



ST PETER'S AND CLIFTON CE (VC) PRIMARY SCHOOL

**WHOLE SCHOOL BEHAVIOUR
AND DISCIPLINE POLICY**

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AIM

We will try to create a happy and caring school where we all feel special, and care for each other and everything around us.

To achieve this aim

As a school we are committed to a positive behaviour approach and try to ensure that the whole school reflects this. We believe that focusing on and rewarding good behaviour acts

- As a positive reinforcement for good conduct
- Provides opportunities to consistently point out to all children the behaviour which is expected in school
- Provides a positive approach to teaching and developing positive behaviour
- Ensures that effective teaching and learning take place
- Encourages children to feel good about themselves and others, leading to the development of high self esteem
- Provides a framework for social education
- Minimises incidents of inappropriate behaviour
- Gives pupils staff and parents a sense of direction and common purpose.

The staff, school buildings and grounds should reflect the caring attitude we promote in our overall aim. We believe that everyone in school has rights and responsibilities. These rights include:

- The right to respect and fair treatment.
- The right to learn.
- The right to feel, and be, safe.

The following codes of conduct encompass the responsibilities and positive behaviour, which we expect in our school. These are:

- 1 To be polite, well mannered and sensitive to other people's feelings.
- 2 To be co-operative and give each other a chance to be heard.
- 3 To conduct ourselves in an orderly manner at all times.
- 4 To respect and care for school property, our own and other people's possessions.

To achieve this we have agreed some outline rules

- 1 We listen and follow instructions the first time we are told.
- 2 We look after our school, our own and other people's property.
- 3 We walk around our school safely and peacefully
- 4 We keep our hands and feet to ourselves.
- 5 We help and care for each other.

Staff have a responsibility to ensure that these are followed by children in each year group. Equally, they are responsible for supporting positive behaviour by rewards. A separate section giving guidance on rewards appears later in this policy

In addition, each class has class rules, which support the codes of conduct. At the beginning of the year, classes may formulate their own 'classroom rules', which reinforce the whole school Code of Conduct. These are negotiated between the class teacher and pupils and then displayed in the classroom and communicated to parents.

Whole School Routines

Routines

All staff have agreed routines in school, whose responsibility it is to ensure that these are clearly communicated and understood by all children

Such routines are fundamental to supporting children's positive behaviour.

Routines / Arrangements for lunchtime supervision of children

The Headteacher is on duty on every day. He is always available if needed, or in his absence the Deputy Headteacher or a member of the SLT covers his role. Other teachers may assist with duties on an ad hoc basis, particularly at times when the Head and Deputy are both out of school.

Sandwiches

Sandwich boxes should be stored on the trolleys provided for each class. For Upper KS2 these are placed by the entrance next to the hall and moved into the stores in the music room, used for sandwiches at registration. For others the trolleys are near cloakroom entrances. This minimises and controls movement of children to supervised areas of the building during lunch times.

Children in school

During lunchtime children may only stay inside the building if a member of staff is directly supervising them. In KS1 and Foundation stage a dedicated supervisor is to supervise each of the classes. Children must be supervised if using the computers and if carrying out any tasks for the teaching staff. Monitors from Year 6 support the dinner staff by bringing FS and KS1 children from the dining hall to the playground and are expected to report any bad behaviour to a supervisor.

Organisation of dinner supervisors

Under the direction of the Headteacher or the person substituting for him, the lunchtime supervisor's role is to ensure the proper supervision and health and safety of the children during the lunchtime break.

All the supervisors should take account of the special needs of certain children and particularly those whose behaviour needs to be closely monitored. More detailed guidance about what to do in certain situations can be discussed in greater detail as necessary.

Normal lunchtime

There should always be one Supervisory Assistant in the hall from 11.45 onwards. One Supervisory Assistant is to bring the children from the playground. Numbers should be gauged to try and avoid long queues of children forming outside the hall. The remaining Assistants should be outside in the playground supervising children as they wash hands and wait in the classroom before going to lunch

Wet lunchtime

There should always be:

- One Supervisory Assistant in the hall from 11.45 onwards
- One Supervisory Assistant for each of the classes in Foundation / KS1
- One Supervisory Assistant to bring the children from the classrooms to the Hall.

Specific duties in the hall

Supervisor should:

- Direct children to seats to help tables to be filled and cleared in turn
- Encourage good behaviour and good table manners
- Ensure children clear away properly after their meal
- Be prepared to help clear any spillages and ensure tables are clean for use by the next child.

