



Darnhall Primary School



Policy to Promote Positive Relationships and Behaviour

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1 Introduction

This policy was developed from consultation with staff, Governors, parents and pupils. The policy follows the recommendations and principles set out by the Department of Education:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

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 e.g. in relation to a bullying or racist incident.

1.1 Aims, expectations and principles

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 four 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 to 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). 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) i.e. 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** (www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2015) for important safeguarding procedures to which we all adhere to.

2 Roles, Rights and Responsibilities

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

See also Appendices.

2.1 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 four simple rules (written by the children themselves) to avoid bad choices:

1. *listen and follow instructions*
2. *keep hands, feet and objects to yourself*
3. *use kind words and actions*
4. *be respectful to everyone*

2.2 Class teachers

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 can be powerful), making explicit why: what rule they have followed, or what choice they have made
- reprimand in private, making explicit why: always state what rule they have broken, and always record the incidents
- 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 (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 a social worker or educational psychologist.
- report to parents about the child’s social and emotional aspects of school life, including behaviour and relationships

2.3 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.

2.4 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 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

2.5 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 if there is a pattern of regularly receiving warnings.

We expect parents/carers to:

- be aware that we have school rules and to support their child co-operating with the school rules
- 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.

2.6 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.

3 Consequences

Details regarding anti-bullying, cyber bullying, anti-racism, suspensions and exclusion can be found in the appendices.

3.1 Positive consequences

Each teacher in their class follows a whole school behaviour tracker based on the overall school principles set out in this policy. This includes 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 learning, good choices and good behaviour that children show are:

- To be given positive comments and smiles to reinforce positive behaviour.
- To reference good role models.
- To be given positive written comments on work.
- To share success with another adult.
- To receive stickers.
- To receive a dojo.
- To take special notes home/ have a good phone call home.
- To have a Headteacher's reward.
- To receive an award in Celebration Assembly (learning based and social and emotional based).
- To aim for the rainbow- above and beyond.
- To have a class 'Above and Beyond' reward system. This will have been developed by the children in that class to meet their own desires and needs (can be linked to dojos)
- Golden Time to the class with the best attendance that week.
- To have phone call home for reaching the 'name and fame' board.

At Darnhall every class has the **Class Dojo** system. This is used to encourage and support the school rules, reward good choices and also enables specific areas to be targeted, for example, the school values; resilience, team work etc.

3.2 Positive Reinforcement

Staff at Darnhall Primary employ consistently and clearly a hierarchy of Positive Reinforcement 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 a series of Positive Reinforcement if someone breaks a rule:

- A positive reminder about behaviour, choices and expectations.
- RIP- reprimand in private
- Walk and Talk -Time out of class with SLT and lost learning time can be made up
- Parents informed and invited to school and plan is formulated.
- Incidents are recorded on CPoms under the behaviour tab.

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. This can also include completing 'lost learning time' after school. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour.

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 takes action to ensure that all children are safe.

The class teacher discusses the school rules with each class, and may create a Classroom Charter as part of their PSHE 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. In the event of children breaking the school rules, children may receive a consequence such as, lost learning, missed playtime (whole or partial) or be asked to spend time in another class. Children may also speak to the Headteacher or another member of the SLT. Children will be given the opportunity to reflect on the incident and follow up with an apology. This can be done verbally, or in a written format. Parents/carers will be notified in the event of any of the above. All consequences are dependent on the situation and individual SEND needs of pupils will be taken into consideration.

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.)

4 Force and restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in our Force and Restraint Policy. Staff would only need to intervene physically to restrain children 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 Department for Education (see website referred to at start of policy) for clarification of any specific matter e.g. confiscation of an item.

5 Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She 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 and analyses and responds to them. The class teacher records incidents with reference to the warnings system which will include those that occur at break or lunchtimes. The Headteacher keeps a record of any pupil who is suspended, 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.

6 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.

7 Appendix 1: Anti-Bullying

Bullying can happen in any school. 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 Darnhall 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. Staff ensure there are also non-verbal ways to pass on their concerns e.g. worry bags.
- Pupils should tell us their honest views about school in regular feedback e.g. weekly Circle Time or PSHE sessions, School Council meetings, informal conversations with 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 Darnhall 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 a Deputy/ 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 class teacher, but the pastoral team could be involved too. These key 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 consequences are put in place. Further sanctions may also take place. 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 could be by the pastoral team, 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 e.g. through available CPD, policy reviews. All teachers and teaching assistants should follow

PSHCE (Personal, Social, Health and Citizenship Educations) and Circle Time activities on a weekly basis; some 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 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 Deputy/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 Darnhall 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/Deputy 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 follow 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.

