Behaviour

Policy

Introduction

Good behaviour and discipline are essential if pupils are to learn and teachers are to teach effectively. Our behaviour policy reflects the aims of the school and outlines the agreed ways in which all members of the school community will contribute to the learning environment.

Aims

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. We aim to develop a positive focus on improving young people's engagement, motivation and well-being, rather than more negative terms that can be associated with behaviour difficulties.

We aim to achieve this through:

- promoting good choices which lead to effective relationships so that everyone can support each other, work together and learn well;
- promoting relationships which are happy, safe and secure;
- helping children to become positive, responsible and increasingly independent members of the school community;
- promoting good behaviour, not merely deterring anti-social behaviour;
- rewarding good behaviour, as we believe that this will develop an ethos of kindness and co-operation.
- broadly following the guidance from Hertfordshire's Steps behaviour management strategy (Appendix 5)

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' (see Appendix 6):

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

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 become complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Roles, Rights and Responsibilities

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. Everybody should follow the Monksmead values to avoid bad choices:

- Try our best
- Listen
- Respect
- Show kindness
- Stop and think

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:

- adopt an ethos of 'reprimand in private, praise in public'
- praise children on individual / group basis (public praise is very powerful), making explicit why: which rule they followed, or the choice they made
- follow our negative consequences scale, making explicit why, stating which rule has been broken
- discuss with the classroom the consequences of their choices (both positive and negative; see Consequences, below) – this can help when explaining 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
- add to a CPOMS (Appendix 7) record and any relevant notes if a child seriously misbehaves
- having followed regular procedures and consequences, seek help and advice from a colleague (e.g. member of Leadership Team)
- liaise with external agencies, as necessary, to support and guide the progress of each child e.g. 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. 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. All staff should adopt an ethos of 'reprimand in private, praise in public'. Poor behaviour should be recorded using CPOMS.

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
- ensure the health, safety and welfare of all children in the school
- maintain a 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 / Carers

The school works collaboratively with parents / carers 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 / carers immediately if we have concerns about their child's welfare or behaviour – this includes where there is a pattern of regularly receiving warnings.

We expect parents / carers to:

- be aware that we have school rules (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 / carers 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.

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

Each class teacher discusses the Monksmead Stars (our school values), displayed on the wall of the classroom, with their class. In this way, every child in the school knows the standard of behaviour that we expect in our school.

We expect children to:

- try their best in all activities
- make good choices and older children to set a good example to younger ones
- not support the misbehaviour of their peers

Furthermore, we encourage children to report to an adult any misbehaviour they may have witnesses or encountered.

Positive consequences

Teachers can develop their own systems of reward and praise within their classrooms (e.g. table points, raffle ticket system with prize of additional laptop time, etc., compliments chain leading to whole class treat such as: extra Golden Time or extended playtime; free computing time; extra session on outdoor apparatus), 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. Class rewards may also be related to the class behaviour-for-learning target.

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

- regular verbal feedback/praise to reinforce positive behaviour
- reference to good role models
- children are congratulated on good work/ achievement/behaviour
- merit points. These are awarded for following the school values. Each time children reach 50 merits within the school year, they receive a reward. Merit points are also collected each week and the house awarded the most merit points are congratulated in our celebration assembly
- good learning is shown to the headteacher and a headteacher award sticker is given. A selection of good work is displayed on the Head teacher's 'Wicked Work' wall
- head teacher awards are given in Friday assemblies (two per class) and can be based on learning and/or a Social and Emotional Aspect of Learning
- Golden Time (usually twenty minutes on Friday afternoons)
- 'positive note' sent home to parents. This could be a verbal message on the playground or a note sent home
- name on the board in/below the sun
- Use of Class Dojo
- Use of raffle tickets
- pen licence when handwriting is of a suitable standard (during Year 4)
- good attendance certificates
- play-leader certificates
- sports and other medals and trophies
- stickers given out by MSA's to bring positive lunchtime behaviour to the attention of the teacher;

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.

