

Behaviour Policy

(Including measures to prevent all forms of bullying)

Preston Candover CE Primary School



Love, Hope and Justice

Last reviewed on: July 2020

Next review due by: July 2023

Behaviour Policy

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Aims:

At Preston Candover we aspire for all of our children to be happy, caring individuals with a life-long love of learning. Our aim is to enable every child to grow intellectually, morally, spiritually and physically in a caring Christian environment. The school’s core values of **love**, **hope** and **justice** focus us as an inclusive community on being the best version of ourselves that we can be.

It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The school has three school rules for its pupils (see Rights and Responsibilities). However, the aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy also aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of ‘choice’:

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don’t accept / expect that some children will always behave in such a way) and;
- it avoids labelling children - instead, we refer to the choices we all make.

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Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.**

Refer to **KCSIE** for important safeguarding procedures to which we all adhere.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of the Christian faith whose values it promotes through the experience it offers to all its pupils.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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**

The policy principally relates to children but note that the principles set out here relate to positive relationships and behaviour for all, including **staff to staff** and **staff to pupil**.

1. 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](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of 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 should publish their behaviour policy online

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2. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or home learning
- Poor attitude
- Disrespectful to adults and peers

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

3. 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
Racial	Racial taunts, graffiti, gestures. 'Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin' (Stephen Lawrence Enquiry Report)

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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
Biphobic	Behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity,
Transphobic	Behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity,
Homophobic	Behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity,
Sexist	Name calling, derogatory comments sexist comments in the course of lessons e.g. putting down a gender

Our children have said: *“Bullying is when you hurt someone, physically or emotionally, more than once and on purpose.”* School Council

4. Roles and Responsibilities

Pupils

Pupils should follow one overriding school value, to love. To love one another and treat others and our world as you would like to be treated yourself.

Our three important school rules are to:

- **Show respect** – respecting others, being helpful, respecting property of others, caring for their own belongings, being thoughtful and considerate, letting others enjoy school, treating others in a polite and respectful way
- **Be responsible** – through responding with respect to authority as defined in British Values, responding appropriately to instructions, showing self-control, self-discipline and initiative

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- **Stay Safe** - behaving in a quiet and orderly way within the school, behaving in the playground in a safe, sensible and controlled manner, being co-operative and attentive in class

Class teachers

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships – ‘catching’ pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents
- display in the classroom the consequences of their choices (both positive and negative; see consequences, below) – this can help when you explain why you are praising / warning
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves and / or receives a warning
- having followed regular procedures and consequences, seek help and advice from a colleague (e.g. member of Leadership Team)
- liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the education social worker or LA behaviour support service

Support Staff

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships. All staff should be proactive in ‘catching’ pupils behaving well and exclaiming about how well a pupil has behaved.

Senior leadership

In addition to the above, it is the responsibility of the Inclusion leader and Headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness
- ensure the health, safety and welfare of all children in the school

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- maintain record of all reported serious incidents of misbehaviour
- issue internal or fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child; both these actions are only taken after the school governors have been notified

Parents/Carers

The school works collaboratively with parents/carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child's welfare or behaviour.

We expect parents/carers to:

- be aware that we have school rules (often communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident/issue

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, and if still unresolved, follow the steps in the Complaints Policy.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy.

Visitors

Visitors working with children are expected to follow the guidelines set out here as far as is possible. Visitors who are in school on a regular basis will be given a copy of the policy; others will be supported by staff members, especially made aware of the three school rules and the consequences.

5. Pupil code of conduct

At the beginning of each new academic year the class teacher will lead the class to write together their pupil code of conduct based on our important 3 school rules of:

- **Show respect**
- **Be responsible**
- **Stay Safe**

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This will be referred to throughout the school year to support the pupils in their behaviour. Pupils are expected to:

- 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
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

6. Rewards and sanctions

Positive rewards

A house point system is linked to dispositions of learning Values, BLP awards. On receipt of one of these the pupil will get a house point. The award is linked to the learning and is about the pupil being proactive in positive behaviour.

Some of the positive rewards for the good learning and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated for specific positive behaviours/actions
- Aspects of Learning (BLP) and Values awards are given in a weekly celebration collective worship.
- Attendance is also rewarded. We give termly certificates for good attendance.

Class teachers to keep a record of awards given to pupils and provide the Headteacher with a record of this termly.

