



Behaviour Policy

and Statement of Behaviour Principles

Ratified: January 2026

Review Date: January 2027

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1. Aims

- This policy is based on our Governor statement of behaviour principles – see Appendix 1 and aims to:
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- The Education Act, which outlines a school's duty to safeguard and promote the welfare of its pupils
- The Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online







3. Definitions Osidge School's approach to behaviour

At Osidge we teach the pupils to take responsibility for the choices that they make.

Our school rules are:

- Listen to the adult and follow their instructions
- Make good choices
- Show the school values in your actions and words

Our school values underpin the expectations of behaviour we expect pupils to show:

 <p>Captain Care</p>	<p>Captain Care takes care in all that he does and is caring to friends and others in school.</p>	 <p>Major Respect</p>	<p>Major Respect respects the environment and listens carefully to others' views and opinions.</p>	 <p>Officer Honesty</p>	<p>Officer Honesty is honest about mistakes she may have made and knows herself as a learner.</p>
 <p>Doctor Determination</p>	<p>Doctor Determination n keeps trying (even when work is hard) and has a Growth Mindset.</p>	 <p>Sergeant Responsibility</p>	<p>Sergeant Responsibility is responsible for his learning and behaves sensibly at all times. He takes responsibility for the choices that he makes.</p>	 <p>Admiral Appreciation</p>	<p>Admiral Appreciation remembers to say thank you and recognises that some people are less fortunate.</p>

Misbehaviour is defined as:

- Making an inappropriate choice and includes, but not limited to:
 - Disruption in lessons, in corridors between lessons, and at break and lunchtimes
 - Not following adult instructions
 - Non-completion of classwork
 - Poor attitude

Serious misbehaviour is defined as a repeated breach of the school rules and includes but is not limited to:

- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments or jokes
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of images, videos etc
- Possession of any prohibited items. E.g.:
 - Knives or weapons; alcohol / cigarettes/vapes/roll up paper/drugs; stolen items; fireworks
 - Inappropriate images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)•Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our antibullying strategy <https://www.osidgeschool.org/about-us/policies/>

5. Roles and responsibilities

5.1 The governing body

The Fully Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Committee will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behaviour concerns with the class teacher promptly and not with other parents or children (see Parent Code of Conduct)
- Supporting the school's behaviour ethos.

6. Pupil code of conduct

Children who follow the school rules and make positive choices with their behaviour and attitude in and out of the classroom will be recognised and used as role models for other pupils.

Good choices include doing the following:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Follow uniform expectations
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Supporting children to make positive choices:

At Osidge we recognise that good behaviour is something that has to be explicitly taught to some children and that like all learning, children are able to acquire the skills good behaviour at different rates. The school uses 'misbehaviours' as an opportunity to educate, promote and support better behaviour choices in future.

We promote a culture of a 'telling school' where children are encouraged to tell an adult if they see or hear unkind behaviour. Being a telling school includes:

- Explicit links to the school values
- Wellbeing monitors
- 'Tell' box
- Empowering children to 'call-out' others for their inappropriate behaviour choices
- PSHE /Circle Times

7. Rewards and sanctions

Supporting children to make positive choices:

We use a 'Learning Ladder' to support the children to make positive choices and to give them opportunities to improve and redress their inappropriate choices.

How the Learning Ladder Works:



Good Choices



Inappropriate Choices

- All classes will have a display showing the scale with every child's name displayed. At Osidge we call this The Ladder. All pupils start on green every day.
- If a pupil makes positive individual choices about their behaviour or effort the name is moved one space 'up' the ladder'. If they continue to make positive choices in the same day, the teacher may continue to move their name up the ladder.
- If a pupil makes negative individual choices their name is moved 'down' the ladder. This act as a clear indicator to the child that he/ she will need to consider their behaviour, and make positive changes to move back up the ladder.
- Teachers will give reminders/warnings before moving a pupil down the ladder in order to give them an opportunity to improve their behaviour choices.

Rewarding Positive Choices:

Individual Rewards: Merits and Badges

Pupils who make positive choices can earn merits depending on where they end the day on the ladder:

Green: One merit

Bronze: Two merits

Silver: Three merits

Gold: Four merits

Children collect merits towards a badge. For each 100 merits collected a child will receive their 'next' badge.

100 merits = bronze badge

200 merits = silver badge

300 merits = gold badge

Badges will be awarded in a special half-termly badge assembly. Badges must be traded in for the next badge up but pupils will be able to keep their gold badge(s). Badges can be worn on school uniform as a mark of how well pupils are achieving.

Whole Class Rewards

The class will work together towards a whole class reward through collecting points.

Points are collected depending on the pupils' end of day point on the ladder. Green = 1 point; Bronze = 2 points; Silver 3 points; Gold = 4 points.

The total should be displayed in class and visible to everyone. When the class reaches the agreed total they can have a predetermined whole class reward eg time outside; games.

Celebrating Positive Choices

There are other moments of recognition and celebrating those children who consistently display positive choices or show they are actively trying to improve their choices and to engage with the school values positively through their learning, around school and in the playground.

