



Telephone 01406 362383



Telephone 01406 363392



Gedney Church End and Lutton St. Nicholas Federated Primary Schools

Behaviour Management Policy

Mission Statement

“In our schools we aim to welcome all children into a caring environment in which they are able to develop their full potential and in which attitudes of mutual respect and responsibility are promoted. We welcome close links between the schools, home and the wider community.”

Date of policy: October 2019

Date adopted by Governors: October 2019

Review Date: June 2021

Behaviour Policy 2020 Covid-19 Addendum see Appendix 4

Introduction

We believe that good behaviour needs to be carefully developed over a sustained period of time. It is too important to be left to chance. We think that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This policy is about how we aim to support our children to make positive behaviour choices and applies when they are in school and on any outside visit. We recognise that good standards of behaviour have a positive impact on educational attainment as well as contributing to the sense of community that we seek to develop throughout our Federation. The fundamental tenet of our policy is encapsulated in the notion of 'catching children being good.'

We believe that children will strive to reach high standards of behaviour. Low expectations will elicit low standards of behaviour, and therefore we endeavour to maintain high expectations through a consistent and positive behaviour management policy. We wish to ensure a happy and caring community that encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour. We wish to implement a positive behaviour management system in which all adults within the Federation consistently model the desired standard of behaviour. We expect all children to take responsibility for their behaviour and so give them every opportunity to be involved in managing the choices they make. As a Federation, we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of the school community. Our behaviour management policy is structured so that those children who meet the required standards of behaviour will automatically receive a reward. As a Federation, we use the Social and Emotional Aspects of Learning (SEAL) materials to support our children in managing their own behaviour.

The implementation and monitoring of this policy is the responsibility of all staff.

The Purpose of the Policy

The purpose of the policy is to enable pupils to:

- develop responsibility for their own behaviour;
- develop respect for others;
- encourage and foster positive attitudes;
- develop an approach based on co-operation;
- develop an understanding of the need for responsible behaviour;
- develop an effective range of strategies for dealing with problems.

The purpose of the policy is to enable adults to:

- consistently model high standards of behaviour;
- encourage and support children to develop the same;
- consistently follow an agreed format of rewards and sanctions;
- support each other with the agreed format;
- provide children with a consistent framework of expectations during their time at school;
- ensure that opportunities and/or training is given to children so that they can become more responsible for their own behaviour e.g. Circle Time and collective assemblies.

Federation Aims:

Within our Federation, we aim to:

- have high standards for everyone;
- promote effective learning and teaching;
- provide a positive, stimulating environment;
- promote a caring and sharing atmosphere within the schools;
- educate the whole child at the appropriate level;
- encourage self-discipline, independent learning and self reliance;
- generate self-worth and respect, and tolerance for others.

The Federation Mission

In order to achieve these aims the Federation will provide:

- skilled teachers and support staff;
- appropriate resources;
- support from all stakeholders;
- opportunities for learning beyond the curriculum;

- effective monitoring of the Federation's provision;
- appropriate evaluation of, and response to, national and local educational initiatives.

Expectations of Behaviour

We expect children to:

- be polite and well-mannered;
- be kind and caring;
- respect the school environment;
- be safe and responsible at all times;
- work hard and do their best;

Success criteria or indicators:

We shall be succeeding when:

- All staff are familiar with the terms of the policy and implement them consistently, in the belief that they have a supportive framework within which to operate.
- Children value the acknowledgement of their successes and achievements, in the knowledge that the system is accessible to all equally (good behaviour should not be taken for granted).
- Children, staff and parents recognise that sanctions are fair, appropriate and actually address the problem.
- The pastoral system responds effectively to the needs of pupils, parents and staff.
- There is adequate and appropriate learning support and personal professionalism.
- Children feel free from threat of bullying or intimidation and are secure in all areas or situations throughout schools.
- Parents express confidence in the school's behaviour policy and the wider community acknowledges that the schools deal effectively with behavioural issues.
- The implementation of the policy is monitored and aspects of it are evaluated on a regular basis.

Behavioural expectations

As a Federation we strive to create a positive, caring environment for all. It is recognised that in order to achieve this, all individuals within the schools must be clear about the standards to which we are aspiring. Children need to feel secure in the expectations of the schools and of the rewards and sanctions they can expect. To this end it is important that all staff adhere to the systems described in this policy. We expect

and encourage a high standard of work and behaviour, both in school and on visits outside.

Children are encouraged to value and uphold the reputation of the schools - to set an example to each other, and to younger children in particular.

Through discussion at staff meetings and through work with the school councils, whole class discussion and parental consultation, aspects of positive behaviour to be fostered have been identified alongside behaviour which is considered unacceptable. These have been communicated through adopting a 'Class Dojo' approach.

There is a shared set of rules that apply throughout the school during any teaching session or out of school visit.

School Rules – In our Federation:

We behave as we would like other people to behave towards us.
We listen to adults and follow their instructions without complaint.
We treat one another peacefully, kindly and with respect.
We move safely around the school, keep it tidy and keep our hands, feet and objects to ourselves.

These are displayed in each classroom and are continually referred to by staff and children.

ALL ADULTS within the school are responsible for maintaining the highest standards by setting a good example themselves.

Adults are expected to:

- show respect for every child
- be aware of their influence on children, especially on children's self-esteem
- conduct themselves professionally regarding confidentiality
- dress appropriately
- use appropriate language
- have clear and high expectations of pupils and colleagues.
- demonstrate consistency in implementing rules and of expectations

We will:

- Be firm rather than aggressive;
- Criticise the behaviour, not the person/individual, so as not to damage the child's self-esteem;

- Avoid sarcasm and en-masse punishments as this is unfair to the “innocent” parties within the group;
- Speak to children about their behaviour in private rather than in front of their peers.
- Ensure that children are listened to carefully and that the facts are established.
- Ensure that a verbal and/or written apology is given after each incident.

Appreciation of Good behaviour and work:

We are careful to recognise all achievements made by the children. These may include a curriculum area, effort, attitude, being a good friend etc. We celebrate achievement in the following ways.

- Individual points. Throughout the day children can earn electronic ‘Dojo’ points for the agreed positive behaviours of the school and their class.
- Celebration assembly – special mentions
- At the end of each half term, any child with 200+ Dojo points earns a sticker on an individual certificate. This will be a bronze, silver and gold chart and the combined total will be 30 weeks, enabling each child the chance to reach gold. On reaching gold, a child earns a badge of distinction and a prize from the gift box.
- There are opportunities for children to share their work in assemblies.
- Lunchtime Awards – whole class Dojo points can be given for lining up, manners and behaviour.

When: incentives are given for effort and/or achievement in both work and behaviour. It is important that every child receives positive reinforcement as appropriate for him/her.

What: Positive reinforcement takes a variety of forms. Praise given verbally and immediately is considered to be the best, but stickers and stamps have an important role too.

Demonstrating Responsibility

Within each class, children are appointed to carry out certain jobs and responsibilities are increased according to the age and ability of the child.

SEN, disability and other vulnerable pupils. (View in conjunction with SEN policy and anti-bullying policy).

There are a number of reasons why pupils with SEN or disabilities, and other vulnerable pupils may behave inappropriately. It may be that

they do not have the cognitive, physical, or social and emotional competences necessary to understand and follow a school rule. They may not understand an instruction because, for example, they have a hearing or speech and language impairment. They may not, as with a child who has severe learning difficulties, have reached a developmental stage where they are capable of comprehending something as abstract as a general rule. They may have attention difficulties that mean they cannot sit still for long periods, and so be unable to comply with requirements to sit still in an assembly or whilst listening to a story. These situations will be dealt with on an individual basis.

Inappropriate behaviour may also be that despite the pupil having the necessary competences, and the right incentives to use them are in place, they are experiencing such stress that they are temporarily unable to make rational choices. Examples include a pupil:

- Who has been abused, lives in a household where there is domestic violence
- Who is worried about a sick parent, has experienced a bereavement
- Who is being bullied (see anti-bullying policy for further information)
- Whose parents are in the process of an acrimonious separation or divorce
- Who is repeatedly teased because of a disability.

Alternative provision may be made for these children and any vulnerable children should have an individual behaviour plan to ensure consistency in our approach to them (see Appendix 2)

The Environment

The overall appearance of a school, both inside and out, helps to create the atmosphere for everyone working in the school. A sense of ownership and pride in the school has a positive effect on behaviour. Staff recognise the importance of providing attractive and informative displays which reflect the work which goes on in The Federation.

Children are encouraged to care for the environment and take pride in the appearance of their classrooms. Teachers use a variety of strategies to encourage children to look after the equipment within the classrooms.

Procedures for Monitoring and Assisting Behaviour

On occasions a child's behaviour may come within the unacceptable band either through a build up of inappropriate actions or one major incident. The 'Dojo' rewards and sanctions cover most aspects of school life and as such most will be catered for by the sanction procedures indicated earlier. However certain behaviours may necessitate a swifter course of action, particularly when a child has become extremely distressed or is behaving in a violent way towards children or adults. For such situations there is a STEPS management plan (see Appendix 1).

All incidents of misbehaviour need to be dealt with in accordance with this policy – no one should walk by an incident regardless of how small. Only through consistent and full application of this policy will it be effective.

When misbehaviour takes place/rules broken we always try to identify and correct the individual concerned, although this is not always possible and groups/ classes/ the whole school may at times have to be dealt with collectively. The responsibility of the individual within the group is emphasised.

If a child has a legitimate point of view to express when being instructed by an adult they must use appropriate means to express it - by commenting when the situation has ended later; by using appropriate forms of language - "excuse me..."; by not using inappropriate gestures etc.

If the adult in charge/supervising the children is facing a control problem, e.g. moving children to safety in an emergency, children should conform without question to enable the problem to be resolved. Adults who are dealing with discipline issues will always give children the opportunity to express their view or version of what occurred before a decision about subsequent action is taken.

Most misdemeanours are of a minor nature and quickly and effectively dealt with by the member of staff present at the time.

If the matter is not resolved or if a child is injured or property damaged, then the member of staff may wish to take the matter further and notify the Assistant Head or the Head Teacher.

Playground issues

Members of staff must be vigilant to misbehaviour on the playground especially that which causes upset since this type of behaviour may not be so evident.

There are additional concerns due to the great risk created by the numbers of children often moving quickly and the risk posed by the physical boundaries.

Children may need to be reminded if their play is becoming too rough, or if equipment is not used safely.

In the event of misbehaviour members of staff should apply the same sanctions as above. In addition it may be necessary to send in a child to the Assistant Head or the Head Teacher.

Lunchtimes

During the lunchbreak, a Senior Supervisor and team of Midday Supervisors are employed to care for children both in the dining hall and playground. The Head Teacher, (or in their absence the Assistant Head Teacher or a nominated member of the teaching staff) will always be available throughout the lunchbreak to support the supervisory team as required.

Children are provided with equipment to use in the playground or in the classrooms on wet days, and are responsible for the care of equipment. They are also encouraged to help in a variety of ways.

The senior Midday Supervisor is responsible for ensuring that lunchtime staff are alerted to potential behaviour problems and that an appropriate course of action is followed. All behaviour incidents should be reported to the class teacher at hand over time. A regular dialogue should develop between teacher and lunchtime assistant about the children in their care. In this way many critical incidents can be avoided.

Any supervisor who feels a child is worthy of praise for being particularly kind, well mannered, much improved or helpful may send the child to the Senior Supervisor who may award a dojo point.

Children are all told that Supervisors are there to help them, and should be approached if help is needed in dealing with any arguments. Any child who needs to 'cool down' for a few minutes is sent to a quiet place.

It is important that Lunchtime Staff are familiar with 'class Dojo' so that their expectations can be related to them. If children do not respond to reminders about their behaviour from their lunchtime assistant, they follow the sanction code below.

Stage 1. A verbal warning. If behaviour repeated:

Stage 2. Time standing with a lunchtime supervisor. If behaviour repeated: POT (outside staffroom)

Stage 3. Parent Contact.

This sanction code applies to incidents occurring within one lunchtime. Each day will start anew with assistants beginning with positive reinforcements rather than continuing sanction route over a number of days.

