



ALL SAINTS C of E PRIMARY SCHOOL AND NURSERY

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SCHOOL 212

BEHAVIOUR POLICY

including Anti-Bullying and Anti-Racism Policies

The Purpose of this Policy:

This Behaviour Policy includes our Anti-Bullying Policy and our Anti-Racism Policy. It highlights clearly the school's expectations of behaviour and explains procedures for celebrating good behaviour, as well for addressing any inappropriate behaviour. This policy needs to be read in conjunction with the Restrictive Physical Intervention in School policy.

General principles

All Saints CE Primary School and Nursery acknowledge its legal duties under the Equality Act 2010 and in respect of safeguarding and pupils with special educational needs.

A sanction must not be in breach of any legislation and must be proportionate and reasonable in the circumstances taking into account the age of the pupil and any special educational needs and any disability the pupil may have and any religious requirements affecting the pupil.

Corporal punishment is illegal.

If the behaviour of a pupil gives cause to suspect that the pupil is suffering or is likely to suffer significant harm then the provisions of the school's Safeguarding Policy should be followed.

This Behaviour Policy also applies to the misbehaviour of a pupil off school premises on school organised or school related activities, travelling to or from school, when wearing school uniform or when otherwise identifiable as a pupil of the school and to the misbehaviour of a pupil at any time when it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The property of a pupil may be confiscated and retained or disposed of as is reasonable in the circumstances.

All Saints' expectations of behaviour

Our expectations of children in our school are:-

- To be in school on time, correctly dressed in their school uniform and with the equipment necessary for the day – PE Kit, musical instrument, personal stationery, etc.
- To listen to teachers and one another in lessons and assemblies and to consider one another's feelings.
- To have a positive role in all classroom activities and to try as hard as they can.
- To value each other by working and playing co-operatively together.
- To walk about the school quietly and calmly.
- To be polite to other children and all adults - teachers, support staff, office staff, midday meal supervisors and visitors.

- To respect the authority of the adult in charge.
- To never deliberately physically or emotionally hurt another child (including belongings.)
- To be prepared to say sorry when they have misbehaved or hurt someone and understand the reason why.
- To regard each day as a fresh start.
- To respect the school environment.
- To be proud of their school and to feel responsible for giving a good impression of themselves and their school when they are on school trips or representing their school.
- To follow the school's e-safety agreement.

Children can expect all adults in their school:-

- To create a positive environment in the classroom, in the school and in the playgrounds, using positive instructions to describe wanted behaviours (e.g 'walk' instead of 'don't run')
- To treat them as individuals and to take a personal interest in their lives.
- To value all aspects of their achievements.
- To be polite and to address them in a reasonable tone of voice.
- To listen to them and to hear their point of view.
- To discuss things that go wrong and give children time to reflect on their behaviour.
- To be fair and consistent when administering sanctions and rewards.
- To be consistent/fair to all parties involved in disputes and try to identify the underlying cause of poor behaviour.
- To respond to allegations of bullying and harassment.
- To treat everyone equally regardless of culture, religion, colour, ethnic background, gender, sexuality or disability.
- To show forgiveness and regard each day as a fresh start.

Parents can help their children at school by:

- Listening to their child (Children need their parents' confidence and understanding – bearing in mind that children may want to relate an abbreviated account of events.)
- Supporting this behaviour policy by letting their children know the standards of behaviour that the school expects.
- Ensuring their children attend school regularly.
- Supporting with homework activities.
- Helping their children to be on time and to remember the things that they need for the day.
- Reading the newsletters and other written communications that come home from school so that they can talk to their children about what is going on.
- Being positive with their children and rewarding them for their achievements whilst they are at school.
- Making sure that their children have a good night's sleep (This helps concentration and reasonable behaviour for the next day.)
- Understanding that good discipline requires a trusting partnership between home and school.
- Making sure that they do not bring money, sweets or toys to school without the knowledge of their teacher.
- Telling the class teacher if a child's behaviour is being affected by an event at home, eg birth of a baby, parent in hospital or bereavement.
- Upholding the Home/School agreement and the school's e-safety agreement.