In the playground / into school

Supervisors should:

- In KS2 send children into school for lunch a group at a time with one supervisor. Children need to wash hands and collect sandwiches as necessary. Once outside the hall the supervisor can return to the playground. For KS1 and Foundation the children will all need to come in with their dedicated supervisor
- KS1 send children to the hall on a rota basis with a different year group going to the hall first each week. Children are assembled in the playground by ringing a bell and holding up a card for their year group.
- Supervise the behaviour of the children, dealing with any minor problems. Any children involved in behaviour which gives cause for concern, should be referred to the teacher on duty or Headteacher. A record of any incidents of bad behaviour should be completed as necessary by the teacher who deals with the incident, this blue form or Good to be Green form needs passing onto the Headteacher to be collated and checked. Whilst the emphasis should be on praising good behaviour, where more than a gentle reminder is felt necessary children should be referred as above.
- Note and reward individual children with golden tickets and stickers for good behaviour. Further details appear in the rewards section of this policy

In the classroom (wet lunchtimes)

The above points should be noted. It will also be necessary to ensure supervisors rotate around the rooms on their corridor. In KS2 all the children should be involved in a quiet activity and not be allowed to run around. No children are allowed to use the computers unless a teacher is available to supervise them. In KS1 the supervisors are to remain with their class.

Accidents / First Aid

In accordance with the Health and Safety Policy and guidance in the Staff Handbook, all minor accidents should be recorded and also reported to the school office. Class teachers should also be informed and in instances of injuries causing serious concern, the headteacher should be informed.

Any potential hazards, which may give rise to an accident, or problems, which seem to have contributed to accidents happening, should be reported to the headteacher.

Following whole staff first aid training course supervisors should administer first aid in accordance with advice given.

If supervisors feel there are patterns of behaviour that are of concern or they wish to discuss specific incidents they can speak to the Headteacher or Deputy anytime to discuss these concerns.

Routine for the end of playtime and lunchtime

An electronic bell will sound prior to the end of lunch time, this allows staff members to meet their classes in the playground or class, depending upon Key Stage.

Outside a hand bell may be rung, or whistle blown. When the first bell / whistle sounds the children will stand still and await instructions. After this they will either be asked to walk in slowly or to line up quietly

On entering the classroom the children will go straight to their seats and if possible get straight on with their work

Moving around school

Children will walk in single file when going into dinner or assembly. At other times they will walk no more than two abreast. When going into assembly, they will walk in silence, at other times they will walk peacefully showing respect for displays and each other's possessions.

All staff will monitor all children around school in order to ensure children see all staff as carrying authority. Staff should stop when walking with their class and turn to monitor their behaviour.

Collective Worship

When the bell is rung the teacher will lead the class in single file, as quietly as possible - aiming for silence.

Once in assembly, there should always be a member of staff at the front (preferably the person to be leading the assembly for the day) to support children's behaviour

Each class walks into assembly and stands in place until their class teacher is satisfied that they are spaced correctly and asks them to sit down.

Staff in assembly should remember to set an example to the children by not talking to one another.

Any child misbehaving will be told to stand up, or to sit next to a teacher.

At the end of assembly each class will sit quietly until told to leave, in single file watched by their class teacher.

Rewards

House Points

Teaching staff, classroom assistants, dinner supervisors and office staff may award House Points. They should be awarded in recognition for principally for hard work and effort or for being helpful and cooperative.

A range of house points may be considered when using house points to reward children for other activities but generally they should be seen as valuable and only awarded in small denominations.

House points are collected as a class and further totalled with the school to award a house trophy at the end of the week in achievement assembly.

KS1 Sticker Assembly

An assembly is held on alternate Fridays where children's achievements are celebrated. Selected children from each class are given a special mention and a sticker for good academic progress and social skills under the headings of Good Reading; Good ideas; Hard Work; Special Merit. A 'Special Award' certificate is also awarded for one child for outstanding behaviour or progress. Within this assembly, children's behaviour at lunchtime is also celebrated. Lunchtime Supervisors choose children who have all round good behaviour for the 'Gold Award', children who have played nicely and shared equipment for the 'Fitbod Award' and children who have used good manners .

Achievement Assemblies

Every week there is an achievement assembly. The format looks at a quick review of the week, looks at any certificates the children may bring, a quick check of Good to be Green stickers will be made and the house point trophy awarded.

Good to be Green!

Children are awarded a good to be green card at the start of each day. Any incidents of poor behaviour may see the card change from green to yellow or red depending upon the severity. Any yellow or red cards warnings are written up on the Good to be Green record sheets and passed to the office to be entered on the school Integris system, which enables us to track instances of poor behaviour. A successful week of green cards should be rewarded with Good to be Green stickers to reinforce positive behaviour.

Dinner supervisors awards

Dinner Supervisors are to be provided with stickers to give to children for good behaviour and for being particularly helpful. In order to ensure these are valued their use and rate of distribution is considered by all the supervisors together.