This could happen through weekly values assemblies, a half-termly tea party with the Headteacher and certificates of achievement.

Sanctions for inappropriate choices: In-class

Consequences

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's name down the ladder, they must give a clear reason to the child for doing so, and explain what the child can do to change this decision.
- At least one warning is provided for pupils before any moves are made.
- Teachers constantly support pupils to make their right choices so that they can move their name back up to green, and beyond.
- There may be times when teachers need to remind the whole class about expectations and appropriate behaviour choices. This may be during break or lunchtime.

The following colours are consequences:

Blue - colour reminder This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back to green.

Yellow - colour reminder This provides the opportunity for a pupil to start making the right choices so they can move back to green. Staff look for opportunities to move pupils back to blue and green.

Red – Pupils sent to SLT (senior leadership team) and have a consequence. Incident logged. At all times staff will be looking for opportunities to move pupils back up the ladder.

Reaching Red

A child may end up on red for:

- Persistently not making the right behaviour choices (down the ladder - blue, yellow, red)
- Inappropriate choices that breach our school values.
- Serious misbehaviours (see above = straight to red)

Sanctions for 'on red'

For persistent low level disruption, a child on red will miss break and will go to the allocated space for a reflective conversation, recorded on the relevant document.

- For a 'straight to red' the sanction will be at SLT discretion based on the incident and the individual pupil's behaviour history.
- If a child reaches red, SLT must be informed and the behaviour logged on the school system by SLT.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merits
- Visit to Headteacher
- Certificate
- Celebration Assembly
- Attending Headteacher half termly tea party
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls or letters home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

For a serious and persistent behaviour breaches, pupils may have an internal exclusion for part or all of the school day(s) where they will be expected to complete appropriate work.

In exceptional circumstances a child will be given a fixed-term external exclusion following the school's exclusion/ suspensions protocols.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- An internal exclusion for part or all of the school day(s) where they will be expected to complete the same work as they would in class.
- A fixed-term external suspension following the exclusion/ suspension protocols.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

<https://www.osidgeschool.org/about-us/policies/>

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Breaches the school's pupil online code of conduct
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more details.

<https://www.osidgeschool.org/about-us/policies/>

7.5 Internal Exclusion/ Fixed Term Suspensions/ Permanent Exclusions – Protocols Fixed Term Suspension and Internal Exclusion are serious sanctions applied in different cases. Internal Exclusion is a serious alternative to a Fixed Term Suspension. Pupils on Internal Exclusion or Fixed Term Suspensions will be provided work to complete for the duration of the sanction period. Internal Exclusion takes place in school with a member of staff, away from the rest of the class. Pupils will also be asked to complete reflections on their behaviour during their Internal Exclusion.

Internal Exclusion is used where a pupil:

- puts members of the school community at risk;
- disrupts the good order of the school;
- fails to meet the standards set out in the school's behaviour policy and it is necessary for safety or for the good order of the school to remove them from general circulation for a

period of time or until sufficient interventions can be put into place to help prevent further incidents.

Fixed Term Suspension is used where:

- incidents that require a more formal record such as weapons, injury caused to staff, illegal substances;
- there is a particular reason why a pupil will respond better to Fixed Term Suspension rather than Internal Exclusion;
- it is necessary for the health and safety or good order of the school to remove a pupil from the school site immediately.
- Occasionally, directed placements at an off-site provision may be used as:
 - an alternative to internal exclusion where an offsite sanction is preferable (e.g. at a local school, with an Osidge staff member);
 - a long-term placement may be sought where it is not appropriate for a pupil to return to Osidge, and as an alternative to permanent exclusion.

When a pupil is returning from a fixed term suspension, the school will arrange a reintegration meeting with the parent/carer and pupil. This is usually carried out with the Headteacher or Deputy. A number of possible measures may be implemented when a pupil returns from a fixed term suspension. These will be discussed in the meeting with the parent/carer.

Permanent Exclusion:

Permanent Exclusion is a last resort used only when a pupil's behaviour is deemed to present a serious risk to the safety and well-being of other pupils and staff, or when all other interventions have been exhausted. Decisions for permanent exclusion are not taken lightly and are based on thorough investigation, following a fair process in accordance with statutory guidance.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The Department for Education provides examples of reasons that may warrant a Permanent Exclusion:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf (pp. 14-15)

In the event of Permanent Exclusion, the following steps will be taken:

- A. Investigation and evidence gathering:** A full investigation will be carried out, and evidence will be reviewed by senior staff.
- B. Consultation with parents/carers/social workers:** The school will meet with the pupil's parents/carers to discuss the situation.
- C. Decision-making:** The final decision on permanent exclusion rests with the Headteacher, following consultation with relevant stakeholders. In the last instance there will be a final interview with the Headteacher and the principal protagonists before the final decision is taken.

- D. **Right of appeal:** Parents/carers will have the right to appeal the decision, and the school will follow all statutory procedures for appeals.

There are some situations where Permanent Exclusion is unavoidable and, in these cases, all relevant people, including the Local Authority will be informed on the day the decision is made by the headteacher.