Negative consequences

Staff at Monksmead employ consistently and clearly a scale of negative consequences if a child does not follow our school values. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

Low level disruption

e.g. Talking / out of seat / noises / pushing etc.

ACTION: Minimal low key response managed by the class teacher:

- praise of other children
- eye contact (stern stare, raised eye brow)
- assertive body language (crossed arms, frowns etc.)
- name/pause technique
- being close and whispering a firm reminder
- gentle touch on shoulder
- reminder about behaviour and choices - child is reminded of the value that they are not following, e.g. 'Can I just remind you of value….' 'The value in here is….'
- a quiet word
- direct to seat
- quiet unobtrusive 'What should you be doing?' or 'Are you okay?'
- not allowing them to sit with friends
- have a lining up order for assemblies/playtimes
- items removed from reach or temporary confiscation
- staying in to complete work not finished or completed to an unacceptable standard (including homework)

Challenging

e.g. Continued low level disruption, not completing a reasonable amount of work in a set time due to behaviour / deliberate disruption e.g. trying to distract other pupils from their work, kicking a pupil under the table, etc. / swearing / lying etc.

ACTION: Minimal low key response managed by the class teacher:

- a verbal warning when the child is told they are not following the value again
- a cloud on the board and child's name written inside/below it
- child spoken to sternly
- seat somewhere separate from class group
- set a time limit for improved behaviour
- reminder of expected behaviour
- move to end of row , line or large class group
- up to 10 mins additional time in at playtime to repay behaviour, e.g. practising sitting still, etc.
- staying in to complete work not finished or not completed to required standard (including homework)
- thinking time - time away from group or if on the playground, time standing by adult
- time out - in another classroom or time off the playground. The child will be given a timer and some 'thinking questions'.
- tidy up classroom or other area (as long as child recognises this as a sanction)

- informal conversation with parent/carer
- privilege ban (up to twenty minutes) e.g. golden time, football, playground apparatus, wet play games, etc.

Serious

e.g. physical violence / persistent unkindness / racism / damage to property / refusal / persistent rudeness / bullying / persistent disruption / not abiding by safety instructions and rules etc.

ACTION: Response managed by class teacher or Senior Leader - depending upon severity of behaviour. Parents should always be informed.

- 'fixed term' playground exclusion – child with member of SLT (with work to complete) – lunch time spent outside HT room
- escorted to (or send for) Deputy head or Assistant head – if behaviour continues or escalates, then to HT
- letter or phone call home / meeting with parents (Class teacher and/or SLT member)
- record in racist Incidents book (kept by HT)
- internal exclusion (to be decided by HT)
- school behaviour plan if appropriate
- outside agencies may be involved (The Park, etc.).

Very serious

e.g. repeatedly leaving class without permission / behaviour is creating a health and safety risk / running out of school / fighting and serious intentional physical harm to other children / verbal abuse to any staff / serious theft, e.g. taking money or other valuable / persistent bullying etc.

ACTION: In this instance, warnings are automatically by-passed. Child is taken to HT/DHT immediately. A report is added to the child's CPOMS record.

- meeting with parents to discuss ways to respond and gain a consistent message between home and school
- internal exclusion at very least
- school behaviour plan
- lunchtime/playtime exclusion
- possible fixed term exclusion
- possible withdrawal from next trip/event
- pastoral Support Programme
- involvement of other agencies (The Park, Inclusion team, etc.)

Extreme

e.g. extreme danger or violence/ very serious challenge to authority – persistent and dangerous / physical abuse to any staff / possession of weapon or drugs etc.

ACTION: Immediate involvement of HT/DHT. A report is added to the child's CPOMS record.

- fixed term exclusion (see Appendix 4)
- possible permanent exclusion (see Appendix 4)
- referral to Pupils Placement Panel (needs parent agreement)
- Acts relating to radicalisation, covered within the 'Prevent' agenda

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the scale of negative consequences is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement (i.e. it is not the child, but the behaviour we dislike) so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

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

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, and record it via CPOMS.