In addition to stickers the supervisors give out golden tickets to the children for good behaviour. These tickets can be exchanged for prizes available from Mrs Ward and the school council.

Sharing Achievements with the Headteacher and other staff

Children should also have the opportunity to share work and receive additional praise by taking this to other teachers, to support staff and to the Headteacher

Sanctions

Sanctions are used for unacceptable behaviour or when school rules have been broken. Examples of this would be:

- Deliberately hurting another person by words or actions.
- Showing disrespect for our own and other people's possessions, including school property.
- Being disruptive or uncooperative.

All staff have developed sanctions collectively. These are explained to the children at the beginning of each school year.

It is important that sanctions are applied consistently and fairly. Incidents will be dealt with thoroughly allowing children involved to have their say. It is the responsibility of all school staff on observing inappropriate behaviour to discuss the incident with the children involved and to determine whether further action needs to be taken.

Unacceptable behaviour is recorded using the 'Good to be Green' charts in every classroom and information of particularly concerning incidents passed to the school office so that a record can be placed on Integris. In KS1 unacceptable behaviour results in the loss of some Golden Time. A written record on a blue form of more serious behaviour may also be passed to the headteacher - this information is kept on file in the school office. This is to enable monitoring of recurring incidences and analysis of any patterns arising.

Using the SEAL script...

If children are showing inappropriate behaviour then the following script should be used to encourage children to take responsibility for their own actions:

1. Say what the inappropriate behaviour is. (e.g. "Jim you are talking when the teacher is talking")
2. If the same behaviour continues then,
Say what behaviour you want to see. ("Jim, I need you to listen when the teacher is talking")
3. If the same behaviour continues then,
Give the child the options with sanctions and rewards. ("Jim, if you choose to continue talking then you will... but if you choose to listen then you'll get...")

Class teachers will discuss incidents with parents as they feel necessary.

It may be appropriate to follow the school Policy for SEN at this stage.

It may be appropriate to liaise with a senior member of staff (including SENCO).

Where inappropriate behaviour persists or where an incident is severe long term strategic plans are implemented, involving parents, class teacher, SENCO and Deputy or Headteacher to ensure all the child's needs are investigated. This may involve external agencies e.g. Educational Psychological Services, such cases would follow the schools SEN Policy procedures.

Structure of Sanctions in approximate order of severity

A class teacher may, according to the circumstances:

- Recognise and warn off bad behaviour by unspoken signal or quick word.
- Talk to or discuss with the pupil the behaviour causing concern.
- Give a stern verbal reprimand.
- Separate child from partner or group.
- Give the pupil extra work, lines or an extra job.
- Make the pupil miss certain favourite activities.
- Give the child time out, away from the immediate class area.
- Place the pupil in playtime detention.
- Send him/her to a senior colleague.
- Place with a different class for a limited time.
- Speak to the parents informally.
- Send to the Headteacher.
- In consultation with Head speak to parents more formally.

A senior colleague may, according to the circumstances:

- Carry out any of the above plus putting on report

The Headteacher may, according to the circumstances:

- Institute minor sanctions as above including putting on report
- Contact parents to discuss problems and establish a joint approach
- Exclude from school for a short period
- Exclude from school for a longer period

NOTE exclusions would be notified to the Governors and Local Authority and be subject to appeal. Guidance on exclusion procedures and regulations relating to the role of the Headteacher, the Behaviour and Discipline Committee, the Local Authority and Appeals Panel are provided separately by the LA's Governors Support Group

Lunchtime Supervisors

- Recognise and warn off bad behaviour by unspoken signal or quick word.
- Talk to or discuss with the pupil the behaviour causing concern.
- Give a stern verbal reprimand.

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- Separate child from group.
 - Give the child time out, away from the immediate area.
 - Report the child to the senior supervisor
 - Report the child to his/her teacher
 - Report the child to the Headteacher

For additional guidance refer to exemplar sheets which follow and list

- “Examples of poor behaviour”
- “Sanctions” which might follow from these

Examples of poor behaviour

Not working on task.
Not playing nicely with others.
Talking during guided reading.
Disturbing others from working by talking.

General misbehaviour, messing around.
Not returning homework.
Not having PE kit.

Persistent offences from above, even after being reminded
Throwing things in classroom, making a mess on purpose.
Throwing things in the playground.
Being unkind to another pupil, using taunts/unkind words.
Talking back to an adult.

Fighting in school/playground. (Scuffles)

Fighting in school/playground. (Serious)
Destruction of another's property.
Destruction of school property.
Bullying, repeatedly hurting another with words or violence.
Stealing from another pupil or school.
Violent action/abusive language towards staff.
Using objects as weapons.
Drug involvement.

