

# Moortown Primary School

## Policy to promote positive relationships and behaviour

Policy (previously 'Behaviour Policy')

reviewed and updated: June 2011

Person responsible: David Roundtree (Headteacher)

Date of next review: June 2013

Created by:



**MOORTOWN**  
Primary School

following training by:



**FutureBehaviour**

### Introduction

This policy was developed from consultation with staff, governors, parents.

**The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff eg in relation to a bullying or racist incident.**

### Aims, expectations and principles

Refer to our **Ethos and Mission Statement**: relationships and behaviour are integral to our happy, healthy and safe learning community.

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

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

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

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

See *Appendix 5*.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.** If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Refer to **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings** for important safeguarding procedures to which we all adhere.

### Roles, Rights and Responsibilities

Refer to Equal Opportunities section, below: these statements are integral to all the responsibilities set out here. See also Appendices.

### Pupils

It is the responsibility of pupils to **make good choices** at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

- follow instructions\*
- keep hands, feet and objects to themselves
- use positive language (including body language)

Following instructions can include '3-2-1-Stop'; in our school, this means three things:

- silent voices
- empty hands
- eyes on the speaker

## Class teacher

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

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

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

## Support Staff

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

## Headteacher

In addition to the above, it is the responsibility of the headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- ensure the health, safety and welfare of all children in the school
- maintain record of all reported serious incidents of misbehaviour
- issue fixed-term suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child; both these actions are only taken after the school governors have been notified.

## Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child’s welfare or behaviour – this includes if a child receives five warnings or if there is a pattern of regularly receiving warnings.

We expect parents to:

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

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

*Working together for good behaviour in schools* is a helpful document for parents, available on the following website (reference to this will be made to parents / carers when appropriate):  
<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00960-2009.pdf>

## **Governors**

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

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **Consequences**

### **Positive consequences**

Each teacher and their class develops their own systems of reward and praise, based on the overall school principles set out in this policy. This will include at least individual and class rewards and typically, especially with older children, group rewards to promote inter-personal relationships.

Some of the positive consequences for the good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated
- stickers or other small prizes / treats
- certificates: usually at least one based on learning and at least one based on a Social and Emotional Aspect of Learning are given in Friday Assemblies
- Golden Time if a class has achieved a class target
- Cool Class Tokens are given to children for good choices, good relationships, politeness, co-operation or acts of kindness in school – the class with the most Cool Class Tokens are awarded the Cool Class Cup in Friday Assemblies.

Sweets are rarely used as rewards; as a healthy school, we prefer to reward in other ways.

Assemblies, especially our Friday Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook.

Attendance is also rewarded. We give termly certificates for good attendance and at the end of the year there is a raffle for all children who have attained outstanding attendance.

### **Negative consequences**

Staff at Moortown Primary employ consistently and clearly a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have just three school rules:

- We keep hands, feet and objects to ourselves
- We follow instructions
- We use positive language

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour and choices
2. Five minutes off break
3. Time out of class and missed break
4. Time out of class and 30 minutes of lunch play missed
5. Pupil sees Headteacher and parents are informed

Serious misbehaviour (eg swearing, disrespect to staff, fight) is very rare at Moortown. Such behaviour would mean warnings are automatically by-passed to four or usually five warnings. Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

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

The class teacher discusses the school rules with each class, and also creates a Classroom Charter as part of their New Beginnings SEAL work. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

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

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

We follow the comprehensive recommendations set out by the DCSF (see below for website reference) for clarification of any specific matter eg confiscation of an item.

<http://www.teachernet.gov.uk/wholeschool/behaviour/>

## **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial incidents must be reported to the local authority; homophobic incidents are also recorded.

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

## **Equal opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way. See **Ethos and Mission Statement** and Appendices.

## **Appendix 1: Anti-Bullying**

Bullying can happen in any school. At Moortown Primary, it is extremely rare. We have these principles and roles in place to ensure that bullying is quickly stopped.