Strategies for rewarding good behaviour

The school operates class zone board behaviour management system. Every child starts on green zone in the morning. Based on the pupil's behaviour, the child can move up to silver and then gold for good behaviour, or down to orange and then red for inappropriate behaviour. Orange zone is a warning zone which requires the child to change their behaviour in order to get back to the green zone. Red zone is followed with sanctions (see 'Strategies for managing unwanted behaviours').

Staff also use a range of class based motivational rewards, such as raffle tickets, marbles, 'lucky dip' and stickers.

Pupils are sent to see the Deputy Head and/or Headteacher to be praised for good behaviour.

Key Stage 1 classes operate special 'Golden Time' to reward the class for good behaviour.

Early Years Foundation Stage and Key Stage 1 have weekly 'Star of the Week' assembly, during which good behaviour is also acknowledged.

Whole School Merit System

To reward good behaviour every pupil will have a merit book in which to record merit points. The system works differently in each Key Stage.

- In Key Stage 1 after a child has been awarded 15 merit points he or she will be given a red badge. After every 15 more merits earned, the child will be awarded with a colour badge until he or she has received seven badges representing the colours of the rainbow. Each badge will be presented in an assembly to which parents will be invited. A letter of commendation will be sent home to the parents. Once all "rainbow colour" badges have been achieved the next three badges are bronze, silver and gold and these are awarded after the child has earned 20 more merits each time.
- At Key Stage 2 certificates will be awarded when the child receives the following number of merits:

30 Merits – Merit Certificate
75 Merits – Bronze Certificate
135 Merits – Silver Certificate
195 Merits – Gold Certificate
255 Merits – Super Gold Certificate
315 Merits – Platinum Certificate
400 Merits – Diamond Certificate

Each award will be presented in assembly. Parents will be invited and a letter of commendation will be sent home. There will be a special presentation and a prize from a school Governor when children achieve a Gold award, Super Gold award, Platinum award and Diamond Award. All awards will be recorded in children's merit books. Positive achievements and attitudes are celebrated in assemblies, circle time, newsletters and the School Achievement Book.

What Merits are awarded for:

- Good behaviour in class for most of the time.
- Meeting personal targets.
- Outstanding sustained effort.
- Special kindness towards others.
- Exceptional initiative.
- A special contribution to the class/peers.
- Making a special contribution to Assembly.
- Outstanding achievements.
- Good organisational skills.
- Outstanding homework effort, or extremely consistent with completing it on time.
- A good-quality piece of work.

All Saints School Code of Conduct – as suggested by the children:

We will respect everyone and everything in school.
We will treat everyone fairly and be honest.
We will concentrate, work hard and not distract.
We will treat others how we wish to be treated.
We will walk around the school sensibly.
We will set our goals high.
We will listen and communicate in a calm way.
We will try hard and persevere.
We will share with others.

Lunchtime Code of Conduct:

- Walk everywhere in the school with care.
- Line up for dinner quietly and sensibly.
- Carry your tray carefully and always give way to children carrying trays.
- Do not rush your meal; use good table manners and talk quietly to your friends.
- When you have finished, raise your hand and you will be asked to return to your classroom or the playground.

Playground Code of Conduct – as suggested by the children:

We will use our hands, feet and voices in a safe and kind manner.
We will take turns and share.
We will think about others on the playground and play safely.
We will respect everyone and everything.
We will treat others how we wish to be treated.
We will use the right playground zone for the right activity.
We will look after equipment and the playground area.
We will be honest and truthful.

In the playground we expect the children to play fairly and sensibly. Where disputes occur it is the responsibility of the Midday Supervisors to resolve the matter at the time as far as possible. Midday Supervisors should also instruct children to seek support from Peace Police for minor disagreements which do not require adult intervention. Any unresolved incidents that require further adult intervention must be reported to Class Teachers by the end of play or lunchtime. Any high level disruptive behaviour during lunchtime is reported to the Headteacher or Deputy Headteacher.

A *proactive approach* is needed to prevent unacceptable behaviour. Children should be distracted or redirected if a situation is becoming a problem. Playground rule reminders must be given. Use of 'walk with me' is useful to allow a child to calm down but also to observe children playing appropriately. To ensure a proactive approach, it is vital that staff circulate the play area and engage with children.