REWARDS and positive recognition

- Non-verbal signs of approval (smile, etc.)
- Verbal praise for positive actions
- House points are awarded for living the school values of Love, Hope and Justice, which count towards a Living the Values award.
- Responsibility
- Name on Board 😊
- Sharing excellent work with Headteacher who may give a Headteacher award.
- Progress and excellence prizes (termly)
- Annual award for “Courtesy, care and consideration”
- Notes of praise sent home with children
- Learning Power Awards from the Headteacher. This will include Reflectiveness, Resilience, Resourcefulness and Teamwork

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CONSEQUENCES for misbehaving

- Non-verbal signs of disapproval (stern look, etc.)
- Quiet word or reminder/verbal reprimand
- Discipline procedure in the classroom
- Use the language of choice – see Appendix 2

Incident steps and consequences:

1st. Name on board (explain why).

2nd. Mark against name – 10 mins time out in class.

3rd. Letter home to parents. (Please see Appendix 3)

4th. Class teacher liaises with Inclusion Leader or another senior teacher.

5th. Headteacher or Inclusion leader is involved along with teacher. A parent meeting is arranged.

After each stage there is a fresh start. The Headteacher and Inclusion Leader will be involved if the child gets to the 3rd letter stage and their behaviour does not improve.

- Removal of privileges (these do not include particular lessons e.g. art/games/music)
- Missing part of playtimes
- Individual behaviour management plan

In the case of a serious incident – remove child from the classroom.

According to the severity of the incident, the steps above may be by-passed and the Headteacher will be involved.

On certain occasions, when appropriate, a child may be asked to write an account and consider what alternative action they could have taken.

Each child must start each day with a clean slate

7. Behaviour management

1. Maintenance of good behaviour and discipline is the responsibility of all staff both teaching and non-teaching.
2. Staff will support each other in modelling good behaviour in all pupils and not just those for whom they have a specific responsibility.
3. House points will be available for appropriate social behaviours and not just good or hard work.

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4. Behaviours will be recorded on the Behaviour Log (Appendix 1) and analysed every half term by the Inclusion Leader
5. Reports of a serious nature will be investigated by two members of staff and, where necessary, referred to the Inclusion leader or Headteacher, whereupon an individual behaviour plan may be written.
6. Records will be kept of serious incidents on CPOMS and parents of offending children will be informed.
7. The school will involve the Behaviour Support team for advice and intervention when required
8. The Headteacher will alert parents and the Chair of Governors where a child's behaviour is a continual cause for concern and if necessary referral will be made to the DfE Statutory guidance.
9. Staff will endeavour to deal with discipline issues in a fair, objective and dignified manner and with regard to the school's Restrictive physical intervention Policy.
10. The School's Behaviour Policy will be available to anyone on request.
11. In cases of bullying, reference will be made to the Anti-bullying policy
12. ABCC forms will be used as appropriate and Individual Behaviour Management Plans (IBMPs) will be written when necessary and reviewed at least termly. This may vary according to individual needs.

Restoration

Restoration opportunities need to be given and followed through as close to the incident as possible e.g. tidying up a mess, making a card to apologise etc. Key adults need to be involved in encouraging this.

Low-level, on-going disruptive or un-cooperative behaviour e.g. not following instructions straight away, talking in class, interrupting) are small issues but over time may stop a child and others from learning or feeling settled.

We aim to keep this to a minimum and aim to spot patterns when warnings occur. The following stages are followed to reduce such behaviour:

- Monitoring of behaviour incidents by Inclusion leader.
- Inclusion leader is alerted to concerns by class teachers and monitors behaviour incidents.
- Inclusion leader meets with child to discuss behaviour and remind child of 3 rules.
- A meeting with parents to inform of high number of warnings caused by low-level disruptive/ un-cooperative behaviour incidents;
- A meeting with parents to advise if this has continued, and therefore we need to see an improvement within a fixed period of time; a behaviour plan at school to track incidents will be used.

Serious misbehaviour e.g. disrespect to staff, property or cultures, swearing, fighting is very rare at Preston Candover CE Primary School. Such behaviour would mean warnings are given automatically. Similarly, any **pattern in warnings or consistent warnings** means parents are contacted by letter emailed home. (Please see Appendix 3) We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school. A behaviour incident is recorded in such cases.