### **Definition**

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously at Moortown Primary.

### **Aims and objectives**

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

### **The role of children**

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

### **The role of teachers and other staff in school**

- All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at Moortown Primary School. Teachers and teaching assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.
- If staff witness an act of bullying, they should investigate it themselves (and ensure a member of the Senior Leadership Team is informed) or refer it to the Headteacher or an Assistant Headteacher directly.
- Adults fully support the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health – this will usually be by the Learning Support Mentor, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- They also aim to stop the problem: for the child who has bullied, the 'Warnings' consequences are put in place ('five warnings', including informing parents / carers); there is also the possibility of some form of exclusion. Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - as above, this will usually be by the Learning Support Mentor, but other adults will be vigilant about monitoring the child's choices and well-being.
- All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews.
- All teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Education), SEAL and Circle Time activities on a weekly basis; sessions should centre around bullying and how people can stop bullying if there are any signs of someone being bullied in school. On an annual basis, they should participate with their class in national Anti-Bullying Week.
- They should follow the principles set out in this policy and in our **Ethos and Mission Statement** in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

### **The role of the Headteacher and Assistant Headteachers**

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

### **The role of parents / carers**

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

## **The role of governors**

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

## Appendix 2: Cyberbullying

### Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DCSF 2007

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

1. **Text messages** that are threatening or cause discomfort
2. **Picture / video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls**: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. **Emails**: threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. **Chatroom bullying**: menacing or upsetting responses to children or young people when they are in a web-based chatroom
6. **Instant messaging** (IM): unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (although there are others)
7. **Bullying via websites**: use of defamatory blogs, personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter

### How is cyberbullying different?

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

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

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

### Key advice to pupils

Adapted from DCSF guidance, the following points are taught to pupils on a regular basis, especially when teaching about internet use:

- Always respect others – think about what you say online and what images you send / post
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly!
- Don't retaliate or reply.
- Save the evidence – text messages, online conversation, pictures etc
- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider eg website, mobile phone company, school or police
- If you see cyberbullying take place then support the victim and report the bullying

There's plenty of online advice on how to react to cyber bullying. For example, [www.kidscape.org](http://www.kidscape.org) and [www.wiredsafety.org](http://www.wiredsafety.org) have some useful tips.

### Key advice for parents / carers

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

- Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone

- Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- Remind your child not to retaliate
- Keep any evidence of cyberbullying – emails, online conversations, texts etc
- Report the cyberbullying
- Contact the school so they can take action if it involves other pupils
- Contact the service provider eg website, phone company etc
- If the cyberbullying is serious and a potential criminal offence has been committed then consider contacting the police

## Appendix 3: Anti-Racism

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. At Moortown Primary, it is extremely rare. However, our school is in a multi-cultural community and we have these principles and roles in place to ensure that racism can be quickly stopped.

### Definition

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

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

Racist behaviour in an educational institution can include:

- physical assault because of colour and / or ethnicity;
- derogatory name-calling, insults and racist jokes;
- racist graffiti;
- provocative behaviour eg wearing racist badges / insignia;
- bringing racist materials eg leaflets, magazines into school;
- verbal abuse / threats;
- incitement of others to behave in a racist way (whether or not the ethnic group are aware or not);
- racist comments in the course of lessons;
- ridicule of cultural differences eg food, music, dress etc;
- refusal to cooperate with other people because of their colour and / or ethnicity.

