relevant information and the slips are returned to the office after the third playtime session, where they are recorded on SIMs.

It is the class teacher's responsibility to remind the child to go to detention. This will be monitored through the monthly outturn report and analysed to see where intervention is necessary.

Physical Intervention

Key staff are trained in safe and appropriate methods for physically intervening if a child's behaviour warrants it. Occasions in which a child has to be handled are extremely rare, but they do happen and parents are immediately informed if such an incident has taken place. Incidents of physical intervention need to be recorded. Forms for completion and completed forms are kept in a file in the Headteacher's Office

Exclusions

The Headteacher or, in his absence, the Deputy Headteacher may, at their discretion, decide to exclude a child from school either for a fixed period or on a permanent basis.

Exclusions are rare and are not usually used unless a range of other strategies has been tried first. However, fixed period and even permanent exclusions may be given for a first offence, if that offence is so severe that such a serious punishment is warranted.

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This school regards exclusions as a last resort, and seeks actively to work with parents to modify a child's behaviour and to help them to avoid getting to that stage.

Rossllyn Park Primary and Nursery School **Anti-Bullying Policy**

Aims of this policy

To provide all staff with an understanding of the school's position on bullying, the way it seeks to prevent bullying and the process it operates when bullying is discovered.

To raise awareness concerning bullying amongst all adults associated or working within the school.

To eliminate bullying through education and affirmative action.

What is bullying?

Bullying is the wilful conscious desire to hurt, threaten or frighten someone, on more than one occasion. This can be physical or verbal and includes hitting, name calling, teasing, as well as racial and sexual harassment. It can also include threatening gestures and looks.

What are our principles?

It is the basic right of all children and young people that they receive their education free from humiliation, oppression and abuse.

We have a responsibility to create and maintain a safe and secure environment for all the pupils in our care, so that parents may send their children to school in the confident knowledge that they will be protected from bullies.

In the same way all adults at Rossllyn Park Primary and Nursery School have the same right to work free from harassment, humiliation and abuse.

The policy.

All discovered bullying will be acted upon. Therefore every person who is part of Rossllyn Park Primary and Nursery School has a responsibility to take action.

The organisation, administration and practices within the school will reflect the commitment to the prevention of bullying.

Schools response/actions

- Any reported incidents of bullying by children or parents will be promptly investigated and recorded. This evidence may be required to support further actions.
- The SLT will oversee and co-ordinate any reported incidents of bullying, it's subsequent reporting and liaising between staff and parents.
- A child may have an Individual Behaviour Plan written for them or a home/school log/diary. The IBPs will be monitored by the SENCO in liaison with the Learning Mentors.
- A child may be offered counselling via the EBD support team and appropriate individualised programmes created.
- Two 'Place2Be Worry boxes' are situated in the school, one on the corridor outside the Place2Be room and the other on the corridor opposite the Site Managers' door, where children can leave confidential messages if they wish to report any incidents. This will be emptied and acted upon by the P2B Service Manager and any concerns passed on to the Headteacher.

Specific Statement Concerning Racist Incidents.

Rossllyn Park Primary and Nursery School is aware of its responsibility for the promotion of racial harmony and understanding. It is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment to achieve their full potential. Therefore:

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- It will use all the powers and resources at its disposal to eliminate racial incidents.
- It will ensure that any complaint of racial harassment is promptly investigated and that everyone is aware of their responsibility and the procedures to challenge and report it when it occurs. A racial incidents folder is kept in the school office, where all reported incidents are to be recorded.
- We will work with parents/carers, communities and other agencies to ensure that it is clearly understood that racial harassment is unacceptable.

Implications for Pupils

- Pupils need to understand what bullying is: its causes, effects and methods of prevention.
- Pupils must accept that they have a duty to themselves and others in the prevention of bullying and taking action should it occur.
- The action taken may be **direct**, that is intervening in the bullying situation (the difficulties in this are acknowledged and it is preferable that a teacher/school adult should take action) or **indirect**, reporting bullying or potential bullying to another adult, at home or school.
- Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.

Implications for Teachers and Other Adults Employed at School.

- All discovered bullying must be acted upon as soon as possible and be seen to be acted upon.
- It is essential that incidents are carefully recorded and a member of the Senior Leadership Team should usually do this. Written accurate evidence is vital and helps to bring home the seriousness of the incident. Statements should be taken from all involved.
- Particular danger periods are breaks and lunchtimes. Teachers on playground duty need to supervise the children actively to try to minimise opportunities for bullying to take place.
- There are implications for pupil management by staff. If bullying strategies are consistently used by staff this reinforces the idea that bullying is a legitimate way of exercising power and control.
- Teaching about bullying is an essential strategy in prevention.