Monitoring

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

The school keeps a CPOMS record of incidents of serious misbehaviour. Staff record incidents with reference to the warnings system. 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.

Appendix 1: Anti-Bullying

Bullying can happen in any school. At Monksmead, 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 (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously at Monksmead School.

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 e.g. PSHE sessions, informal conversations with staff 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 Monksmead 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 record it using CPOMS) or refer it to a member of the SLT.
- 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 a member of the SLT 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 (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 a member of the SLT, but other adults will be vigilant about monitoring the child's choices and well-being. Staff are made aware of such pupils at the beginning of weekly staff meetings.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.

- All teachers and teaching assistants should follow our PSHE (Personal, Social and Health Education) sessions that centre around bullying and which identify how people can help stop bullying if there are any signs of it in school.
- Monksmead participates in the annual national Anti-Bullying Week.
- They should follow the principles set out in this policy 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 Senior Leadership Team

- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above), and ensure all principles and roles set out are implemented. 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 Monksmead. 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; she is able to report incidents on request.
- Upon request, the Headteacher reports to the Governing Body about the effectiveness of the policy.

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 /member of SLT 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 follow 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 (document no longer available; website decommissioned)

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.
7. **Bullying via websites**: use of defamatory blogs, personal websites and social networking sites.

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 e.g. '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 (e.g. 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 Monksmead 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. All incidences of cyber-bullying will be recorded on CPOMS.

Key advice to pupils

Adapted from DCSF guidance (no longer available), 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 e.g. website, mobile phone company, school or police
- If you see cyberbullying take place then support the victim and report the bullying

There is plenty of online advice on how to react to cyber bullying. For example, **www.kidscape.org.uk** has some useful tips.

Key advice for parents / carers

Adapted from DCSF guidance (no longer available), the following points are 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 for advice if it involves other pupils
- Contact the service provider e.g. website, phone company etc.
- If the cyberbullying is serious and a potential criminal offence has been committed, then consider contacting the police
- Visit the CEOP website for information or to access the CEOP button to report an online safety issue.

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 Monksmead, 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 e.g. wearing racist badges/insignia;
- bringing racist materials e.g. 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 e.g. 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 .

We aim 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, and record them on CPOMS.

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 e.g. PSHE sessions, informal conversations with staff during lunch. These views can be specifically about racism but may also be about how safe 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 Monksmead 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 member of SLT 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 a member of the SLT, 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 ('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, and 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. Where a parent / carer has been racist, legal advice will be sought.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- All teachers and teaching assistants should follow our PSHE (Personal, Social and Health Education) sessions that centre around racism and which identify how people can help stop racism if there are any signs of it in school.
- They should follow the principles set out in this policy and in 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 SLT

- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above), and ensure all principles and roles set out are implemented. In particular, this includes ensuring that everyone in school knows 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 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, appropriate Disciplinary Procedures will be followed
- 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.

- Upon request, the Headteacher reports to the Governing Body about the effectiveness of the policy.
- The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken; she reports to the local authority any incidents of racism on a termly basis

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 / member of SLT 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 follow 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 racist 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

In most cases exclusion, especially permanent exclusion, will be the last resort after a range of measures have been tried to improve a pupil's behaviour all without lasting success.

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. A fixed-period exclusion can also be for parts of the school day. The limit of 45 school days applies to the pupil and not to the institution. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two makes it more difficult for the pupil to reintegrate into the school afterwards. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. The law does **not** allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion. 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded. The behaviour of a pupil outside school can be considered grounds for an exclusion.

If a pupil is excluded, the headteacher 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.

They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

If the exclusion is permanent, the date the exclusion takes effect should be mentioned

The head teacher must, without delay, notify the governing board and the Local Authority of:

- any permanent exclusion (including where a fixed period exclusion is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for more than five school days in a term; and
- any exclusion which would result in the pupil missing a public examination or national curriculum test.