8 Appendix 2: Cyber bullying

Definition

"Cyber bullying 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 cyber bullying. 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 webbased chatroom
6. **Instant messaging (IM)**: unpleasant messages sent while children conduct real-time conversations online using MSN (Microsoft Messenger) or Yahoo Chat etc.
7. **Bullying via websites**: use of defamatory blogs, personal websites and social networking sites e.g. Bebo, MySpace, Facebook, Twitter

How is cyber bullying different?

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

- Cyber bullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyber bullying can occur on a 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 cyber bully or a target varies – age/size is not an issue
- Cyber bullying incidents can be used as evidence
- Cyber bullying can occur unintentionally often due to a lack of awareness/empathy – 'It was only a joke'
- Cyber bullying 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 Darnhall 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

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 cyber bullying 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.uk has some useful tips.

Key advice for parents/carers

- 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 cyber bullying – emails, online conversations, texts etc.
- Report the cyber bullying
- Contact the school so they can take action if it involves other pupils
- Contact the service provider e.g. website, phone company etc.
- If the cyber bullying is serious and a potential criminal offence has been committed, then consider contacting the police

9 Appendix 3: Anti-Racism

Like bullying, racism can exist in any school. At Darnhall Primary, 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 (see **Vision 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 e.g. weekly Circle Time or PSHE sessions, termly Feedback Forms, School Council meetings, informal conversations 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 Darnhall 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 Deputy 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 class teacher, but the nurture team can be involved and key 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 ('warnings', including informing parents/carers); there is also the possibility of further sanctions. 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 class teacher, 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) 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 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 Deputy/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 to find out whether the whole school community must be informed i.e. 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 following Cheshire West and Chester guidelines.
- 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; 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/Deputy 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 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 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.

10 Appendix 4: Suspensions and Permanent Exclusions

Statutory guidance and regulations on exclusion

Update Guidance: September 2023 (This document replaces the version published in 2017 for schools in England.)

Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

This guidance has been updated to be a companion piece to the Behaviour in Schools guidance, which provides advice to headteachers, trust leaders and school staff on implementing a behaviour policy which creates a school culture with high expectations of behaviour. This means that this guidance should only be necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil's behaviour and the use of more significant interventions or sanctions are required.

Overview

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

This guidance has been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil. This guidance provides schools and other bodies involved in this process with information so that they can continue to use suspensions and permanent exclusions appropriately.

When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.

When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

The independent review panel can uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider is limited to circumstances where a panel decides that the school has acted illegally, irrationally or where there are significant flaws in procedure. 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. Where requested by a parent, an SEN expert needs to be appointed by the local authority or academy trust to advise the independent review panel.

Key responsibilities

Headteachers

- This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.
- Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
- Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.
- Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any

contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

- Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The Headteacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.
- Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.
- All children have a right to education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day.
- A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken: • in response to a serious breach or persistent breaches of the school's behaviour policy; and • where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Governing bodies

- Governing bodies perform the key role of determining whether an excluded pupil should be reinstated. This involves reviewing the decision of the headteacher and considering the outcome of any independent review panel hearing. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.

Local authorities/academy trusts

- Where requested by a parent, local authorities or academy trusts need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.
- Panel members need to be trained in how to perform their role.
- Local authorities or academy trusts also need to appoint a special educational needs expert to advise the panel, where requested by a parent.
- Local authorities need to oversee adjustments to a school's budget or payments by a school, where a school does not offer reinstatement following a direction by a panel to reconsider its decision to permanently exclude a pupil.

- For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place. This will be the pupil's 'home authority' in cases where the school is in a different local authority area. The school should collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education
- In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is **not** exhaustive and is intended to offer examples rather than be complete or definitive.

Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

Schools are required to record and report these incidents.

If you witness a racist, homophobic or other incident amounting to prejudice or discrimination, you must report it. This applies to incidents amongst children and/or adults.

Use the form below and pass to the Headteacher, Sarah Tomlinson.

Harassment in the Equality Act 2010 means unwanted behaviour which has purpose or effect of violating the dignity of another person or creating for that person an intimidating, hostile, degrading and humiliating or offensive environment.

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

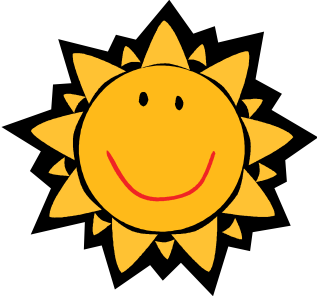


A **racist incident** is defined as ‘any incident which is perceived as racist by the victim or any other person’.

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 a victim)	Perpetrator(s)	
Name of person/people	Name of person/people	
Date, time and place of incident (ie observed behaviour/discussion/disclosure):		
Nature of incident/concern (record any statements from children word for word: continue overleaf if necessary):		
Person completing form (signature notes that this is a true and accurate record, date)		
Seen by Headteacher? (initial, date)		
Action Taken	By whom	Outcome

12 Appendix 6 – School Behaviour Tracker

Behaviour Tracker	September 2024
	<p style="text-align: center;">Sunshine</p> <p>Everyone starts here at the beginning of the day. Photos of the children are preferable. This image of the sun must be larger than the other images- use as a positive reinforcement.</p>
	<p style="text-align: center;">Rainbow</p> <p>Children who impress through behaviour, attitudes to learning or work produced will have their name moved on to the rainbow and receive a 'rainbow' sticker/ certificate</p>
	<p style="text-align: center;">Name and Fame</p> <p>If children go above and beyond and 'wow' staff they can display their name on the name and fame board. This means children will have a phone call or a text message home to share their success with parents/carers.</p>

The Behaviour Tracker needs to be laminated and displayed on an easily accessible, highly visible display in the classroom.

FS1 behaviour system

FS1 staff all have a sun card and cloud card on their staff lanyard. A child is shown the cloud to help communicate they need to change their behaviour. The child has the impact of their behaviour explained and the better choice discussed.

Rewarding 'above and beyond'

The school rewards children who show consistent good behaviour – Each class has a rainbow and a name and fame board and can reward above and beyond behaviour as and when it is seen.

13 Appendix 7 – Class Dojo

At Darnhall School every class has the class dojo system. This has been adapted to precisely reflect our school rules and records positive behaviour. This enables class and individual tracking of behaviour and identifies areas of support.

It also provides whole school promotion, encouragement and reward of half termly 'values' themes, linking with our PSHE scheme and enables teachers to target areas specifically for their class.

For full details see: www.classdojo.com

We have rights!

You have the right to choose your own friends and join or set up groups, as long as they aren't hurtful to others (15)

You have the right to be protected from being hurt and mistreated, in body or mind (19)

Your education should help use and develop your talents and ability. It should also help you learn to live peacefully, protect the environment and respect other people (29)

Behaviour at Darnhall



At Darnhall Primary School, all staff care deeply about providing our children with the very best education and as many chances in life as possible. 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, celebrating how well a pupil has behaved.

Our Four School Rules

1. Listen to and follow instructions	3. Use kind words and actions
2. Keep hands, feet and objects to yourself	4. Be respectful to everyone

Positive Reinforcement

- Distractions
- Walk and talk
- Change of adult
- Change of task
- Change of environment
- Deal with incidents in private
- Rebuild and repair
- Missed learning time catch up sessions

Rewards

- Praise in public
- Catch pupils ‘in’
- Positive comments and smiles
- Share success with another adult
- Receive sticker, Dajo point or a rainbow award for above and beyond effort and achievement
- Name to be added to class ‘Name and Fame’ board
- Headteacher’s award
- Receive an award in assembly
- Staff text or call parents/carers

I have rights!

- You have the right to choose your own friends and join or set up groups, as long as they aren’t hurtful to others (15 Rights Respecting Schools)
- You have the right to be protected from being hurt and mistreated, in body or mind (19 Rights Respecting Schools)
- Your education should help use and develop your talents and ability. It should also help you learn to live peacefully, protect the environment and respect other people (29 Rights Respecting Schools)

Visible Consistencies

- Staff meet and greet children in the mornings, after break and lunch
- Staff use the children’s names
- Staff to know children by name and by nature
- Staff accompany children to the playground at playtimes and at the end of the day
- Sunshine, Rainbow and Name and Fame board displayed in every classroom
- School rules displayed in every classroom
- Staff notice and respond to good behaviour exhibited by the children across the school
- Staff reprimand in private if an incident occurs
- Staff use restorative approaches
- Staff use non-confrontational approaches and key phrases when required
- Staff encourage all children to make use of the 6 B’s. The B’s include Brain, Book, Board, Bits and Bobs, Buddy and ‘Boss’.

Some Key Phrases to use

- I’ve noticed that ...
- I need you to ... Thank you.
- I care about you.

Restorative Talk

- What has happened from your point of view?
- What were you thinking / feeling at this time?
- Who else has been affected by this?
- What do you need right now?
- What can you do / can be done to put things right?

With extreme incidents suspension can be used inline with school policy