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We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The class teacher discusses the school values and rules with each class, and also creates a Pupil code of conduct /Classroom Charter. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

All members of staff are aware of the regulations regarding the use of force by teachers. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

We follow the comprehensive recommendations set out by the Department for Education (see website referred to at start of policy) for clarification of any specific matter e.g. confiscation of an item.

Anti-Bullying

'Bullying is when you hurt someone, physically or emotionally, several times on purpose.'

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic, biphobic and transphobic bullying as described above. All are treated extremely seriously at Preston Candover CE Primary.

Aims and objectives

Bullying of any kind can have devastating effects on the personal well-being, identity and self-esteem of any pupil. Our school is a safe and secure environment where everyone can

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learn without anxiety. We do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

The role of children

- All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know.
- Pupils should tell us their honest views about school in regular feedback e.g. weekly Circle Time or PSHE sessions, School Council meetings, informal conversations with Headteacher during lunch. These views can be specifically about bullying but may also be about how safe they feel at school.

The role of teachers and other staff in school

All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at Preston Candover CE Primary School. Teachers and teaching assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.

- If staff witness an act of bullying, they should investigate it themselves and ensure a member of the Senior Leadership Team is informed.
- Adults fully support the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health – this will usually be by the class teacher, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- They also aim to stop the problem: for the child who has bullied, consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion.
- Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - as above, this will usually be by the class teacher, but other adults will be vigilant about monitoring the child's choices and well-being.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- All teachers and teaching assistants should follow PSHE (Personal, Social, Health and Education) and Circle Time activities on a weekly basis; sessions should centre around bullying and how people can stop bullying if there are any signs of someone being bullied in school. On an annual basis, they should participate with their class in national Anti-Bullying Week.
- They should follow the principles set out in this policy and in our **Ethos and Mission Statement** in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

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The role of the Senior Leadership Team

- The Senior Leadership Team follow all principles and roles set out are implemented by teachers and other staff (above).
- In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at Preston Candover CE Primary. This is on a regular basis and may also stem from any signs of bullying. Assemblies are used to communicate this to the whole school.
- The SLT keep a record of bullying, including any homophobic, biphobic and transphobic bullying; they are able to report incidents on request.
- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

The role of parents/carers

- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- Parents / carers concerned about bullying should contact their child's class teacher/Inclusion Leader or the Headteacher straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should use our complaints procedure by putting a formal complaint to the Governing Body.

The role of governors

- The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.
- It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Cyberbullying

Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DCSF 2007 (document no longer available; website decommissioned)

There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

1. **Text messages** that are threatening or cause discomfort
2. **Picture / video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls**: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. **Emails**: threatening or bullying emails, often sent using a pseudonym or somebody else's name

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5. **Chatroom bullying:** menacing or upsetting responses to children or young people when they are in a web based chatroom
6. **Instant messaging (IM):** unpleasant messages sent while children conduct real-time messaging conversations online e.g. WhatsApp (although there are others)
7. **Bullying via websites:** use of defamatory blogs, personal websites and social networking sites e.g. Facebook, Twitter

How is cyberbullying different?

Bullying is bullying wherever and however it take place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on a vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyberbully or a target varies – age / size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe
- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (e.g. the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL – Tell You Later); this makes it difficult for adults to recognise potential threats.

At Preston Candover CE Primary School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Key advice to pupils

- Always respect others – think about what you say online and what images you send / post
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly
- Don't retaliate or reply
- Save the evidence – text messages, online conversation, pictures etc.

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- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider e.g. website, mobile phone company, school or police
- If you see cyberbullying taking place, then support the victim and report the bullying

There's plenty of online advice on how to react to cyber bullying. For example, www.kidscape.org.uk has some useful tips.

Key advice for parents / carers

Adapted from previous DfE guidance, the following points are communicated to parents / carers in newsletters:

- Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends
- Talk to your child and understand how they are using the internet and their phone
- Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- Remind your child not to retaliate
- Keep any evidence of cyberbullying – emails, online conversations, texts etc.
- Report the cyberbullying
- Contact the school so they can take action if it involves other pupils
- Contact the service provider e.g. website, phone company etc.
- If the cyberbullying is serious and a potential criminal offence has been committed, then consider contacting the police

Racism

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. We have the following principles and roles in place to ensure that racism can be quickly stopped.

Definition

The Stephen Lawrence Enquiry Report defines **racism** as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A **racist incident** is defined as 'any incident which is perceived as racist by the victim or any other person'.

Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group is present or not.

Racist behaviour in an educational institution can include:

- physical assault because of colour and / or ethnicity;
- derogatory name-calling, insults and racist jokes;
- racist graffiti;
- provocative behaviour e.g. wearing racist badges / insignia;
- bringing racist materials e.g. leaflets, magazines into school;

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- verbal abuse / threats;
- incitement of others to behave in a racist way (whether or not the ethnic group are aware or not);
- racist comments in the course of lessons;
- ridicule of cultural differences e.g. food, music, dress etc.;
- refusal to cooperate with other people because of their colour and / or ethnicity.

Our school is a safe and secure environment where everyone can learn irrespective of their gender, nationality, ethnic background or faith. It is not possible to achieve this if anyone faces prejudice or hostility. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equality of opportunity is fundamental (see **Ethos and Mission Statement** and **Equalities policy**).

We want to:

- make our school safe and welcoming for all pupils, parents, staff
- sustain an environment in which racist assumptions, attitudes and behaviour are challenged
- sustain an environment in which we all recognise and celebrate our similarities and our differences
- provide a curriculum which emphasises the positive aspects of all cultures and of a multi-cultural society
- give all pupils, parents and staff the confidence that racism can and must be eradicated from our society
- ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language etc.
- ensure staff directly intervene when they are aware of racist incidents

The role of children

- All pupils should know that racism is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school. If bullying persists, they must keep on letting people know.
- Pupils should tell us their honest views about school in regular feedback e.g. weekly Circle Time or SEAL (Social and Emotional Aspects of Learning) sessions, termly Feedback Forms, School Council meetings, informal conversations with Headteacher during lunch. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

The role of teachers and other staff in school

- All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at Preston Candover School and in society.
- All racist incidents will be dealt with no matter how trivial they may seem to be.
- If staff are aware of racism, they should refer it to the Headteacher or Inclusion Leader or class teacher directly.

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- Adults fully support the victim of racism. Time is spent to restore the victim's confidence, happiness and other aspects of health. For children, this will usually be by the ELSA and the class teacher, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- They also aim to stop the problem. For the child who has been racist, time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his / her actions are unacceptable - as above, this will usually be by the class teacher, but other adults will be vigilant about monitoring the child's choices and well-being. For a member of staff who has been racist, disciplinary procedures will be pursued. For a parent / carer, legal advice will be sought.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- All teachers and teaching assistants should follow PSHE (Personal, Social and Health Education) and Circle Time activities on a weekly basis; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society.
- They should follow the principles set out in this policy, our **Ethos and Mission Statement** and our **Equalities statement and policy** in order to continue our school climate of mutual support and praise, so making racism less likely.
- See **Support** (above).

The role of the Headteacher and Inclusion Leader

- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that everyone in school knows that racism is wrong and unacceptable.
- This is on a regular basis and may also stem from any signs of racism. Assemblies are used to communicate this to children.
- In the case of serious incidents, an assessment must be carried to find out whether the whole school community must be informed i.e. whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the police.
- If there is an allegation against a member of staff, it should be dealt with under the HCC Disciplinary Procedures (adopted by our school).
- Racist graffiti must be removed / deleted as soon as it is evident; if this is not possible, advice will be sought and pupils, parents and staff are made aware of the situation; movement around school may be re-directed.
- Issues surrounding racism and its unacceptable nature are made very clear to all.
- The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism.
- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

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- The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken; he / she reports to the local authority any incidents of racism.

The role of parents / carers

- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- Parents / carers concerned about racism should contact their child's class teacher or the Headteacher straight away. They might be worried that their child is a victim of racism, but they should also contact school if they suspect their child may have been racist to someone else. If they are dissatisfied with the response, they should use our complaints procedure by putting a formal complaint to the Governing Body.

The role of governors

- The Governing Body supports the school in all principles and roles set out here. Any racist incidents will be taken very seriously and dealt with appropriately.
- It monitors incidents of racism and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of racism and to report to the governors about the effectiveness of anti-racist strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Homophobic, biphobic, transphobic and sexist bullying

Definition

Homophobic, biphobic or transphobic bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or are perceived to be lesbian, gay, bisexual or transgender (e.g. children of the same sex couples).