The lunchtime staff use raffle tickets to promote and recognise good behaviour. The raffle tickets are put into a weekly draw and two tickets are drawn at random in a whole school assembly. The children with winning tickets are rewarded with a small prize or a merit. Raffle tickets can be awarded for example:

- following instructions immediately
- lining up quietly and sensibly
- helping others on the playground or the dining room
- for good manners

If pupil's behaviour during lunchtime is inappropriate, they will have 'time out' to give them a chance to reflect on their behaviour. If after 'time-out' the inappropriate behaviour continues, the pupil will be removed from the playground (or classroom in case of 'wet' playtime) and the pupil is given the

'Reflect and Repair' questions to complete (see appendix 2). The lunchtime staff and/or Class Teacher will then discuss the pupil's responses to the questions to allow the pupil to reflect on their behaviour.

For children who find it difficult to manage their behaviour for the duration of lunchtime, 20/20/20 system is put in place. This will allow the children to have a more structured lunchtime and an opportunity to have a more positive lunchtime experience.

Procedure for the end of Play:

1. 1st bell – Stand still, stop talking and get off the apparatus.
2. 2nd bell – Walk into line and wait quietly.
3. Infants and juniors wait in line for their teacher to meet them on the playground.
4. Lead into class quietly and wipe shoes on the mat as you enter the room.

Personal, Social, Health and Citizenship Education

The school follows the PSHE Association programme which promotes the personal and social development of all the children. The children will be helped to foster appropriate behaviour and the school will also address issues such as drug awareness, bullying (including cyber bullying), racial and sexual harassment.

“Circle Time” is used where necessary to give the children an opportunity to discuss their thoughts and feelings and help them to build respect and self- esteem.

Year 6 pupils are trained as peer mediators and work as ‘Peace Police’ during play and lunchtime to help solve any minor disagreements between children and to improve children’s conflict resolution skills.

Strategies to manage unwanted behaviours

All staff need to remember that it is the certainty that there are consequences for poor behaviour that is important – not the severity.

To support and encourage children to develop appropriate behaviour and other personal and social skills the following sanctions will apply:

Behaviour	Sanctions
Low level disruptions: <ul style="list-style-type: none"> • calling out • making noises • not listening to instructions • distracting others 	<ol style="list-style-type: none"> 1. Verbal warning and reference to rules/expected behaviour 2. “Time out” within the classroom – the pupil will be told to leave the current activity and spend a few minutes away from the others until the teacher is able to address the behaviour <p>After “time out” a pupil may miss some playtime and the Class Teacher will discuss the pupil’s behaviour with them, as well as strategies to help the pupil to manage their behaviour.</p>
Medium level disruptions: <ul style="list-style-type: none"> • disrespect to adult • answering back • deliberately damaging someone’s property • hurting others • other distractive behaviour that hinders other pupils learning 	<ol style="list-style-type: none"> 1. “Time out” in another classroom – the pupil will be sent in another teacher’s classroom if behaviour is particularly disruptive, or the pupil hasn’t responded to earlier warning or “time- out” within their own classroom. The pupil is given a ‘Reflect and Repair’ sheet to complete (see appendix 2). <p>After “time out” in another class the Class Teacher will discuss the pupil’s behaviour with them giving the pupil an opportunity to share their responses to the prompt questions, as well as</p>

	strategies to help the pupil to manage their behaviour. The pupil may miss some playtime (depending on the severity of the incident).
<p>High level disruptions</p> <ul style="list-style-type: none"> highly defiant behaviour which stops learning of others extreme aggression, including retaliation swearing at an adult racist or homophobic name calling 	<p>Pupil sent to Deputy Headteacher or Headteacher who will decide on an appropriate sanction. Parents informed.</p> <p>Possible sanctions include:</p> <ul style="list-style-type: none"> Internal exclusion Lunchtime exclusion Fixed-term exclusion Permanent exclusion

