



TUNBURY PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Mission Statement

To provide all pupils with the same standard of education and care that we would wish for our own children.

Introduction

At Tunbury Primary School we aim to provide a happy and secure environment for all those who work in, or visit. We wish to maintain a climate which promotes a positive approach to behaviour management.

This '**positive approach**' is characterised by:

- An emphasis on positive self-image/self esteem
- An emphasis on the development of the children as 'good citizens'
- A realisation that the actions we take will have an effect, positive or negative, on the rest of the school community.
- Fairness
- Rewards for appropriate behaviour
- High expectations of all children's work and behaviour
- High standards of professionalism amongst all staff
- Teachers' awareness of the importance of their own responses.

The climate is set by all who work within the school: Head Teacher, Deputy Head Teacher, Teaching Staff, Professional Support Staff, Governors, Parents and Children.

This policy applies to all year groups from Early Years to Year 6.

The Role of Adults in the School

Teachers and other adults in school are **Role Models** for the children and therefore need to make their example positive at all times.

Teachers and other adults should:

- Deal professionally with colleagues, parents, governors, visitors, professional support staff and children. Everyone is entitled to be spoken to respectfully.
- Use genuine and sincere praise frequently - praise actual achievements and efforts - '**positive reinforcement**'.
- Respond promptly and firmly with pupils who test the boundaries of acceptable behaviour.
- Provide sensitive and considered 'pastoral' advice when required to do so.
- Dress professionally and appropriately, reflecting the high standards that the school expects.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with challenges is the school's challenge not an individual teacher's challenge.
- All staff and pupils should be able to attend work/school without fear of physical or verbal abuse.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.
- To address cases of unacceptable behaviour in a robust, fair and consistent manner.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Assertive Mentoring

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-excellent/very good, Yellow-acceptable/satisfactory, Red-unacceptable. Targets and support are agreed where necessary.

Rules

School rules are kept to an essential minimum and are displayed in classrooms. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

1. Our Code of Conduct is:

1.	Take Care of Yourself
Never	<ul style="list-style-type: none">Do anything silly or dangerous where you might be hurt.Stay in school at break times or leave school without permission.Talk to strangers in school unless they have a school badge.
Always	<ul style="list-style-type: none">Tell someone if you are unhappy, being picked on or bullied.
2.	Take Care of Others
Never	<ul style="list-style-type: none">Do anything to hurt others (such as hitting/name calling).Distract others from working.Be cheeky or rude to adults.
Always	<ul style="list-style-type: none">Be friendly to visitors, newcomers and other children.
3.	Take Care of your School
Never	<ul style="list-style-type: none">Steal or deliberately damage school equipment.Drop litter or deface the school building.Give the school a bad name.
Always	<ul style="list-style-type: none">Be proud of your school.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized in classrooms.

2. Our Listening Code

When I am asked for my attention I:

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

3. Our Line up Code

When I am asked to line up I:

- Walk to my space in the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions
- Always walk quietly around the school, keeping to one side of the corridor.

4. We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Children may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, chewing gum, biscuits and drinks.

b. Jewellery

Watches and small stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers will not assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson. Watches should be analogue or digital and not 'Smart' watches that can link to mobile phones or allow for communication.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others. We allow watches for children in order to encourage children with reading and telling the time.

c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:-No jewellery, bare feet, shorts, Tee shirt

Reasons: It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:- No jewellery, Shorts, Games skirt, Tee-shirt, Track suit, Sweat shirt/jumper, Plimsolls/trainers

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.

d. School Clothing

Certain items of uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled black shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment. Teachers will carry out routine checks regularly.

No make-up or nail varnish may be worn whilst in school. Children will be given one opportunity to remove nail varnish when they return home.

e. Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games, any playing cards that can be swapped and sports equipment must not be brought to school. Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. Mobile Phones

Mobile phones are a privilege for Year 6 children and can only be brought to school in exceptional circumstances and only with the prior permission of the Headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Headteacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Behaviour Guidelines	Procedures
-----------------------------	-------------------

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class, an AHT should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our guidance on physical restraint clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Head teacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and told that the police will be informed. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Movement in and around School

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed.

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses.

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be used.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should be thanked, praised or rewarded with a 'Smiley' or team point.

Movement Around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank/reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs, at the end of the line etc.
- Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (EYFS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. A minimum of two staff members are required to supervise playtimes for each playground. Supply teachers should cover the duty of absent teachers but should never be without support.

Senior staff on duty should be present on the playground by 8:45am, when children are asked to arrive, and again after school to see them safely off the premises.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

No hot drinks should be taken onto the playground.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

At the end of playtimes staff should go to the playground to collect their classes. If, for whatever reason, staff are not present to collect their class, the duty teacher should not send children into the building unsupervised, but send for the head of year or AHT.

Upon hearing the bell children should stop what they are doing, stand still and remain quiet. Upon the second bell they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a team point.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances the duty teachers remain responsible for the supervision of the classes. Class teachers may decide to; allow an indoor playtime with suitable, quiet activities provided for children. No scissors to be used during indoor playtimes for health and safety reasons.