Prior to deciding whether to suspend/exclude a pupil, either for a fixed-term suspension or permanently, the Headteacher will:

- Ensure that an appropriate, thorough investigation has been carried out.
- Give the pupil the opportunity to provide their version of events.
- Consider all the evidence available to support the allegations.
- Take into account the school's Behaviour Policy.

The Headteacher may suspend a pupil for up to 45 school days in any academic year. Should it be necessary to suspend a pupil beyond 45 school days, then the exclusion will be permanent. However, before this point is reached the school will have considered a range of options, including engaging with external support agencies, possible placement in a new class or attempting to organise a Managed Move to another local school.

When a decision to exclude/suspend a pupil has been made, the Headteacher will provide the following information to parent/carers in writing:

- The reason for the exclusion/fixed term suspension
- The length of a fixed-term suspension or, confirmation that it is a permanent exclusion
- Information about the parents'/carers' right to make representations about the exclusion/suspension to the Governing Committee.

8. Behaviour management

Managing behaviour positively

Praise is the most powerful form of influencing children's behaviour and at Osidge this will be the most frequently used strategy to manage behaviour.

Children who make positive choices around their behaviours and attitude in and out of the classroom will be recognised and used as role models for other pupils.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Regular support for managing behaviour is available for all staff from more experienced colleagues.

For adults working with more challenging children is given, bespoke training will be given including proper use of restraint.

Where needed, the school will seek advice from external providers and agencies.

Regular, ongoing support for behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Committee annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy; Anti-Bullying Strategy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions/ suspensions protocol explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing body does not tolerate bullying taking place in the school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. • The governing body of Osidge School also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- This written statement of behaviour principles is reviewed by the Governing Committee annually.

Appendix 2:

Osidge's Mobile Phone Policy:

Our Smartphone-Free Philosophy

At Osidge, we believe childhood should be a time for curiosity, creativity, and connection. Our **smartphone-free philosophy** is based on the idea that children learn best when they are fully present, engaged with their peers, and free from the distractions of mobile technology. By keeping our school environment phone-free, we aim to protect children's well-being, encourage healthy friendships, and foster a culture of focus and play.

Policy Overview

- **Pupils are not permitted to bring mobile phones to school.**
- This includes smartphones, smartwatches with messaging capability, and any device that can access the internet, social media, or messaging platforms.

Why We Have This Policy

- To reduce distraction and support learning.
- To safeguard children from exposure to inappropriate online content, cyberbullying, and social pressures linked to smartphone use.
- To encourage play, imagination, and face-to-face social interaction.
- To support families who value limited screen use at home by ensuring consistency at school.

Supporting Families

We understand that some children may already have phones for use outside of school.

We ask that parents support our smartphone-free philosophy by:

- Ensuring devices are left at home during the school day.
- Modelling mindful and balanced phone use in family life.
- Discouraging children from participating in group chats with other Osidge pupils (see Rationale for restricting online group chats between pupils).
- Encouraging children to enjoy phone-free play, conversation, and hobbies.

Conclusion

This policy is part of our wider commitment to creating a safe, nurturing, and focused environment for learning and play. By working together as a community, we can give children the freedom to grow, explore, and flourish without the distractions and pressures of smartphones.

Rationale for restricting online group chats between pupils.

The school recognises that children's emotional wellbeing, mental health and relationships can be significantly affected by their online interactions outside of school hours. While online communication can provide opportunities for social connection, group messaging platforms and online group chats frequently create difficulties for primary-aged children who may not yet possess the emotional maturity, resilience or judgement required to navigate complex social dynamics appropriately.

The school has identified that online group chats between pupils can contribute to:

- friendship conflicts and social exclusion;
- anxiety, distress and reduced self-esteem;
- impulsive or inappropriate communication;
- embarrassment, upset and misunderstandings;
- distraction from learning and reduced concentration in school; and
- increased safeguarding and pastoral concerns impacting pupils during the school day.

Experience shows that incidents arising from online group interactions often continue into school, affecting children's wellbeing, peer relationships and readiness to learn. Significant staff time is also required to resolve disputes and restore relationships resulting from interactions that occur outside school hours.

In order to support pupils' safety, wellbeing and healthy social development, the school strongly discourages online group chats between Osidge pupils. The school's expectation is that online communication between Osidge pupils should be limited to one-to-one contact only and that pupils should not participate in group chats involving multiple children from the school community across platforms such as WhatsApp, Snapchat, Roblox, gaming platforms or similar services.

This approach aims to:

- promote safer and healthier friendships;
- reduce anxiety and peer pressure;
- support positive emotional wellbeing;
- minimise online conflict and exclusion;
- encourage appropriate social interaction in school;
- reduce excessive screen time; and
- improve pupils' focus, engagement and readiness to learn.

The school encourages parents and carers to work in partnership with staff by monitoring children's online activity, regularly reviewing devices and supporting age-appropriate boundaries around technology use. Parents are also encouraged to consider carefully whether children are developmentally ready for smartphones and unrestricted messaging platforms.

The school believes that online activity should enhance children's learning and social experiences without compromising their emotional wellbeing, safety or relationships with others.