- Class Teachers maintain behaviour records (see appendix 1) in which disruptive behaviour is recorded. Persistent poor behaviour will be reported to parents by the Class Teacher. If poor behaviour continues after Class Teacher has spoken to parents, Headteacher or Deputy Headteacher will also get involved.
- If the school has a concern regarding a pupil's behaviour, a behaviour chart will be implemented to encourage positive behaviour. Parents will be informed and they can request copies of weekly charts to be sent home. The school will keep a record of behaviour charts in order to identify patterns in behaviour so that further appropriate support can be put in place. The behaviour charts will also be monitored by senior staff periodically.
- At times, as well as a behaviour chart, a more formal Behaviour Support Plan (see Appendix 4) is required and this is completed in consultation with parents by Headteacher or Deputy Headteacher.
- In extreme cases, an individual Risk Management Plan (see Appendix 5) will be completed for pupils who display frequently challenging behaviour.
- When faced with challenging behaviour, the school uses phrasing recommended by Hertfordshire Steps training (see Appendix 3).
- When required, the school seeks support from external agencies, eg Primary Behaviour Team, Hertfordshire Steps, Aspects (Family Support Workers).
- Governors will request a meeting with parents/ carers, where appropriate, to discuss behaviour concerns the school has.
- Any incident of bullying or racial or sexual harassment will be reported to the Head or Deputy and the incident recorded (Integrated Bullying and Racist Incident Record sheet). The incident will be reported to parents immediately and to the Governors annually (see Anti-Bullying and Anti-Racism Policy)
- The Head Teacher may exclude a child in response to serious breaches of the school's behaviour policy or when a range of alternative strategies have been tried and failed. Exclusion can also take place if allowing the child to remain in school would seriously harm the education of that child or other children. In all cases of exclusion the school will follow the guidance set by the Local Authority and the School's Exclusion Policy.

In extreme cases:

'Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)'
Department for Education - Statutory Guidance 2012.

General points

This policy can only be effective if all adults, on school premises, are consistent in their approach in terms of providing examples for children to emulate. All adults need to be consistent in their attitude to giving praise and being positive in encouraging what is required.

If there is a need to physically intervene when dealing with children, all staff must follow the recommendations from Hertfordshire Steps training.

Restrictive physical interventions may be used to prevent a child or young person:

-To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility);

-To prevent a child from injuring self or others;

-To prevent or stop a child from causing serious damage to property (including the child's own property).

(see school's Restrictive Physical Intervention Policy)

Monitoring of the Policy

The Teaching & Learning Committee will, once a year, discuss the general outline of causes for any inappropriate behaviour and how the school has dealt with any issues. The Headteacher will report termly to Governors on the number of any reportable instances of bullying or racist behaviour for the previous term and the number of exclusions. A termly review of class behaviour records will take place by the Headteacher and any trends reported to the Governing Body.

All Saints Church of England Primary School and Nursery

Class Behaviour Record

Class: _____

Name of pupil	Date	Incident	Outcome

Time to reflect and put it right

What happened?

How did I feel? How did others feel?

Who was affected and how?

What I can do to make it right?

What have I learned so that I can make a better choice next time?

Appendix 3 – Responding to challenging behaviour

Positive phrasing

Stand next to me
Put the pen on the table
Walk in the corridor
Switch the computer screen off
Walk with me to the library
Stay seated in your chair
Please / thank you

Limited choice

Where shall we talk, here or in the library?
Put the pen on the table or in the box.
I am making a drink, orange or lemon?
Are you going to sit on your own or with the group?
Are you starting your work with the words or a picture?

Disempowering behaviour

You can listen from there.
Come and find me when you come back.
Come back into the room when you are ready.
Now you are in my office you can use any words you need to express yourself.

De-Escalation principles

Use the learner's name
Acknowledge their right to their feelings
Tell them why you are there
Offer help
Offer a 'get out' (positive phrasing)

De-Escalation script

Learner's name
I can see something has happened
I am here to help
Talk and I will listen
Come with me and.....

Appendix 4 – Behaviour Support Plan

All Saints CE Primary School Behaviour Support Plan							
NAME OF CHILD		DOB		UPN		PLAN NUMBER	
EXPECTED BEHAVIOUR				REWARDS			
INTERVENTIONS AND STRATEGIES							
SCHOOL WILL NOT TOLERATE				SANCTIONS/CONSEQUENCES			
PUPIL				PARENTS			
TEACHER				SENCO			
HEAD				DATE			

|

Individual Risk Management Plan

Name	DOB	Date	Review Date
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Photo	<p>Risk reduction measures and differentiated measures (to respond to trigger)</p>
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<p>Pro social / positive behaviour</p>	<p>Strategies to respond</p>
<p>Anxiety / DIFFICULT behaviours</p>	<p>Strategies to respond</p>

Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....