Playground procedures

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. **Children are not allowed back into school during playtimes.** Teachers on duty should have 'Playground Passes' with them. Children are not allowed to remain in the building unsupervised unless they are Mentors.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to Heads of Year according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children should be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines	Rewards
-----------------------------	----------------

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

1) General

- Favourable comments can and should be entered on pieces of work.
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the Headteacher for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

Once awarded a Smiley can never be deducted.

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys	Head of Year commendations: Bronze Award (presented by Head of Year)
200 Smileys	DHT commendations: Silver award (presented by DHT)
300 Smileys	HT commendation: Gold award (in front of whole school)

- Gold awards will be presented in whole school assemblies.

A 'smiley' can be awarded by any staff member to any child at any time. **All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs.** This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

If **all** children in a class achieve Bronze, Silver or Gold Awards in one academic year, they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

Sanctions

With the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, Inclusion Manager and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

When things go wrong

The class teacher or Mid-day supervisor is usually in the best position to deal with difficulties as they arise. Sensitively handled, through talking with the child, most problems can be resolved.

However, there are some types of behaviour eg. bullying (Appendix 2), racist abuse (Appendix 3), physical violence/fighting, rudeness, throwing stones, swearing etc. that the school should not be seen to tolerate and which require the administration of sanctions.

Parents should be kept informed and encouraged to work with the school at all stages.

The following sanctions may be used:

Poor behaviour or **unsatisfactory work** resulting from poor behaviour will lead to warnings issued by the class teacher.

- Step 1-verbal warning or signal issued by the teacher
- Step 2-child's name recorded on the whiteboard (yellow star on behaviour)
- Step 3-dot placed by the child's name
- Step 4-2nd dot placed by the child's name = (red star on behaviour) child is sent to Head of Year class (KS1 for 10 mins; KS2 for 15 mins) and blue behaviour slip completed. **Parents must be informed by the class teacher of the need to be removed from class.**
- Heads of Year receiving the blue behaviour slips must sign the slip and hand all slips for that week to the AHT by 4pm every Friday for monitoring.
- Copies of the blue slip should be kept by the class teacher in the purple behaviour folder which is monitored by Heads of Year and the PSHE co-ordinator.
- If further warnings are issued then the child will be sent to the AHT. Further breaches are escalated to the DHT.

- **Each child starts with 'a clean slate' at the beginning of each day.**
- 1 further breach of policy will result in a letter home inviting parents to a **meeting with CT/Head of Year** and **yellow 'Report Card'** issued.
- 'Report Card' **monitored by Head of Year** at 3pm each day.
- If a child in KS2 arrives in school without their 'Report Card' or without a parental signature on it, then their day should be spent in the Head of Year class. It is the responsibility of the class teacher to arrange for work to be set for the day.
- If a child has been on yellow report for a **maximum of 2 weeks Class Teacher, AHT and Inclusion Manager meeting with parents** to explain next stage with parents.

ON COMPLETION, ALL ORIGINAL REPORT CARDS MUST BE FILED IN PUPIL FILES IN THE OFFICE, COPIED TO HEAD OF YEAR, CLASS TEACHER AND INCLUSION MANAGER

- **SEN referral for behaviour**

Other action at the discretion of class teachers may include:

- Contact with parents about minor misdemeanours
- Child with teacher on duty at playtime **or** in class with teacher
- Time out at the discretion of the class teacher

As a last resort, if all other strategies have been exhausted:

- Fixed Term Exclusion
- Part time timetable
- Permanent Exclusion

Incident Reports

Whenever an incident occurs with a child or between children, the teacher or other member of staff can request that the children involved complete an incident report and describe truthfully their version of events. This allows the children time to calm down and reflect upon their actions and we often find that from here the problem can be resolved. These reports are then copied and supplied to the DHT (if the incident is very severe), AHT, Head of Year and Class Teacher. A copy of the report goes into the child's school file.

If the problem is deemed to be serious, then parents are contacted immediately.

These incident records form the basis of any investigation, should one be required. They must be completed as a matter of urgency.

Some sanctions are inappropriate and not in the spirit of the policy, for example:

- Standing children outside the classroom or staffroom unsupervised;
- Deduction of points, rewards or certificates once awarded;
- Exclusion from any curriculum 'lesson' including PE (unless the child is considered a Health and Safety risk;
- Excessive shouting, intimidation or abusive language.

Please note, corporal punishment of children in any form is unacceptable and **will not** be supported by the Head Teacher or Governing Body.

It is important that a consistent approach is maintained when dealing with the administration of sanctions for major misdemeanours, though teachers' professional discretion must also be used in judging the situation, the number of previous sanctions applied and the age and nature of the child(ren) involved etc. Sometimes, particularly with younger children, just a word with their parents may be sufficient.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property;
- Failure to follow instructions from a member of staff which could result in causing a risk to the pupil or any other member of the school community.

AGREED: October 2016
REVIEW DATE: July 2018

The following offers advice for appropriate strategies in an effort to develop our consistent approach.

Misdemeanour

Appropriate Sanction

Abusive/offensive/racist language towards other children

1. See **Sanctions** +
2. Inform Head of Year
3. Reported to LA if racist behaviour
4. Fixed term exclusion

Abusive language directed at an adult

1. See **Sanctions** +
2. Fixed term exclusion

Physical abuse of other children, e.g. intentional kicking, hitting, punching, spitting, biting or fighting.

1. See **Sanctions** +
2. Fixed term exclusion
3. Permanent exclusion

Physical abuse of adult

1. Send to HT
2. Fixed term exclusion
3. Permanent exclusion

Bullying

1. See **Sanctions** +
2. Send to Head of Year
3. Meeting with parents

General behaviour contrary to Our rules and expectations (poor attitude, rudeness etc.)

1. See **Sanctions**

Stealing

1. Send to AHT
2. Meeting with parents
3. Call police

Accusation against a member of staff

1. Refer to HT immediately
2. Call in Personnel Team/professional Union Rep.

Lack of response to strategies tried so far

1. Send to AHT
2. Further contact with parents
3. Use of outside support agencies e.g. Local Authority Inclusion Officer
4. Send to DHT
5. Send to HT
6. Fixed term exclusion
7. Reduced timetable
8. Permanent exclusion

What can we do about Bullying?

1. Bullying is when an individual or group keep on doing a similar action to any of the following to the same person over a period of time:

- Kicking, punching, hitting, pinching, spitting etc.
- Calling names, swearing, making fun of someone
- Taking or hiding property
- Threatening – through speech, looks or gestures

2. When someone is being bullied or we see someone else being bullied we must tell someone about what is happening:

This may be:

- A teacher, Headteacher, Deputy headteacher or Learning Mentor
- OR
- Your Mum, Dad or family member
 - A Mid-day supervisor
 - Another adult you can trust
 - A friend
 - A prefect

..... All of whom should pass the information on to a teacher who will sort out the problem.

3. If we know that bullying is going on we will do something about it.

4. What can we do with bullies?

- Talk to them about how they make people feel
- Find out why they do it, provide help if necessary
- Make them say sorry and/or write a letter of apology
- Make them lose free time/special privileges
- The Headteacher or another teacher will talk/write to their parents about what they have done
- Give them a fixed term or a permanent exclusion

5. What can we do for people who are being bullied?

- Investigate what is happening
- Let them talk about how they feel
- Tell them it is not their fault
- Help them to avoid being bullied in the future

Racial Harassment in School

“Racist behaviour may be defined as any hostile or offensive act or expressions by a person of one racial or ethnic origin against a person of another racial group or ethnic origin, because that person is of a different racial or ethnic origin, or any incitement to commit such an action.

All young people should grow up within a learning environment which values everyone equally without discrimination on grounds of race, colour, religion or language.

Such an environment should educate all members of staff as well as all pupils.

Misbehaviour of any kind, that causes concern to teachers and adults in school, must be taken seriously.

Extremes of bad behaviour such as bullying and racial harassment cause considerable suffering to individual pupils and can also have a damaging effect on the school ethos.

Pupils should be made aware that such types of behaviour are totally unacceptable and if persistent, can lead to exclusion.

These problems may not always be apparent to staff but as far as possible they should:

- Be alert to signs of bullying and racial harassment;
- Deal firmly with all such behaviour;
- Report to the Headteacher or Deputy headteacher any such behaviour.

If bullying or racial harassment is brought to the attention of the Headteacher the following procedures will be followed:-

- Headteacher talks to pupil.
- Headteacher talks to parents and applies appropriate sanction eg. letter of apology, loss of playtimes or privileges.
- Incident will be recorded
- If incident is repeated the pupil will be given a fixed term exclusion.
- If incident is repeated the pupil is permanently excluded.

Any pupil who is the subject of bullying or racism should be dealt with sensitively by staff.

The child and his/her parents should be informed of all action taken.

In serious, or repeated cases of racial harassment the Education Department will be informed.

Guidance on the Physical Restraint of Pupils

Physical restraint is normally necessary only to prevent pupils causing significant harm to themselves or to others, or seriously damaging property. **No more than the minimum necessary force should be used.**

Such interventions should only be made when they are likely to succeed. **Staff are not expected to restrain a child if by doing so they would be putting themselves at risk. THIS SHOULD BE A LAST RESORT. Matters should be referred to the DHT/HT.**

The decision to use physical restraint can only be taken by the member of staff at the incident who will be able to show that, unless immediate action had been taken, then there were very strong indicators that significant injury or serious damage would follow.

Any intervention used will always need to be in keeping with the circumstances including age, competence and nature of the pupil and the potential risks involved.

Physical restraint should always be **a last resort** after all other strategies have been tried and failed, eg. talking, listening, humouring, reasoning, distracting, diverting and cajoling. Physical intervention should always be preceded by clear, verbal instructions and a statement relating to the consequences of ignoring them.

Whenever possible have another member of staff present, both as a witness and to assist if necessary.

The use of force must be an act of care and control. One of its purposes is to allow a pupil to regain self-control and it should always be accompanied by calming talk.

Staff must only use the minimum amount of force necessary for the minimum time to be effective.

The use of punching, pushing, slapping, throwing missiles or rough handling is not permitted.