In the event of any of the above, the LA recommends that the governing board and the LA are notified within 24 hours of the decision to exclude

The head teacher must also notify the Local Authority and governing board once per term of any other exclusions not already notified.

The school should take reasonable steps to set work for pupils during the first five days of a fixed-period exclusion. From the sixth day of an exclusion, suitable full-time education must be arranged for pupils of compulsory school age. In the case of a fixed-period exclusion of more than five school days, it is the duty of the school to arrange this education. In the case of a permanent exclusion, arranging suitable full-time education is the duty of the local authority for the area where the pupil lives.

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.

Appendix 5: Hertfordshire Steps – Step On

As part of ongoing developments within Hertfordshire's Behaviour Strategy, Hertfordshire Steps' is a new approach to positive behaviour management. This approach adopts the following principles:

- Shared focus on inclusion of all children and young people within their educational settings

- Shared values and beliefs across communities

- Shared communication, diversion and de-escalation

- Shared risk management

- Shared reparation, reflection and restoration

How does it work?

'Step On' is a therapeutic approach to behaviour management, with an emphasis on consistency and on care and control. Wherever possible, it is used to teach internal discipline rather than impose external discipline.

It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

De-Escalation

Principles:

Use the child's name;

Acknowledge their right to their feelings

Tell them why you are there

Offer help and listen

Offer a get out (positive phrasing)

Suggested de-Escalation script:

Say child's name

"I can see something has happened"