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Anti-Bullying Policy

There are many definitions of bullying but Hertfordshire CSF uses the following:

Bullying is deliberately hurtful behaviour, usually repeated over time, where it is difficult for those being bullied to defend themselves.

It can take many forms, but the main types of bullying are:

- Physical – hitting, kicking, taking or damaging belongings
- Verbal – name calling, insulting, making offensive remarks (for racist incidents, this policy runs in collaboration with the Anti-Racism policy)
- Misuse of new technologies – sending texts on mobile phones, sending hurtful messages by email
- Indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

Strategies used to prevent or deal with incidents of bullying:

- Annual participation in national 'Anti-bullying Week' and internet safety day
- Whole school PSHE programme which focuses on developing positive relationships and social interactions
- Teachers will discuss with pupils strategies they can use if they are being bullied. Display agreed strategies in the classroom.
- Regular "Circle time" sessions to discuss issues.
- "Friendship Stop" in the Key Stage 1 and 2 playgrounds.
- Teach children assertiveness skills.
- Create a climate within the school where the children are willing to talk to an adult if they are being bullied.
- Each class has a thought box where children can share concerns.
- If children are experiencing problems teachers will direct or alter group dynamics in the playground after discussion with all the children.
- Individual children who need extra support may find it useful to keep a written record of problems. This record can be discussed with the teacher.
- Teachers will prioritise class time to resolve major issues immediately. They will devise strategies with the class and individuals to stop bullying.
- Parents of the children involved will always be informed if there are any concerns about bullying.

- Parents will be informed about how to distinguish between normal minor irritations and bullying. This issue will be discussed at induction meetings for new parents.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults (parents and staff) should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from School
- Begs to be driven to School
- Changes their usual routine
- Is unwilling to go to School (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Bed wetting
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving
- Becomes aggressive, disruptive and unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when an internet or text message is received

Some of these signs may seem a little 'grown-up' but are typically displayed by someone being bullied. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and needs to be investigated.

Peer on peer abuse

Peer on peer abuse is when a child might have been abused by another child. Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up". There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement and if decided so, pupil's behaviour may warrant a response under Child Protection, rather than anti-bullying procedures.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).

- Have relevant policies in place (e.g. behaviour policy).

Parents' Procedures

If you know your child is being bullied give him/her the following advice:

1. Tell them there is nothing wrong with them
2. Advise them to tell a trusted adult at School or inform the School personally (the School cannot do anything if we don't know about it).

School Procedures

1. In the event that the alleged bullying is happening out of School, or by a member of staff, the School's Child Protection Policy must be adhered to.
2. The bullying incidents must be reported to a member of staff. The member of staff cannot promise confidentiality, but will use professional discretion to keep the information to those who need to know and promise to do the best they can to help. We understand that it is just as likely, if not more likely, that the child will tell a Teaching Assistant or Midday Supervisor who are equally responsible as teaching staff to ensure the matter is dealt with.
3. Initial investigation into hurtful incident or allegation of bullying will be carried out to determine if the incident is classed as bullying. If this is the case 'Integrated Bullying and Racist Incident Record' form will be completed, including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and actions the school has taken in response.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem, either with the Class Teacher or Head teacher depending on the severity and in line with our system of sanctions detailed in the Behaviour Policy.
6. If necessary, and appropriate, police or other agencies will be consulted.
7. Attempts will be made to help the bully or bullies change their behaviour.

Outcomes

1. The bully or bullies may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered.
3. If possible, the pupils will be reconciled.
4. After the bullying has been initially dealt with, each case will be monitored to ensure repeated bullying does not take place.



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Anti-Racism Policy

Racism is a specific form of bullying. Unlike bullying, racism can be a one-off incident. If possible the same procedure takes place as for a bullying incident, although the procedure is different in a serious case.

What is a racist incident?

Schools are required to use the following definition for recording and responding to racist incidents:

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

The Home Office Code of Practice explains that, "The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis".

In recording incidents under this definition, it is not the intention to label individuals as racist. Records of incidents are held centrally in the school and not on individual children's or adults' records.