Implications for Parents/carers

Parents/carers have a key role to play in the identification and prevention of bullying.

- Parents can help identify early signs of possible bullying such as unwillingness to attend school, pattern of vague headaches, moodiness and requests for extra money or equipment missing.
- If parents/carers think their child or another child is being bullied or is bullying, then they should contact the school immediately. A member of the Senior Management Team is usually available to provide support and advice.
- If the problem only occurs outside the school, the school will try to offer help and support, but it may be necessary to contact the local police.
- A child should not be encouraged to hit back although they may need to defend themselves if physically attacked.
- A child who has a wide circle of friends is less likely to be bullied.
- Parents/carers may unwittingly encourage bullying behaviour if they use this strategy at home themselves. Parents who bully children are reinforcing the ideas that bullying is acceptable.
- Parents/carers should understand the very serious consequences for bullies who continue to bully other children.

Implications for Governors

Governors must satisfy themselves that the school policy, structure and systems are preventative, yet capable of dealing with bullying should it occur.

If a pupil persistently threatens the safety, education and welfare of other pupils then governors would be asked to support the use of exclusion, with the use of permanent exclusion as a last resort.

Implications for Senior Managers

In many ways all staff are managers and have a role to play in creating a climate and attitude in school that does not sustain bullying.

This is mainly concerned with valuing others and treating everyone, their property and the school, with respect.

Examples to pupils of good practice are essential. It is important that notices around the school are polite and positive, that staff and parents treat each other and the pupils in their care with respect and consideration.

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Particular responsibilities would include:

- Ensuring policies, practices and consequences are clear to parents and pupils.
- Supporting all staff, especially the Midday Supervisory Staff, in dealing with bullying should it occur.
- Providing opportunities for staff training when required.

Specific Statement regarding cyber-bullying and sexualised bullying

Rossllyn Park Primary and Nursery School is aware of the risks to children through the misuse of mobile technology. It will take immediate steps to investigate any instances of bullying in this way and will act appropriately, including involving the police if necessary, to take action against offenders.

- Only children in Years 4, 5 and 6 are allowed to bring mobile phones to school and then only by signed agreement with the parent/carerh(s) that they will follow rules governing the use of the phone and handing it in on entry to the classroom (see permission form p.20).
- Any instances of children disclosing that they have seen pornography are to be taken seriously and shared using the school Concern Forms as in the Child Protection Policy.
- All children in Years 5 and 6 are to have specific teaching and guidance about the dangers of sexualised bullying through the use of mobile technology and social media networks.
- All children in Years 5 and 6 are to be advised of the sources of help and support available to them in school if they have found themselves caught up in anything they cannot cope with.

This Policy refers to the school's Social Media and Mobile Technology Policy for more detail.

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Rosslyn Park Primary & Nursery School

Head Teacher: Mr Scott Mason
Amesbury Circus, Aspley, Nottingham, NG8 6DD
Tel: (0115) 915 3266
Email: admin@rosslyn.nottingham.sch.uk
www.rosslyn.nottingham.sch.uk

Date _____

Child _____ Class _____

Dear Parent/Carer,

I am writing to you today because your child has had to be sent out of class for the third time this week and will consequently miss Golden Time on Friday afternoon. The main ways in which your child was misbehaving are:

Your child has broken one or more of our School Rules, which have been agreed by everyone and are listed below:

1. Listen to all adults and do as you are told immediately.
2. Look after everything and everyone in our school environment
3. Be positive - speak politely, be friendly and smile.
4. Be respectful – treat others the way you want to be treated.
5. Let everyone work and learn.
6. Take pride in your work and try your hardest in everything.

Please support us in speaking to your child about this behaviour and how inappropriate it is to behave like this in school.

With many thanks for your support in this matter.

Yours sincerely,

CLASS TEACHER

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DAILY REPORT FORM

Child's name _____ **Class** _____ **Date** _____

Behaviour Target: <i>To comply with instructions politely.</i>		
Target Score: <i>Minimum of 8/10 each session</i>		
Session	Comments (if necessary)	Points
8.55-10.30		
Break	SLT signature:	
10.45-12.20		
Lunch	SLT signature:	
1.10 - 3.10		
Teacher's signature (and further comments):		

Consequences:

No Golden Times on Fridays whilst on Report.