"I am here to help"
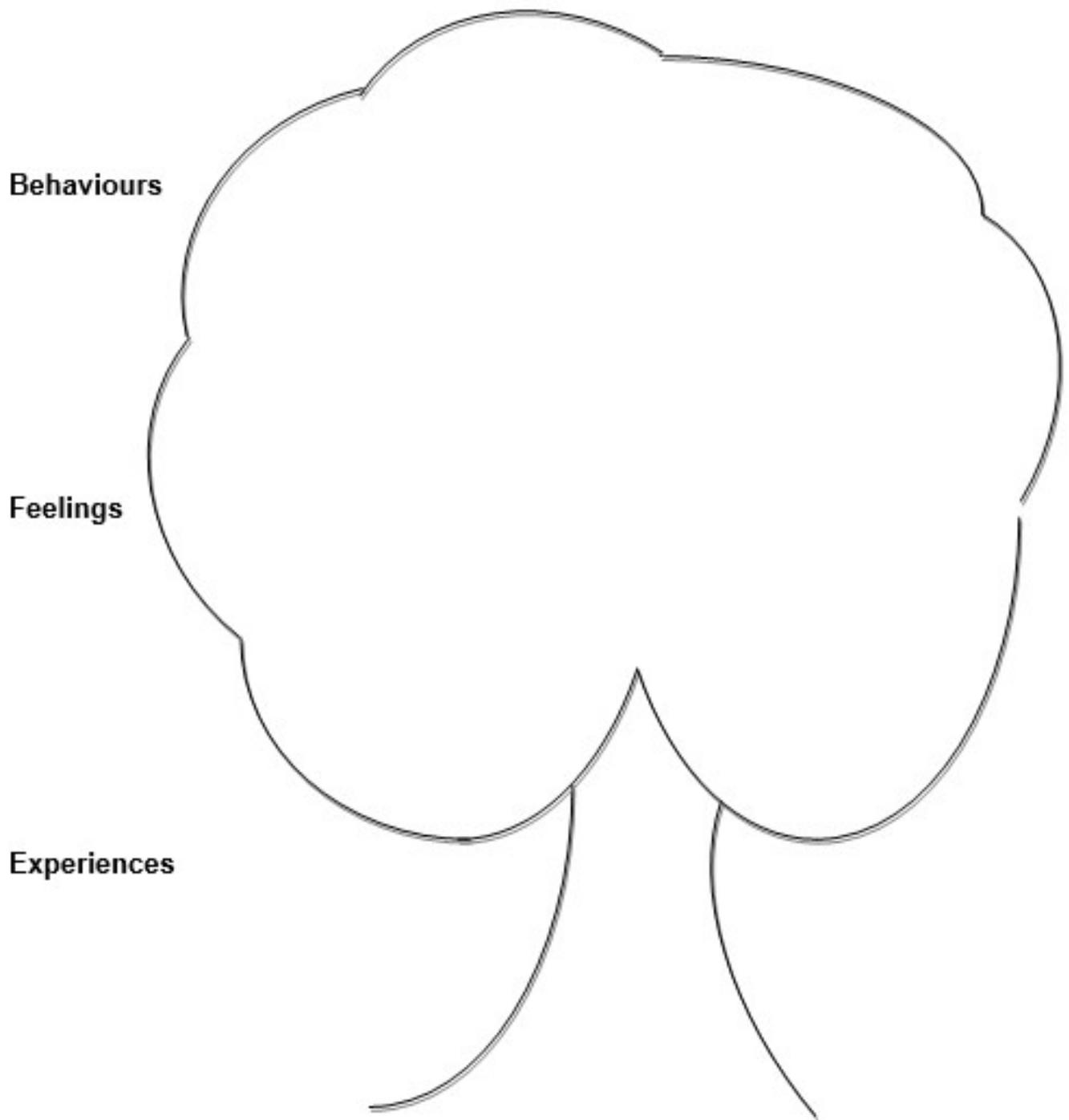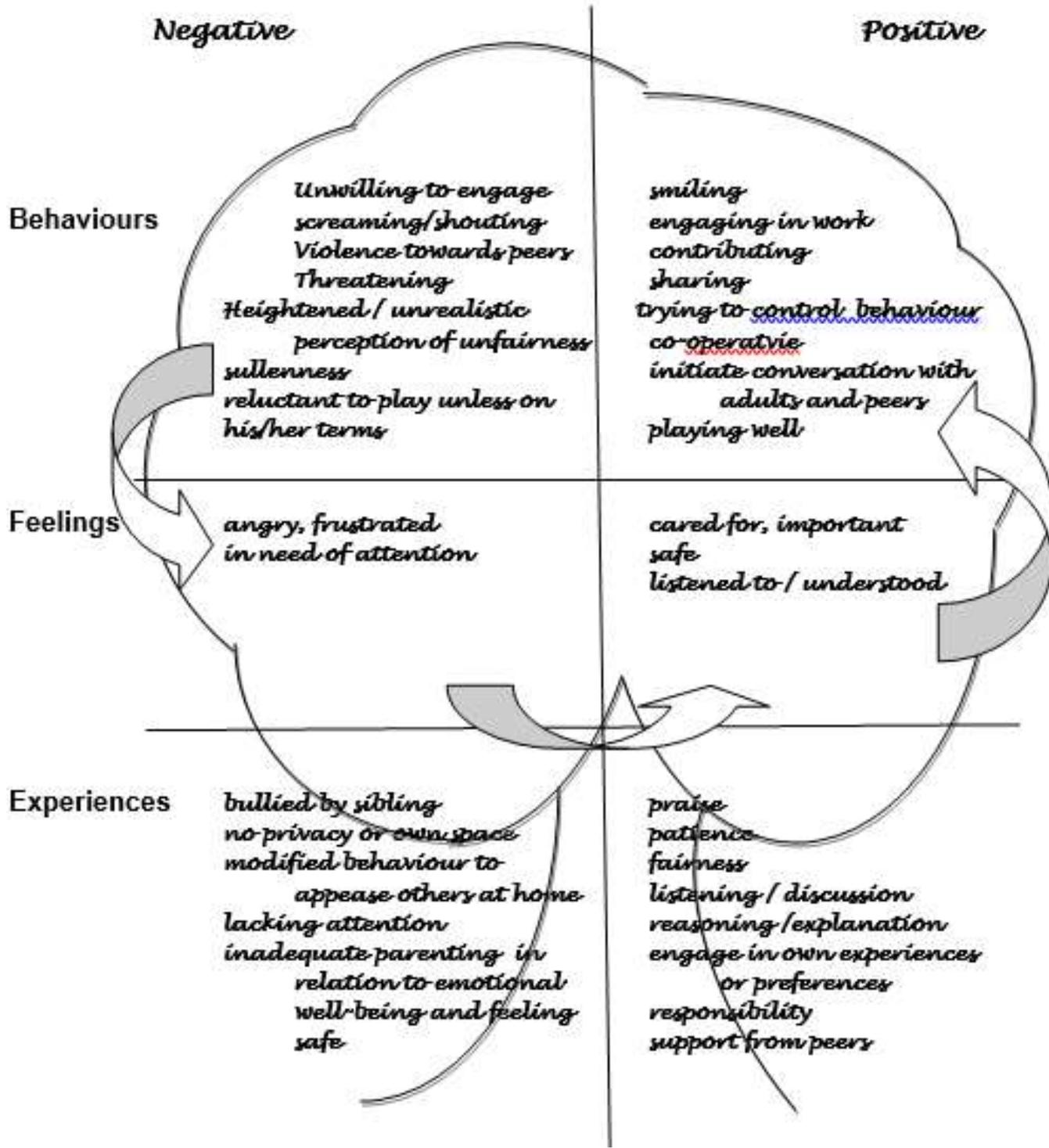
"Talk and I will listen"