Sanctions

Private warning from an adult.
Public warning from an adult.
Sent to another place in classroom.
Writing lines or similar to remind of good behaviour.
Note made home in reading record by staff.
Child withdrawn from class/hall/playground.

All staff can action these

Child sent to another class to work for session.
Child misses playtime/lunchtime and completes work.
Child sent to Deputy or Headteacher.
Yellow or Red card given.
Letter sent home.

Parents asked to attend school for meeting straight away.
Child put on a daily report with parent's involvement.

Teacher or person acting within the class as a teacher, to action these sanctions.

Child excluded from trips
Child excluded from out of school activities.
Child excluded from school for fixed amount of time.
Child excluded permanently.

Headteacher only to sanction these.

Recording Instances of poor behaviour

If a child's behaviour gives rise for concern it is important that details of this are logged. Records may be made because of a recurring problem with the behaviour of certain individuals, or alternatively so that details of a specific incident are noted at the time and can be referred to if needed. Records will therefore include the following:

- **Individual records**

In certain instances it may become necessary for an individual record to be kept by the class teacher for a child to help monitor on going behaviour. Simple diary entries giving instances of behaviour and actions taken may be kept. Such a record should be open to review by the headteacher and could be shared with parents and outside agencies such as EPS.

- **Daily reports**

In some instances, placing a child on a daily report for a short period of time can help improve behaviour. Clear targets for improvement should be given and comments shared with the child, other staff, the headteacher and parents.

- **Blue Behaviour Forms**

In order that everyone knows of problems with individual children or types of incidents, particularly at playtimes and lunchtimes, details of these should be noted on blue behaviour forms. These book should be used by all members of staff / dinner supervisors on duty and are to be checked for recurring problems by them and also periodically by the headteacher.

- **Racial Harassment Incident Forms**

If an incident occurs which could be deemed as racist in nature it will be necessary to record details of this on a racial harassment incident form.

- **Records of instances of Bullying**

The school is required to have separate and specific guidance about instances of bullying and this appears as a separate section of this policy. With regard to recording incidents of bullying the following should be noted from the policy

Where staff are alerted to bullying through contact with parents, the parents' concerns should be listened to and then recorded. The details of the incident should include the date of the incident, the names of the child / children concerned, the nature of the incident any follow-up action taken.

All recognised incidents of bullying should be recorded in a similar way to that above

If it is deemed appropriate by the member of staff dealing with the incident, both the bully and the victim(s) may be asked to record the event in writing. This writing may then be sent to the parents/guardians of the pupils involved. Copies should also be kept in the respective pupils' files for a specified period of time.

Strategies for Coping with Disruptive Children in Class

Use the SEAL script mentioned in section 4 to encourage children to take responsibility for their own actions

1. Say what the inappropriate behaviour is. (e.g. "Jim you are talking when the teacher is talking")
 2. If the same behaviour continues then,
Say what behaviour you want to see. ("Jim, I need you to listen when the teacher is talking")
 3. If the same behaviour continues then,
Give the child the options with sanctions and rewards. ("Jim, if you choose to continue talking then you will... but if you choose to listen then you'll get...")
- Explain, on a one-to-one level, the expectations of the activity. Keep checking with the child that they still understand.
 - Work should be offered as soon as they walk in.
 - Supervise children into the classroom at the beginning of every session and outside at play times and home time.
 - Have an area where children can go if they need to calm down.
 - Have working routines displayed in classroom and refer to them regularly noting that it may be necessary to have different routines for different lessons.
 - Refer to class rules - positively.
 - Remember to use reward scheme for whole class.
 - Have secondary system e.g. token for brilliant behaviour or work-effort that all children can earn personally - ensure that regularly well-behaved children earn this reward as reinforcement of good behaviour for others.
 - Use verbal praise and encouragement.
 - Ignore 'low level disruption' initially (use I.E.P. for target behaviour as appropriate).
 - Use school class sanctions or "consequences" as a last resort and always explain why a child has earned a consequence. Always try to praise a child after reprimanding.
 - Some children may need a shortened hierarchy of school sanctions and a personal reward system.
 - Keep a close clear record of incidences of behaviour, which can easily be referred to.
 - Have a list of instructions as 'help routines' so that children know what is expected of them if they have finished their work or if they are stuck