Child is in the Red for Behaviour.

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Head Teacher: Mr Scott Mason

Amesbury Circus, Aspley, Nottingham, NG8 6DD

Tel: (0115) 915 3266

Email: admin@rosslyn.nottingham.sch.uk

www.rosslyn.nottingham.sch.uk

Date: _____

Child's name: _____ Class: _____

Dear Parent/Carer,

Behaviour Assessment

As part of our Assertive Mentoring system, all children have been assessed using criteria for behaviour. A copy of the criteria is below. Unfortunately, your child is currently assessed at **Yellow** for their behaviour. Therefore, your child will not be allowed to attend after-school clubs. Further refusals to follow the school rules will mean they are placed on red.

Being Red means that your child will not be allowed to join in with any treats or special events, such as the Christmas Fair, pantomime visit, discos, parties, etc. They are not allowed places in after-school clubs and are not eligible to be picked for any school teams, such as football, netball, the Road Safety Quiz Team and the Question of Sport Team. These privileges will be re-instated when their behaviour has improved enough to be judged as Yellow or Green. A child's status can be changed as soon as they have shown enough effort to improve and they have met their targets.

If you would like to discuss your child's targets for behaviour improvement with me further, please make an appointment to see me. Otherwise, please be sure to attend the next Parents' Evening to see how your child is getting on.

Yours sincerely,

Class teacher

Your child has been assessed as yellow for behaviour because:

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Rosslyn Park Primary & Nursery School

Head Teacher: Mr Scott Mason
Amesbury Circus, Aspley, Nottingham, NG8 6DD
Tel: (0115) 915 3266
Email: admin@rosslyn.nottingham.sch.uk
www.rosslyn.nottingham.sch.uk

Date: _____

Child's name: _____ Class: _____

Dear Parent/Carer,

Behaviour Assessment

As part of our Assertive Mentoring system, all children have been assessed using criteria for behaviour. A copy of the criteria is below. Unfortunately, your child is currently assessed at **Red** for their behaviour.

Being Red means that your child will not be allowed to join in with any treats or special events, such as the Christmas Fair, discos, parties, etc. They are not allowed places in after-school clubs and are not eligible to be picked for any school teams, such as football, netball, the Road Safety Quiz Team and the Question of Sport Team. They will also be excluded from golden time. These privileges will be re-instated when their behaviour has improved enough to be judged as Yellow or Green. A child's status can be changed as soon as they have shown enough effort to improve and they have met their targets.

If you would like to discuss your child's targets for behaviour improvement with me further, please make an appointment to see me. Otherwise, please be sure to attend the next Parents' Evening to see how your child is getting on.

Yours sincerely,

Class teacher

Your child is on the red because:

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Detention Slip

Name _____ Class _____

Date _____

Reason _____

Staff _____



Detention Slip

Name _____ Class _____

Date _____

Reason _____

Staff _____



Detention Slip

Name _____ Class _____

Date _____

Reason _____

Staff _____



Detention Slip

Name _____ Class _____

Date _____

Reason _____

Staff _____

Mobile Phone permission form – Years 4, 5 and 6 children only

To help prevent cyber-bullying, sexualised bullying and protect children from graphic and pornographic images, it is necessary to keep tight control of the use of mobile technology in school. Please only complete this form if it is essential that your child brings a mobile phone to school.

Child's name Class

I, the parent/carer of the child named above, agree with the rules and provisions regarding bringing mobile phones to school, which are as follows:

- My child will only bring their phone to school on days when they are arriving at school unaccompanied or being allowed to go home on their own;
- My child will switch off their phone and immediately hand it in to their class teacher (or teaching assistant or other known, responsible member of school staff) for safe-keeping, when they enter the building;
- My child will collect their phone as they leave at the end of the day;
- My child will not switch their phone on until they reach the edge of the school grounds.

I accept that the school will take no responsibility for the loss of or damage to any phone not handed in as described above.

I accept and will support the school in any suitable sanction (e.g. detention) that is issued if my child attempts to conceal their phone for the day and thus fails to keep to the rules above.

I accept and will support the school in any suitable sanction if my child attempts to use their phone for any instance of cyber-bullying, sexualised bullying or showing graphic and/or pornographic images.

My child's phone details:

Make

Model

Colour

Phone number

I will ensure these details are updated if my child's phone changes.

SignedParent/Carer

Date

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