(Tackling homophobic, biphobic and transphobic bullying among school-age children and young people (Government Equalities office 2014)

Homophobia is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour. **Homophobic behaviour** can start in the early years of primary school, when children frequently misuse words such as 'gay' as a generic insult or term of abuse. Comments that question others' masculinity or femininity – as well as those that refer directly to sexuality – are also frequent and damaging.

Homophobic behaviour in an educational institution can include incidents such as derogatory name-calling, insults and jokes;

- homophobic graffiti;
- provocative behaviour e.g. walking / talking in a deliberately exaggerated effeminate way;
- bringing homophobic materials e.g. leaflets, magazines into school;

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- verbal abuse / threats;
- incitement of others to behave in a homophobic way;
- homophobic comments including misuse of terms e.g. 'That pencil case is so gay';
- ridicule of differences;
- refusal to cooperate with other people because of their sexual orientation.

Biphobic Bullying

Biphobic bullying can be defined as bullying based on attitudes that when expressed demean, intimidate or harm another person because of their emotional or sexual orientation towards people of more than one gender.

Transphobic Bullying

Transphobic bullying can be defined as bullying based on attitudes that when expressed demean, intimidate or harm another person because of their emotional or sexual orientation whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Sexist Bullying

Sexist behaviour may include

- name calling, derogatory comments
- sexist comments in the course of lessons e.g. putting down a gender

Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are based around the assumption that women are subordinate to men, or are inferior. Young people's expectations and attainment can be limited by sexist attitudes. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Prevent

The school will have due regard to the prevent duty. By providing general prevent training and by making a referral to the Channel programme if required, through to Hampshire police.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently.

It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the

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parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

George! You're climbing over the fence.

Never ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

George, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

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Step 3 - Statement of choice

If they still do not do as you have requested, you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

George, if you choose to continue to climb over the fence then you're not following one of our school rules. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done George, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say e.g. 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

8. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Monitoring

The Inclusion Leader and the Headteacher monitor the effectiveness of this policy on a regular basis. The Headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial incidents must be reported to the local authority; homophobic incidents are also recorded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Success Criteria

The frequency of behaviour incidents is reduced therefore there will be: -

- Fewer referrals to Senior Leadership Team.
- Fewer recorded incidents in behaviour file, and parental involvement lessened.
- More children exhibiting better self-esteem, self-discipline and pride in their work.

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Appendix 1: Preston Candover C E Primary School. Behaviour Incident Form

- (If more than one child involved, fill in details common to all then photocopying before filling in names. Give a copy to each child's teacher).

Name of child		Year		Date		Time	

Incident

Verbal threats to others	
Physical threats to others	
Actual physical harm to others	
Refusing to do as asked	
Name calling	
Swearing at other children	
Racist	

Being rude to adult	
Swearing at adult	
Other	
Damage to other's belongings	
Taking other's belongings	
Playing too roughly	
Homophobic	

Brief description of incident and what preceded it.

Action taken by duty adult:

Discussed incident	
Sent in off playground	
Time out given (teacher only)	
Asked class teacher to follow up	

Other – describe below	

Action taken by class teacher:

Discussed incident no further action	
Child kept in at playtime	
Time out given	
Parents informed	
Discussion with parents (see sheet)	
Headteacher informed	
Copy of sheet to B. Manager	

Additional comments: Please continue overleaf if necessary

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Completed by

Others involved

Date..... Signed.....

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(If more than one child involved, fill in details common to all then photocopying before filling in names. Give a copy to each child's teacher).

Appendix 2: Assertive Discipline – positive behaviour management summary

The goal of assertive discipline is to teach children to choose responsible behaviour and in so doing raise their self-esteem and increase their academic success. It is an in-depth approach to behaviour management and to meeting children's individual needs.

It is a way of making our expectations clear at every level and throughout the school day.

Whole school:

Collective worship/assemblies and values used to reinforce the messages

Lunchtime expectations maintained and good behaviour encouraged

School rules made clear and revisited regularly

Little things count – attention to detail e.g. good manners etc.

Congratulate – specific praise and reward at every opportunity

Class level:

Set up agreed expectations

Teach the assertive discipline strategy and be consistent

Use circle time

Use 'class reward' system to develop positive peer pressure e.g. name on board 😊

Individual level:

Set up reward system that is used consistently

Praise in class and collective worships for individual achievement

Build up respect and develop a basis of good relationships

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Appendix 3: Behaviour letters home, First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

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Second behaviour letter

Date: _____

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Behaviour Policy

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,

_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the Inclusion Leader and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____