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- Alternatively these can be given to groups on cards on their tables.
 - Discuss inappropriate behaviour and ensure that the child knows that the behaviour is inappropriate and that it shouldn't happen again.
 - Give the child the opportunity to think about why he/she behaved in such a way and to take responsibility for his/her actions without trying to shift the blame onto anybody else.
 - If a child is disrupting a low level then
 - Praise a child who is not disrupting in any way
 - Look with a look which says I know what you are doing and I'd like you to stop
 - Move close to a child who is disrupting
 - Touch a child who is disrupting on the arm or shoulder
 - Say child's name.
 - Draw up a contract between the child and school or the school and parents or the child, the parents and school. Have regular parental involvement.
 - Where appropriate home-school diaries may be given to individual children as communication between home and school. Ensure that parents are willing to support this.
 - Involve parents in sanction making, tailoring sanctions for specific children.
 - Inform parents of success.
 - Discuss inappropriate behaviour and events
 - What happened in the beginning?
 - What did you do?
 - What could you have done instead?
 - What could you do next time?
 - What could you do now to put things right?
(activities suited to misdemeanour).
 - When children hide
 - check safety
 - tell them we know where they are e.g. I've seen you
 - I'm sorry if you're upset
 - I'd like you to come back to class. Check periodically.
 - If necessary seat children in rows.
 - Seat children at end of rows and away from those they may distract or be distracted by.
 - As well as rows or seating to avoid eye-contact, seat children near to teacher/board so they feel more involved as these children often 'switch off'.
 - Refer to senior members of staff.

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- There is a no chasing policy for absconding children. This may endanger children as they put themselves into danger trying to run across roads etc. School has CCTV and a closed perimeter during session times so children would normally be safe. If a child runs away and the teacher is sure their class is safe they may follow from a distance noting where the child goes and if appropriate encouraging them to return. Help should be sought as soon as possible from another staff member.
 - If a child does leave the school site both the child's parents and the police should be informed immediately.

ANTI-BULLYING POLICY

We believe that St Peter's and Clifton has a very good caring ethos, that our children respond with very good attitudes, behaviour and relationships and that their personal development is very good

Despite the perceived good behaviour of our pupils and our approaches , problems may still occur. The potential distress which can be caused by incidents of bullying demands that we consider this as a separate issue within the context of our overall approach to behaviour and discipline.

This section of our policy outlines how as a school we aim to prevent and where it arises, how we are to deal with, incidents of bullying where they occur. Our practice is guided and draws upon advice from the Wakefield LA Statement of Intent and Guidelines for Policy and Practice "***Preventing and dealing with bullying***". When reviewing our procedures and approaches to bullying it will be necessary to take into account updates supplied for this document and where necessary to for staff to attend courses which promote a greater understanding and awareness of recommended good practice.

What is Bullying?

There are many definitions of bullying, but most have three things in common: -

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are: -

- Physical - hitting, kicking, taking belongings
- Verbal - name calling, insulting, racist remarks
- Indirect - spreading nasty stories about someone, excluding someone from social groups

The bully derives pleasure from other children's pain fear and humiliation.

Introduction

The message for parents and teachers is that prevention is better than cure.

Bullying affects everyone not just the bullies and victims. It can affect other children who may witness the aggression and the distress of the victim. It can also damage the atmosphere in a class and even the ethos of the school when less aggressive pupils are drawn into the taunting of victims because of group pressure and other psychological factors.

Therefore within this context, it follows that bullying of any kind is unacceptable.

We, the staff and Governors of Horbury St Peter's and Clifton CE (VC) Primary School, recognise that we have a responsibility to create a secure and safe environment for the pupils in our care. We should ensure that our parents are able to send their children to our school in the confident knowledge that they will be protected from all forms of bullying.

Parents should be familiar with our anti-bullying policy and our method of implementation. These are available on our school website.

The whole school (governors, teachers, non-teaching staff and pupils) has a duty to work together to prevent bullying and to deal with it whenever it occurs by the implementation of our policy.

The Aims of our policy are:

1. To prevent bullying
2. To provide a safe and supportive school environment
3. To maintain a consistent approach to bullying
4. To deal with bullying
5. To use a set of clear procedures

Prevention of bullying

- **School awareness**

One of the fundamental aims of our school is to provide a caring, co-operative ethos, which is created through both personal and social education, and cross-curricular themes. Our teachers place a high priority on teaching social behaviour by drawing on incidents as they occur in the daily life of the classes.

- **Special Assemblies**

From time to time the theme of anti social behaviour will provide the main focal point in our assemblies. This may be done through stories, poems and drama.

- **Class Discussion / Classroom rules**

At the beginning of each academic year all staff use time for class discussion and pupils can be encouraged to produce a charter detailing a set of agreed rules for the classroom

It may be necessary to remind our pupils from time to time about our attitude towards bullying as and when the occasion demands.