In extreme cases, the Headteacher may request parents to take the child out of school at lunchtime for an agreed period of time.

Sanctions (see Appendix 1)

Some unacceptable behaviours do at times exist will instantly equal parent contact and separate consequences appropriate for the action.

Consequences are at the discretion of the adult in charge in the first instance and may include one or a combination of:

An expression of disappointment is often very effective in the first instance (adults need to take care that children are not humiliated.)

Verbal reprimand to varying degrees depending on severity: where appropriate children must apologise to those offended

Separate children causing the problem

Tactical ignoring of attention seekers

Loss of privileges - e.g. playtime free time/ work to be completed at home

Children missing their playtime in a supervised area

In the event of persistent misbehaviour parents are informed and involved.

We will use the schools' hierarchy to raise the level of concern if behaviour persists: children may be referred to a senior teacher, the Assistant Head Teacher and then the Head Teacher.

In the first instance the adult present at the time of any incident will deal with the matter and inform the child's class teacher.

The child's class teacher has key responsibility for children in their class and will need to be informed of any incident to ensure they maintain an overview of any patterns that may be emerging.

The class teacher will refer to others for advice and support as required: e.g. SENDCo, colleague, member of leadership team. The class teacher will use their professional judgement in deciding who to involve.

The class teacher will liaise with the parents in accordance with this policy.

If the Head Teacher is involved in a behaviour issue then parents will always be informed: the Head Teacher maintains a log of incidents reported - INTEGRIS.

Other sanctions at the discretion of Head Teacher and /or as a result of discussions: i.e. regular meetings with class teacher and or parents, individual behaviour charts, behaviour plans.

Missing games PE or swimming where a child has behaved in a dangerous way during these activities; this sanction is not used as a punishment for other misdemeanours.

Missing educational visits if a child's continued behaviour has been such that he/she cannot be relied on to behave in a responsible and safe way.

If a child is having to be reprimanded repeatedly (i.e. being sent to the hall at playtime more than once in a week) then the issue needs to be escalated as above.

In extreme cases the Head Teacher with the agreement of parents may issue a part-time timetable to support reintegration.

The Head Teacher may in extreme cases exclude the child from school following the procedure set out in DFEE 20/94, and in LA guidance. The Chair of Governors and LA will be notified immediately of any exclusion.

Detention and Confiscation

On rare occasions it may be appropriate for a member of staff to confiscate an item that a child has brought into school. Items that are deemed to be potentially harmful, pose a threat or distraction to others or are a health and safety risk may be removed. For example; a mobile phone or a very large piece of jewellery. The item may be taken until the end of the day where it will then be returned to the child and a reason for confiscation explained to parent/carer/guardian.

Children will not be detained for poor behaviour outside school hours.

They may be asked to sit for a maximum of 5-15 minutes in class (appropriate to child's age) to reflect on their behaviour at the start of a breaktime or lunchtime. **This is called POT (place of thought).**

Discipline off the school site.

During educational visits children are expected to adhere to the School Rules, as they would in school. The school expects a high standard of behaviour to be displayed. Pupils who misbehave will have the same sanctions imposed as described above.

At the end of the school day the class teacher waits to ensure that all the children are handed over to a responsible adult. Therefore no accountability will be taken by the school for misbehaviour that occurs between home and school once the responsibility of the child has been passed to the collecting adult. However, if an incident is reported to the school we may become involved.

Behaviour during after-school clubs may be dealt with in the same way as any school based activity if a teacher is present. Parents will be informed of any continued behavioural issues during such activities and the problem will be resolved with liaison between home and school.

Parental Involvement

Parents are expected to:

- support the school in pursuing this policy
- acknowledge the teacher's authority with regard to school and classroom issues
- be aware of, and respect, the timetabled day: children must be punctual and bring to school the correct equipment
- make appointments for consultations with teachers: quick chats are fine when there is time, but registration is 8:55a.m. for GCE and 9a.m. for LSN and teachers need to start their lessons promptly

- take responsibility for ensuring children complete homework and or have asked for help if they do not understand it etc.
- be aware of the guidelines prepared for voluntary helpers if they are assisting in school.

Available support for parents

Parents will be informed if their child is persistently misbehaving. They can often offer insights as to why their child may be experiencing problems. A constructive joint approach between home and school will promote consistency for the child, and is more likely to be successful in bringing about changes in the child's general behaviour.

A range of systems that are specific to the child's needs may be put into place to promote and reward good behaviour. An example of this may be a smiley chart where by the child receives a smiley stamper or sticker for each session that s/he has behaved well. These mini targets can then be altered and extended as necessary.

If a parent or guardian wishes to learn more about how to develop their children's social, emotional and behavioural skills then they should speak to their child's teacher or the SENDCo who will be able to offer advice about specific courses that are available to parents or other outside agencies that may be of help. We can also suggest additional strategies that they may wish to try at home.

Where a parent has a concern about their child's behaviour or any aspect of their conduct in school they should in the first instance arrange to see the class teacher to discuss the matter.

If the parent is still unhappy with the outcome of this discussion then they may raise the issue with the Assistant Head Teacher or the Head Teacher.

If a parent contacts the Head Teacher in the first instance then the class teacher needs to be informed as soon as possible.

The majority of children abide by our code of conduct and parents receive positive comments about behaviour at Parent Evenings and in annual reports. If a child's behaviour is causing concern, it is important that parents are informed at the time, rather than waiting for the next termly meeting.

By a partnership between home and school, most problems with behaviour can be addressed.

Parents will not usually be informed of one-off incidents of bad behaviour where a reprimand from a member of staff, detention at playtime or withdrawal of privilege is sufficient punishment to prevent a repetition of the offence. However, if a child's behaviour is repeatedly unacceptable, parents will be asked to meet with the Class teacher and/or Head Teacher.

Incidents of bad behaviour are, however, so individual and varied that in the case of a serious breach of the Behaviour Policy, particularly one involving assault or injury to another child or adult, parents will be informed, even if this is a 'first offence'.

Whenever it is necessary to inform parents, every effort will be made to contact parents on the day that an incident occurs, either by telephone or in person. It may be appropriate to discuss the incident fully straightaway, or to arrange an appointment for parents to meet with the Class teacher/Head Teacher at the earliest possible mutually convenient time. Where time before the end of the school day has been insufficient to conduct a full investigation of the incident, parents will be informed briefly of the incident, and that further investigations will be made the following school day.

In any case where a child's behaviour has been unacceptable, and the subject of a meeting with parents, it is expected that, through discussion, agreement will be reached about future targets for improvement. Parents will be expected to keep in close contact with the school.

In extreme cases of unacceptable behaviour a period of fixed term exclusion may be the most appropriate sanction. In such a case, parents will be expected to meet with the Head Teacher prior to readmission to agree written criteria for the child's future attendance.

In the rare case of fixed term exclusion being unsuccessful in securing improvement in behaviour, a permanent exclusion may follow. The appropriateness of exclusion as a sanction will be determined at any time by consideration of the factors detailed in current DfES guidance. In all cases, the safe and efficient education of other pupils in the school will be taken into consideration.

Links with support services

Class Teachers are responsible for sharing with the SENDCo and Head Teacher any concerns relating to the behaviour of children who are on the S.E.N. Register. In this way targets for improvement can be set as part of the Individual Education Plan for the child and parents are regularly involved in discussion. Staff will keep written records of

incidents that cause concern and monitor the success of strategies tried.

Occasionally a child's behaviour is beyond normal incentives and sanctions. This may be due to a number of factors, including emotional or physical needs not being met or a disruption in life at home. The child may be very unhappy, angry or suffering from low self-esteem. Consequently the child feels there is little chance of being good so does not bother to try.

In cases such as this it may be necessary to devise a special contract which includes achievable targets and rewards. Liaison with parents is essential in trying to help the child to develop a positive attitude. In such circumstances, parents will usually meet at least termly with the class teacher, SENDCo or the Head Teacher. If appropriate, there may be input at such meetings from other agencies. e.g. Educational Psychologists, Health Service, Social Services, BOSS.

Sharing the policy

The aspects of this policy relating specifically to our expectations of children and why they can expect from us, are communicated regularly with the children through assemblies, circle time and class discussion and in the daily application of its principles.

All staff adhere to the policy and copies of it are available in each staffroom, the schools' SDrive and to Midday Supervisors.

The Behaviour policy is summarised in The Federation websites, parents may also request to read the full version at any time. Parents of new entrants will be informed of the policy during their initial meeting with the Head Teacher.

Monitoring and evaluation of policy

Informal evaluating and monitoring will be done on a daily basis as the principles of the policy are put into practice. Staff will inform the Senior Leadership Team if there are concerns about behaviour. Any member of the School Community can discuss serious concerns with the Head Teacher.

The Head Teacher will inform the Governing Body if there any concerns about standards of behaviour in the school.

Data on behaviour issues may be extracted from the behaviour log maintained by the Head Teacher.

The Head Teacher will liaise with members of staff through meetings concerning individual children and at staff meetings to monitor the effectiveness of the policy. The Head Teacher will meet regularly with the Senior Supervisor to monitor and evaluate the policy.

This policy will be reviewed on an annual basis following consultation with staff and governors. A parental questionnaire will be distributed and discussions with the children held. We will look to assess whether the policy continues to effectively support the day-to-day management of behaviour difficulties, use existing resources as efficiently as possible and actively promote the principles of equality of opportunity for all pupils.

Bullying

Bullying may be defined as:

'Long standing violence, physical or psychological, conducted by an individual or group and directed against an individual who is unable to defend himself in the actual situation.'

Bullying includes:

- deliberate hostility towards a victim
- a victim who is weaker and less powerful than the bully
- an outcome which is always painful and distressing for the victim
- It can be physical; verbal; emotional; racist; or sexual.
- emotional bullying like ridicule and sending to Coventry seems to be more common than physical.

Persistent bullying can lead to:

Depression, low esteem, shyness, poor academic achievement, isolation, etc.

Children will however fall out from time to time and may say and do unkind things to each other, including lashing out on the spur of the moment etc. These situations are different to bullying which is more a deliberate act of singling out an individual or individuals - the distinction can be fine.

Children do need to learn to distinguish between bullying and non-bullying situations, and to learn the difference between standing up for themselves and retaliation.

Retaliation will not be tolerated as a means of sorting out a problem. The school needs to be able to depend upon parents supporting this view.

Prevention

The ethos of the schools, the way children are encouraged to be confident in situations and the way they are spoken to generally should help to discourage bullying situations arising.

During each academic year there will be sessions set aside to work with children on issues to do with bullying - presenting opportunities to tell and guidance on how to deal with difficult situations (PSHE lessons, circle time, theatre presentations).

Members of staff need to be vigilant to situations arising when supervising children.

Identification

Staff and parents need to be aware of any changes in behaviour that might indicate a child is being bullied.

Children will be encouraged to tell if they are threatened or bullied for any reason.

Children need to feel confident that they can talk to an adult and be listened to sensitively.

Parents need to feel that they can talk to someone in school if they are concerned.

Allegations of bullying will be taken seriously and followed up quickly.

Sanctions

Any child found to be bullying will be dealt with according to the policy. It will be made absolutely clear that bullying will not be tolerated in this school. Record will be kept as reference and reported to the Governing Body (see Appendix 3)

The bully(s) and victim(s) together with any witnesses will be interviewed/ spoken to separately, and where appropriate the two will be brought together so that the bully might understand the effect their actions are having on the victim.

The victim will be told to immediately report any further actions of the bully.

The bully will be warned of the consequences of any repetition of their action.

Follow up meetings will be held for as long as necessary to ensure every opportunity is given for continuing action to be checked.

The following organisations assist victims and their families to cope with damaging consequences of bullying:

- Advisory Centre for Education: 01713 548321
- Children's Legal Aid: 01206 8733820
- KIDSCAPE (Parents' help line): 01717 303300
- Parent Line: 01268 757077
- Youth Access: 01817 729900

Refer to the Anti-Bullying Policy for more details

Dealing with Racist incidents

A racist incident is any incident which is perceived to be racist by the victim or any other person.

It includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour race nationality and ethnic or national origins.

All staff have a duty to promote good relations and mutual respect and tolerance between different racial groups.

Examples of racist incidents:

Disrespect and non-cooperation – ridicule of an individual's cultural differences e.g. food music dress language – showing ignorance of a pupils cultural practices in a way that makes the pupil feel uncomfortable belittled or harassed – refusal to cooperate with other people because of their ethnic origin

Verbal harassment – racial 'jokes' insults racist comments in the course of discussions verbal abuse and threats

Physical harassment – violent attacks or physical intimidation

Other – damage to property wearing provocative badges racist graffiti racist materials and leaflets incitement to behave in a racist way

Dealing with incidents of racism

The context, age of the children and the seriousness of the situation will influence how an individual incident is dealt with.

Approaches:

- Give support to the victim and apologise for the incident
- Acknowledge the incident and express disapproval
- Identify the racist behaviour
- Counsel the perpetrator whilst maintaining pastoral support
- Explain to the perpetrator and onlookers what is unacceptable about the incident
- Apply the behaviour policy sanctions and record the incident – see below
- Contact both sets of parents if appropriate and explain action taken and that it relates to the policy
- In the event of the perpetrator being a member of staff take appropriate disciplinary action
- Deal with all incidents seriously and consistently
- Enable pupils to discuss racism in PSHE
- Involve the local PCSO
- Removal or loss of privileges

Recording procedure for racist incidents:

A logbook of racist incidents will be maintained in the Head Teacher's office.

The school coordinator for dealing with racist incidents will be the Head Teacher.

The governing body have nominated a member to coordinate the monitoring responsibilities of the Governing Body.

Steps

- 1 Incident – complete incident report form
- 2 Action taken – Coordinator informed
- 3 Incident added to log book by coordinator
- 4 Termly report to governing body

Appendix 1 Behavioural Steps and Actions

Step	Example Behaviours	Actions & Consequences	Recording & Communication
Step 1	<p>Not listening/Ignoring instructions</p> <p>Fidgeting</p> <p>Rocking on chair</p> <p>Pushing in line</p> <p>Talking out of turn</p> <p>Calling out, silly noises</p> <p>Disturbing others</p> <p>Chatting at inappropriate times</p> <p>Unkind language/treatment of others</p> <p>Off task</p> <p>Wandering</p> <p>Not looking after own property, property of others or school property/resources</p> <p>Not working in a group</p> <p>Inappropriate responses e.g. shrug</p>	<p>Verbal Warning</p>	<p>None</p>
Step 2	<p>Repeated incidence of Step 1 behaviour in the same session</p> <p>Unwillingness to co-operate/follow instructions</p> <p>Minor challenge to authority</p> <p>Deliberate disruption of lesson</p> <p>Rudeness to any pupil in school</p> <p>Deliberate misuse of property/resources incl IT equipment</p> <p>Persistently breaking the same rule</p> <p>Impulsive fighting/hurting others</p> <p>Spitting e.g. on the floor</p> <p>Telling lies</p> <p>Use of inappropriate language</p>	<p>EYFS</p> <p>Reflective Time Out: 5 minutes.</p> <p>Repeated Step 2 will result in a Break POT</p> <p>KS1/2</p> <p>Discussion with adult at time of event.</p> <p>Child attends next available Break POT (Place of Thought) where they will read quietly or write a letter of apology.</p> <p>Removal of items</p>	<p>Adult contacts parents either through informal discussion after school or a phone call will be made.</p> <p>Record on INTEGRIS</p> <p>Speak to Assistant Headteacher/KS Leader</p> <p>Informal log notes</p> <p>Conversation between Class Teacher and Parent/Carer</p>
Step 3	<p>Repeated incidence of Step 2 behaviour in the same half term</p> <p>Severe disruption where lesson cannot continue</p> <p>More serious challenge to authority</p> <p>Minor Vandalism</p> <p>Starting fights/hurting others</p> <p>Spitting e.g. at other pupils</p> <p>Initial instance of bullying</p>	<p>EYFS</p> <ul style="list-style-type: none"> •Child attends next available Break POT (Place of Thought) where they will read quietly or write a letter of apology. <p>KS1/2</p> <ul style="list-style-type: none"> •Discussion with adult at time of event. •Child attends next available Lunch POT (Place of Thought) where they will read quietly or write a letter 	<p>Involve member of SLT</p> <p>Formal meeting with parent/carers</p> <p>Behaviour report if appropriate</p> <p>Record on Central Behaviour Log - INTEGRIS</p> <p>Incident Log (bullying, racism, sexism and homophobia)</p>

	<p>Intimidating behaviour Racist, sexist or homophobic behaviour Rudeness to any adult in school Swearing</p>	<p>of apology. * Letter Home</p> <ul style="list-style-type: none"> -Time out in another class -Loss of activity, responsibility or privileges -Consideration of SEND route -Behaviour report system -Rudeness Letter sent to parents -Swearing letter sent to parents 	
Step 4	<p>Pre-mediated or unprovoked violent behaviour Persistent disruptive behaviour Threatening behaviour Verbal abuse of staff and 'lashing out' Swearing intended to deliberately cause offence Leaving without permission and truancy Theft of others' property Serious or repeated vandalism Continuation of bullying</p>	<p>Child attends next available Lunch POT (Place of Thought) where they will read quietly or write a letter of apology. (one or more sessions)</p> <ul style="list-style-type: none"> -Consider involving external agencies -Further loss of privileges -Exclusion from forthcoming events -Internal exclusion -Possible fixed term exclusion -Pastoral Support Programme 	<p>Involve Assistant Head Teacher, SENDCo & HT Relevant staff informed Meeting with parents and further meetings arranged to review behaviour Letter to parents if exclusion applies</p> <p>Record on INTEGRIS</p>
Step 5	<p>Serious assault or physical abuse of another pupil or adult Major theft e.g. a laptop Sexual Misconduct Possession/use/selling cigarettes, drugs, alcohol or weapons Severe Persistent disruptive behaviour</p>	<p>Most likely to result in Exclusion</p>	<p>HT to manage Relevant staff informed Parents informed immediately Chair of Governors notified Police, as appropriate Full recording of details Recording on SIMS (to county) Meeting with parents followed by a formal letter</p>

Appendix 2

Behaviour Management Plans

When a child consistently behaves inappropriately, it may be necessary to implement a Behaviour Management Plan. As a first step, liaison with the SENDCo and the child's parents will be a requirement. Well-documented records are essential and these should cover how and when such behaviour occurs and also the actions that have been taken to address it. Collating evidence is crucial when attempting to support a child with a behavioural challenge.

It may be that the majority of the behaviour displayed by a particular child is unacceptable. In these circumstances, it is necessary to:

- prioritise. Identify one specific behaviour choice as a starting point;
- always record the preceding behaviour to the one you are seeking to deal with as this will help in the identification of possible trigger factors;
- handle the behaviour consistently;
- understand that unacceptable behaviour will often increase in the early stages of a Behaviour Management Plan. Record how situations are handled and how the child is reintegrated back into their working or peer group;
- seek to reward acceptable behaviour;
- make targets small and manageable;
- gradually increase the scope and challenge of the short-term targets;
- ensure that intermittent rewards are available to the child.

Children must be made to feel there is something to be gained by engaging in alternative, more acceptable forms of behaviour.

The Head Teacher will provide copies of the accepted format for a Behaviour Management Plan and will also help staff to ensure they are completed appropriately.

Appendix 3

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 4

Behaviour Policy 2020 Covid-19 Addendum

Hand washing and Hygiene:

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm.

Children will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing:

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below). We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets:

Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with reception children). When a child has finished in the toilet they must wash their hands.

Rewards:

Our 'Dojo' point system will be in use during Covid-19. In addition and when appropriate, children will be given stickers as rewards. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement

and praise during this time will not be permitted, however, Mr Pearson and Mr Dearlove will be holding a virtual celebration assembly each week for Best Work Award and Star of the Week awards, these will then be posted home.

Behaviour in School:

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, absconding or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with exclusion guidance.

Pupils with Special Educational Needs:

The Federation acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. themed topic day, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

The Federation recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home:

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Purple Mash, Microsoft Teams or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time