"Come with me and…"

Children can be guided to understand their emotions and needs using the Roots and Fruits 'chart', although a symbol other than a tree could be used. See appendix 5i Roots and Fruits. This chart may be used with or without a child to gain a better understanding of their needs. The negative behaviours are identified in the top left-hand corner. Then move anti-clockwise around the diagram recording child's negative feelings, then desired positive feelings that will lead to positive outcomes in top right-hand corner. The bottom left area identifies negative factors in the child's life, while the bottom right identifies positive influences.

An individual risk management plan may need to be required in more severe circumstances.

Appendix 5i: Roots and Fruits

Behaviours

Feelings

Experiences

Negative | Positive

Behaviours

Negative:
Unwilling to engage
screaming/shouting
Violence towards peers
Threatening
Heightened / unrealistic
    perception of unfairness
sullenness
reluctant to play unless on
his/her terms

Positive:
smiling
engaging in work
contributing
sharing
trying to control behaviour
co-operatvie
initiate conversation with
    adults and peers
playing well

Feelings

Negative:
angry, frustrated
in need of attention

Positive:
cared for, important
safe
listened to / understood

Experiences

Negative:
bullied by sibling
no privacy or own space
modified behaviour to
    appease others at home
lacking attention
inadequate parenting in
    relation to emotional
    well-being and feeling
    safe

Positive:
praise
patience
fairness
listening / discussion
reasoning /explanation
engage in own experiences
    or preferences
responsibility
support from peers

Appendix 6: The Language of Choice – 3 Steps to Success

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

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 - REMINDERS

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 - WARNING

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 e.g. 'In our school, we are kind to others' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Appendix 7: Electronic record-keeping (CPOMS)

Monksmead uses CPOMS - a commercial electronic system in place for record-keeping. Information entered into the system about incidents that have occurred, is correlated and maintained under the name(s) of the child(ren) involved. From this, reports can be generated if required. Only children's initials should be used as records are transferred to other schools.

All members of staff directly involved with the children have the ability to enter information into the system, but accessibility to records and pupil information is restricted and determined by roles of responsibility.

The system can be used to add to and maintain records relating to a number of categories, including bullying, racism and behaviour. All recorded incidents under these categories are accessible by Monksmead's safeguarding team.

Appendix 8: 'Prevent' Agenda

The Prevent strategy is a government strategy designed to stop people becoming terrorists or supporting terrorism. It:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health)

Monksmead has two members of staff trained to recognise signs of radicalisation and similar extreme behaviour in our children. In the event of identification of such issues, they will follow the recommended course of action to deal with this behaviour.