Provision of a Safe Environment

It is essential that we as a staff

- Watch out for early signs of distress in individuals
- Listen sympathetically to all incidents of bullying brought to our attention
- Offer any victim immediate support and help by implementing our procedures
- Make clear to the bully the unacceptable nature of his/her behaviour to the victim and stress the consequences of any repetition,
- Encourage individuals to report bullying and not to keep quiet about it - they must not be afraid to tell for fear of possible reprisals.
- Ensure that all accessible areas of the school are patrolled at break, lunchtime, and at the end of the day

Consistency of approach

The whole school community must react to bullying in a consistent way by following the procedures laid down in our anti bullying policy.

Dealing with Bullying

Procedures listed below need to be followed systematically when investigating incidents of bullying. These procedures must be followed carefully in the event that an incident proves to be serious or extreme or where the bullying is persistent. Generally in most cases, it may be sufficient for the member of staff dealing with the incident to discuss it with the child / children concerned, reinforcing the school's attitude to acts of bullying and anti-social behaviour.

Clear Procedures

The following guidelines will be followed when dealing with any form of bullying in the school.

1. Staff involved in the investigation of an incident should question the individual(s) involved carefully and sympathetically regarding the nature of the incident. If appropriate, any witnesses to the incident should also be questioned.
2. For what are regarded as "minor" incidents, it will be left to the professionalism of the staff concerned to deal with them in the most appropriate and beneficial way for the bully and victim. The victim should be comforted and reassured that he / she has done the right thing and that the member of staff concerned will try to end his / her distress and prevent a recurrence of the bullying. The bully will be asked to give an account of his / her behaviour and it will be made clear to him / her that any form of bullying will not be tolerated in our school.
3. Where staff are alerted to bullying through contact with parents, the parents' concerns should be listened to and then recorded on the blue behaviour sheets. The details of the incident should include the date of the incident, the names of the child / children concerned, the nature of the incident any follow-up action taken.
4. All recognized incidents of bullying should be recorded in a similar way to that above
5. If it is deemed appropriate by the member of staff dealing with the incident, both the bully and the victim(s) may be asked to record the event in writing. This writing may then be sent to the parents/guardians of the pupils involved. If this is the case the parents / guardians of the bully will be asked to acknowledge the receipt of the above in

writing. Copies should also be kept in the respective pupils' files for a specified period of time.

6. If the bullying persists, then the child will be told that their parents / guardians will be contacted either by 'phone or letter informing them of their child's unacceptable behaviour. The head or deputy headteacher must be made aware that this action needs to be taken. Parents / guardians will be asked to come into school accompanied by their child to discuss the problem. This meeting will be conducted by the head or deputy headteacher.
7. In cases of persistent bullying, the letter sent to parents / guardians notifying them of their child's anti-social behaviour should also include possible sanctions which could be imposed to reinforce our school's anti-bullying policy. Parent / guardians will be asked to respond to this letter and agree to a meeting if required to do so. These sanctions could be as follows:
 - Missing a playtime or series of playtimes with the possibility of extra work set.
 - Fixed period of exclusion from school
 - In extreme cases, the last resort would be a permanent exclusion.

[It should be noted that appropriate guidelines would need to be followed if exclusion is considered. The governors behaviour and discipline committee must approve the Headteacher's decision if any exclusion or cumulative exclusions exceed 5 days duration in any term. Parents also have the right to challenge an exclusion exceeding 5 days by reference to the same committee]

8. By the end of meeting, the child and his / her parents/guardians will understand what action is to be taken by the school, and what targets have been set to modify their child's anti-social behaviour. This action and these targets will be recorded. The child's behaviour will then be monitored and subsequently reviewed by the pupil, staff involved and the headteacher.
9. In the event that the above does not modify the behaviour of the pupil concerned, a further letter will be sent outlining the school's response to this situation.

WHAT IS RACIAL HARASSMENT?

It is important to recognize that even if no harassment is intended, inappropriate behaviour may still have the effect of violating another's dignity, or creating an environment, which gives, rise to an allegation of harassment. A single incident may be sufficient to cause another to feel harassed, for example, name calling or where a racist joke is made at the expense of another person, thereby violating that person's dignity. In contrast, it may be a series of incidents, which results in the creation of an intimidating, hostile, degrading, humiliating or offensive environment for an individual, even where he or she is not overtly the subject of conduct in question.

In simple terms, racial harassment may be defined as any words or actions towards an individual or a group, whether present or not, which makes a person feel frightened,

humiliated, ridiculed and/or undermined in self-confidence and self-esteem because of their colour, ethnic background or nationality.

Racial harassment in educational establishments can take place irrespective of the diversity or number of pupils/students from different ethnic backgrounds.

Racial harassment and discrimination is not only prevalent amongst pupils/students so educational establishments will need to secure a whole school/community approach.

The following examples are intended to assist in determining what is racial harassment and can be used as a quick checklist for what **must** be reported and acted upon.