By recording all incidents the school is able to:

- demonstrate that they have dealt satisfactorily with incidents
- monitor trends and patterns of behaviour if they exist
- take preventative action against racism which may come into the school from society in general
- provide good educational responses to any behaviour that is of concern

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred.

In investigating any incident as defined above the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion. In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or

religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents include (although this list is not exhaustive):

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls or books)
- Distributing racist literature
- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful humour

This policy is fully consistent with and should be considered alongside the school's policy on anti-bullying but also complies with additional legal requirements for identifying and responding to racist incidents.

Roles and responsibilities

1. The Headteacher is the member of staff responsible for investigating incidents where this is required, for overseeing the application of the policy across the school, for monitoring the effectiveness of the policy and for reporting to governors. A designated governor and the Teaching and Learning Committee work closely with the head teacher in this regard.
2. All staff are involved in dealing with racist incidents and maintaining good race relations.
3. Teachers wherever necessary will:
 - immediately address any pupil's negative, stereotyped or racist response to difference related to culture, colour or ethnicity
 - provide support to any pupil who has experienced offence from another person
 - refer language or behaviour that has been hurtful to the head teacher for further investigation and resolution
 - provide educational responses to ensure that pupils develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society
4. All staff will be vigilant at all times and open to pupils' concerns about experiences of racism, being ready to listen and to take reports seriously. Distressed pupils will be supported and all incidents reported on to the appropriate member of staff.

Expectations of pupils

All pupils, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviour (It is understood however that it may be difficult for pupils who are the targets of racism to report it.).

Expectations of parents

We always take parents' concerns seriously. However, the school can only respond to incidents that are drawn to their attention. Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school with their school fellows. When problems arise in school we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's Anti-Racism policy.

Responding to incidents

1. In responding to incidents that may occur the school will aim:
 - to provide appropriate support to pupils
 - to deal with any unacceptable behaviour,
 - to prevent racism and discrimination and

- to re-establish good race relations across the school.
2. Support will be given to anyone who has experienced offence. Their concerns will be listened to.
 3. An investigation will look into the details of what has occurred.
 4. The cause of offence will be clearly identified and an educational response provided where appropriate.
 5. In all cases parents should be informed and will be asked to come in to a meeting to discuss the problem, either with the Class Teacher or Head teacher depending on the severity.
 6. Where offence was intentional pupils will be subject to disciplinary procedures as detailed in our list of sanctions above. Where offence was unintentional pupils will need to understand how offence was caused and be supported to make any changes necessary in their behaviour. A high priority will be placed by the school on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.
 6. Pupils who have experienced or displayed racism and their parents will be kept informed throughout the investigation and resolution of the incident.

Recording and Reporting Incidents

1. All incidents are recorded on the 'Integrated Bullying and Racist Incident Record', including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and action taken in response. This form is to be completed by the member of staff to whom the incident was first reported.
2. Where racist incidents occur which involve any of the following, the advice of the relevant Local Authority adviser may be sought :
 - physical violence or serious damage to property
 - repeated or orchestrated harassment, including text messaging and cyber bullying
 - links with extremist groups, including distributing of racist literature
 - racist graffiti
 - absence related to a racist incident
 - exclusion related to a racist incident
3. On a termly basis the Headteacher will report numbers of incidents to the Governing Body. Individuals will not be identified in this process.

Performance indicators for preventing and dealing with racist incidents

In reviewing the effectiveness of this policy staff and governors will consider:

- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents
- the continued good progress and high self esteem of those who have been offended
- the continued good progress and high self esteem of those who have caused offence
- whether the action taken successfully prevented repeat incidents
- the willingness of pupils (and parents) to draw their concerns to the attention of staff
- the consistency of response and confidence of all staff in following school policy
- whether good race relations are being maintained in the school community
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary

Where review indicates that change is needed, policy and practice will be amended as part of the school plan.

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 warnings below confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		

Sexualised		
SEN and Disability		
Ability/application		

Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Learning Difficulties and Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See County Guidelines on Dealing with Racist Incidents

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Bully advisor or MECSS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are

progressing well academically and socially

Date.....

8. Reporting member of staff:

Name Date

9. Outcomes/actions from follow up.