### Aims and objectives

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

We want to:

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

### The role of children

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

### The role of teachers and other staff in school

- All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at Moortown Primary and in society.
- All racist incidents will be dealt with no matter how trivial they may seem to be.
- If staff are aware of racism, they should refer it to the Headteacher or an Assistant Headteacher directly.
- Adults fully support the victim of racism. Time is spent to restore the victim's confidence, happiness and other aspects of health. For children, this will usually be by the Learning Support Mentor, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- They also aim to stop the problem. For the child who has been racist, the 'Warnings' consequences are put in place ('five warnings', including informing parents / carers); there is also the possibility of some form of exclusion. Time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his / her actions are unacceptable - as above, this will usually be by the Learning Support Mentor, but other adults will be

vigilant about monitoring the child's choices and well-being. For a member of staff who has been racist, disciplinary procedures will be pursued. For a parent / carer, legal advice will be sought.

- All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews.

- All teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Education), SEAL and Circle Time activities on a weekly basis; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society.

- They should follow the principles set out in this policy, our **Ethos and Mission Statement** and our **Equal Opportunities Policy** in order to continue our school climate of mutual support and praise, so making racism less likely.

- See **Support** (below).

## **The role of the Headteacher and Assistant Headteachers**

- The Senior Leadership Team ensure all principles and roles set out are implemented.

- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).

- In particular, this includes ensuring that everyone in school know that racism is wrong and unacceptable. This is on a regular basis and may also stem from any signs of racism. Assemblies are used to communicate this to children.

- In the case of serious incidents, an assessment must be carried out to find out whether the whole school community must be informed ie whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the police.

- If there is an allegation against a member of staff, it should be dealt with under the Leeds Human Resources Disciplinary Procedures (adopted by our school).

- Racist graffiti must be removed / deleted as soon as it is evident; if this is not possible, advice will be sought and pupils, parents and staff are made aware of the situation; movement around school may be re-directed. Issues surrounding racism and its unacceptable nature are made very clear to all.

- The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism.

- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

- The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken; he / she reports to the local authority any incidents of racism on a termly basis (document RH1).

## **The role of parents / carers**

- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.

- Parents / carers concerned about racism should contact their child's class teacher or the Headteacher / an Assistant Headteacher straight away. They might be worried that their child is a victim of racism, but they should also contact school if they suspect their child may have been racist to someone else. If they are dissatisfied with the response, they should use our complaints procedure by putting a formal complaint to the Governing Body.

## **The role of governors**

- The Governing Body supports the school in all principles and roles set out here. Any racist incidents will be taken very seriously and dealt with appropriately.

- It monitors incidents of racism and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of racism and to report to the governors about the effectiveness of anti-racist strategies.

- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

## **Support**

It is recognised that victims of racism may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a caring, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress.

## **Appendix 4: Fixed-term and permanent exclusions**

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

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

## Appendix 5: The Language of Choice – 3 Steps to Success

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

*Ricky, you're climbing over the fence.*

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

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

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

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

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

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

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

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

### Step 3 - Statement of choice

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

*Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.*

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

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

*Well done Ricky, you made the right choice.*

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

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

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

# Moortown Primary School

**racist / homophobic incidents (Confidential)**



**If you witness a racist or homophobic incident amongst children and / or adults, you must report it.**

**Use the form below and pass to the Headteacher, David Roundtree.**

The Stephen Lawrence Enquiry Report defines **racism** as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'.

A **racist incident** is defined as 'any incident which is perceived as racist by the victim or any other person'.

**Homophobia** is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour.

**Homophobic behaviour** can start in the early years of primary school, when children frequently misuse words such as ‘gay’ as a generic insult or term of abuse. Comments that question others’ masculinity or femininity – as well as those that refer directly to sexuality – are also frequent and damaging. (‘Stand Up For Us’, NHS, 2004).

Notes		
Victim(s) (if applicable eg graffiti may not have 'victim')	Perpretator(s)	
Name of person / people:	Name of person / people:	
Date, time and place of incident (ie of observed behaviour / discussion / disclosure):		
Nature of incident / concern (record any statements from children word for word; continue overleaf if necessary):		
<div>Person completing form (signature notes that this is a true and accurate record, date)</div> <div>Seen by Headteacher? (initial, date)</div>		
Action Taken	By whom	Outcome