- Any physical assault/intimidation made against another person/s because of colour, ethnicity or nationality.
- The use of derogatory names, insults, racist jokes, ridicule of a person's background, language, appearance or culture.
- Racist graffiti.
- Provocative behaviour such as wearing racist badges, racist insignia, distributing racist literature or posters.
- Bringing in racist materials into educational establishments.
- Inciting others to participate in racist groups or behave in a racist way towards others.
- Refusal to co-operate with others because of their ethnicity, language, appearance or culture.
- Racially motivated damage to another person's property.

If you witness any of the above then you **must** take **action** and not ignore it. You must **never** take the view that it is harmless 'child's play' or just 'child name calling'.

WHAT ACTIONS SHOULD BE TAKEN?

All educational establishments are expected to have appropriate procedures in place to deal with racial incidents and that all staff must adhere to such procedures. However, each incident must be dealt with on its own merits and it is therefore impossible to dictate precise actions for all incidents. Nonetheless, appropriate action **must** be taken for all incidents.

Below are examples of good practice when dealing with racial harassment in educational establishments:

- Make sure you explain to the perpetrator that this behaviour is **unacceptable** and will **not be tolerated**

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- Ensure the appropriate disciplinary action is taken as set out in your school behaviour policy and school race equality policy
 - Ensure the victim and perpetrator are aware that action is being taken
 - Ensure parents /carers of all parties are informed
 - Offer support/counselling for victims, perpetrators, parents/carers
 - Provide translation facilities for parents/carers where necessary
 - Deal with all incidents firmly but sensitively

Staff must record all racial incidents and report these to the headteacher

WHAT ACTIONS SHOULD WE DO TO PREVENT RACIAL HARASSMENT INCIDENTS?

As a school we are expected to demonstrate an ethos in which racial harassment will not be tolerated in any shape or form. We must ensure that relevant policies, such as those dealing with equal opportunities, race equality and diversity and disability equality are in place and implemented.

Below is a checklist of strategies, which would help to minimise racial harassment. Together we should ensure that:

- Good race relations between different groups within school and within the wider community are provided
- Race equality is an integral part of all planning and decision making
- Race equality is addressed across all areas of the curriculum
- Pupils from all racial backgrounds are included in all activities and have full access to the curriculum
- All staff are aware of procedures for reporting and recording all incidents of racism and racial discrimination.
- All staff are aware of how to identify and challenge racial bias and stereotyping
- All staff are kept up-to-date with legislative requirements and are aware of their responsibilities under the race equality policy
- All staff are given appropriate training and support to enable them to fulfil their responsibilities
- Effective communication with all parents and where needed make every effort to arrange for interpreters/translators to communicate with parents who speak English as Additional language (EAL)
- Resources and displays portray positive images of different people and cultures

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- Resources that challenge stereotypes and racism across the curriculum are provided

POLICY ON THE USE OF POSITIVE HANDLING WITHIN THE BEHAVIOUR MANAGEMENT PROGRAMME

INTRODUCTION

It is a firmly held belief that physical touch is a fundamental part of being a healthy human and that pupils should learn there is an appropriate form of social interaction, which includes touch. At no time must the act of touching be inappropriate in any interaction between any persons of any age or gender.

The ethos of the school is that discipline and control should be based upon good professional relationships between staff and pupils. It is expected that the vast majority of incidents will be dealt with without resort to physical intervention. However, there are times when a pupil may need to be guided, escorted and in very extreme cases physically restrained. On such occasions, staff will be supported in their actions, providing they act professionally and within the following guidelines.

THE LEGAL FRAMEWORK

Section 550A of The Education Act (1996) came into force on 1st September 1998,

This section allows teachers and other members of staff, who are authorised by the Headteacher, to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

1. Committing a criminal offence (including behaving in a way that would be an offence if the child were not under the age of criminal responsibility).
2. Injuring themselves or others.
3. Causing damage to property (including the pupil's own property).
4. Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

The Children Act (1989) with its guiding principle of the 'Welfare' of the child being paramount, supports the taking of:

... any necessary action to prevent injury or serious damage to property

(Annex A, Section 8, paragraph. 3b.).

DUTY OF CARE

The duty of care is outlined in the Education (School Teachers Pay and Conditions of Employment) Order, 1989 (part X, section 35, para.7) and subsequent amendments.

'Teachers' are obliged to maintain good order and discipline among the pupils and to safeguard their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities.'

Teachers must do something to prevent, or avoid doing something, which they could **reasonably foresee** will cause loss or injury to a pupil. The standard of care required of a teacher is that of a **reasonable prudent parent** ('*in loco parentis*') judged not in the context of his/her home but in that of the school.

A trained and experienced teacher must seek to protect the pupil from harm to the same extent that a natural loving parent would. **The duty of care is owed to the individual pupil** and there is therefore a duty upon the teacher to take some account of the **susceptibilities of individual pupils**.

Staff employed at the school in capacities other than teaching are not bound by the same duty of care. However, as all staff employed at St Peter's and Clifton are involved in the care and well being of all pupils, it is the expectation of the school that ancillary staff should assume a similar duty of care.

Staff should be aware that to take no action where the outcome of the situation is that the pupil injures himself or herself or another, could be seen as negligence.

REASONABLE FORCE

In dealing with challenging behaviour staff would be expected to draw upon a wide variety of strategies, as identified in the school behaviour management policy, to de-escalate the incident without recourse to physical intervention.

However, if more decisive action is required, then only 'reasonable' force may be used to control or restrain a pupil.

What constitutes 'reasonable' must always be a matter of personal judgement and risk assessment. No two situations are ever similar in all respects, still less the children in our care. However, the following guidelines may prove helpful.

1. Where force is applied it should be done in a manner that attempts to reduce, rather than provoke, a further aggressive reaction.
2. The more serious the danger the greater degree of force which may be used to avoid danger
3. The force used must be the minimum necessary to deal with the harm that needs to be prevented; i.e. it must be reasonable in the circumstances.

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4. Violence must always be dealt with promptly and positively. No blame should be attached to a member of staff who has acted in good faith and consistently with the training he/she has received

CIRCUMSTANCES WHERE IT IS ACCEPTABLE TO USE PHYSICAL INTERVENTIONS

Members of staff may use physical interventions with pupils in the following situations

1. Where such interventions might calm an excessive emotional, aggressive or violent outburst.
2. To avert immediate danger of personal injury to the pupil
3. To avert immediate danger of injury to another pupil or member of staff
4. To avert immediate serious damage to property.
5. To prevent or stop a criminal offence being committed.
6. To prevent absconding, if it is felt the pupil will be at risk.
7. To interrupt disruptive behaviour prejudicial to maintaining good order and a safe and secure learning environment

THE APPLICATION OF FORCE

Under normal circumstances and in accordance with circular 10/98, it is against the **law** for any member of staff to use any form of physical chastisement as an act of punishment. This would be considered as corporal punishment or 'the intentional use of force as a punishment'. Staff should not act in a way that might reasonably be expected to cause injury.

Therefore the following are **NOT ACCEPTABLE**

1. Holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe.
2. Slapping, punching, kicking or tripping a pupil.
3. Twisting or forcing limbs against a joint.
4. Holding or pulling a pupil by the hair or ear.
5. Touching or holding a pupil in a way that might be considered indecent

Staff need to adopt a calm and considered approach, but when circumstances justify, the following are **ACCEPTABLE**

1. Physically interposing between pupils.
2. Blocking a pupil's path
3. Leading a pupil by the arm.
4. Shepherding a pupil away by placing a hand in the centre of the pupil's back.

When dealing with potentially more extreme circumstances, the LA recommends restraint procedures known as TEAM TEACH. Such techniques as this employs can only be used following extensive training and are normally only taught to staff in local special schools. Unless there is an identified need for such training to be provided at St. Peter's and Clifton, no other means of force or restraint, apart from the four listed above can be recommended.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

A very small minority of pupils may exhibit extremes of behaviour that necessitate repeated handling. In such cases the class teacher in consultation with the Headteacher and SENCO, should prepare an individual behaviour management plan in a similar format to an Individual Education Plan. The plan must include appropriate de-escalation strategies as well as specific details of positive handling techniques that will be used when required. Further guidance about such techniques will be sought from the LA as necessary.

All staff involved with the pupil should be made aware of the plan and a copy of the plan should be made available to the pupil's parents. Ideally the plan should be discussed in person and signed by the parent, indicating their consent.

RECORDING INCIDENTS OF POSITIVE HANDLING

All physical interventions by staff must be documented on the proformas available from the office within 24 hours. If you are unsure whether this is necessary the best advice is always to **record the incident** for your own legal protection. The completed reports will be kept on file in the school office and will be made available to the parents, Educational Welfare Officer and Governors on the Behaviour and Discipline Committee.

USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD

Details of pupil or pupils on whom force was used by a member of staff (name, class)
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.
Reason for using force and description of force used.
Any injury suffered by staff or pupils and any first aid and/or medical attention required.
Reason for making a record of the incident.

Follow up, including post-incident support and any disciplinary action against pupils.	
Any information about the incident shared with staff not involved in it and external agencies.	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here)?	
Report compiled by: Report countersigned by: Name and role: Name and Role:	Signature: Signature: Date: Date: