



Darnhall Primary School

Policy to Promote Positive Relationships and Behaviour

CONTENTS

Section

- 1 - Introduction
 - 1.1 – Aims, expectations and principles
- 2. - Roles, rights and responsibilities
 - 2.1 - Pupils
 - 2.2. - Class teachers
 - 2.3 – Support staff
 - 2.4 – Headteacher
 - 2.5 – Parents/carers
 - 2.6 – Governors
- 3 – Consequences
 - 3.1 – Positive consequences
 - 3.2 – Negative consequences
- 4 – Force and restraint
- 5 – Monitoring
- 6 – Equal opportunities
- 7 – Appendix 1, Anti-bullying
- 8 – Appendix 2, Cyber bullying
- 9 – Appendix 3, Anit-racism
- 10 – Appendix 4, Fixed term and permanent exclusions
- 11 - Appendix 5 - Relationships and behaviour
- 12 – School behaviour tracker
- 13 – Class Dojo
- 14 – Covid-19 policy updates and modifications

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.

See appendix 8 for Covid-19 updates and amendments

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, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- It promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) 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'.

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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
- follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents
- display in the classroom the consequences of their choices (both positive and negative; see Consequences, below) – this can help when you explain why you are praising / warning
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves and / or receives a warning
- having followed regular procedures and consequences, seek help and advice from a colleague (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 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

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

Please also see 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 Headteachers reward.
- To receive an award in Celebration Assembly (learning based and social and emotional based).
- To start on the 'sun' at the beginning of each session- fresh start.
- To aim for the rainbow- above and beyond.
- To see their personal dojo doughnut.
- 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 a text sent home to celebrate staying on the sunshine for a whole term.
- To have a reward at the end of the year to celebrate staying on the sunshine for 3 terms.

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. The system provides tracking data which helps the school to support behaviour in school and identify individual or class needs. See Appendices.

3.2 Negative consequences

Staff at Darnhall Primary employ consistently and clearly a hierarchy of negative consequences 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 four school rules:

Listen and follow instructions

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

We have a series of consequences if someone breaks a rule, they are displayed on the classroom wall and referred to as the tracker:

- A positive reminder about behaviour, choices and expectations.
- Child's photo/name moved to the cloud – time to think and turn around
- Five minutes off break (3 for Early Years) – 'silence spot' in class with timer.
- Ten minutes off break, reflection time discussed or recorded by child.
- 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.
- The movement on the tracker is recorded using the class dojo system which has been adapted to match our school rules and tracker system.

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

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

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 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.

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 SEAL (Social and Emotional Aspects of Learning) 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), SEAL 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 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.

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

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- 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 SEAL (Social and Emotional Aspects of Learning) 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), SEAL and Circle Time activities on a weekly basis; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society.
- They should follow the principles set out in this policy 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: Fixed-term and permanent exclusions

Statutory guidance and regulations on exclusion

Update Guidance: September 2018 (This document replaces the version published in 2012 for schools in England).

New arrangements for school exclusion came into force in September 2018. These apply to any pupil excluded on or after 1 September 2018 from a maintained school, academy school/Free School, alternative provision academy/Free School or pupil referral unit in England.

Revised regulations and guidance for those with legal responsibilities in relation to exclusion have been issued.

Overview

The process for challenging a school's decision to permanently exclude a pupil has changed. The old system of independent appeal panels has been replaced by independent review panels.

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.

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 a governing body decides not to offer to reinstate a pupil following a direction from a panel to reconsider its decision, the panel is expected to require an adjustment to a school's budget or payment of £4000 towards the cost of alternative provision.

Where a parent alleges discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they are able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

Key responsibilities

Headteachers

- Headteachers' powers to exclude remain unchanged but is new statutory guidance on the use of these powers. The Government supports Headteachers in using exclusion as a

sanction where it is warranted. However, 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.

- Only the Headteacher or 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.
- 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.

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.

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

- 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.

The DfE guidance explains the reasons that Headteacher may use to exclude a child from school.

Examples of acceptable reasons to exclude:

- Drug or alcohol related incidents
- Bullying
- Sexual misconduct

RATIFIED AT FULL GOVERNING BODY MEETING 18TH MAY 2023
NEXT REVIEW DUE MAY 2024

- Damage to property
- Theft
- Violent/threatening behaviour
- Racism

Examples of Unacceptable reasons to exclude:

- Breaking school uniform rules or rules on general dress code
- Not bringing in dinner money
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Forgetting to do homework
- For the behaviour of their parents

11 Appendix 5 - Relationships and Behaviour: racist, homophobic or other harassment incidents (confidential)

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’.

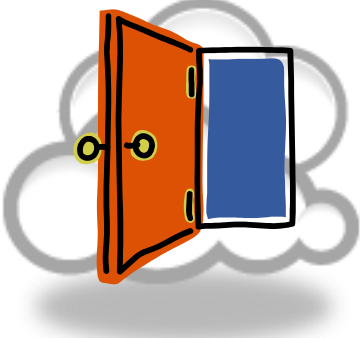


Homophobia is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does 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 2012
	<p><u>"Rays of Sunshine"</u></p> <p>Everyone starts here at the beginning of every lesson. 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><u>Consequence 1:</u> A warning and a reminder of what is needed and expected with use of positive and peer reinforcement.</p> <p><u>Consequence 2:</u> Move photo here when a second warning has been given for breaking school rules. Positive reminder.</p>
	<p><u>Consequence 3:</u></p> <p>Take 5 minutes off next break time (Y1/2 only 3 minutes)</p> <p>Name recorded in Time Out Book. Names collected centrally and reflection meeting held</p>
	<p><u>Consequence 4:</u></p> <p>Take 10 minutes off next break time (FSU and Y/21 only 5 minutes)</p>

	<p><u>Consequence 5:</u></p> <p>Talk and walk.</p> <p>Take child to HT/ DHT/ AH and/or use learning zones to help child make better choices.</p>
	<p><u>Consequence 6:</u></p> <p>Telephone call home from teacher. Child can also be involved in the phone call but teacher <u>must</u> be present as well.</p>
	<p><u>Consequence 6:</u></p> <p>Meeting with Parents.</p> <p>Next steps/targets/tracking will be planned and recorded.</p> <p>Feedback will be given to Parents at a later date.</p>

The Behaviour Tracker needs to be laminated and displayed on an easily accessible, highly visible display in the classroom. (A3 suns provided.)

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 – analysis of the tracker data provides. Each class has a rainbow 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 movements on the school behaviour tracker. 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)

14 Appendix 8 - Covid 19- policy updates and modifications

The School is committed to ensuring the safety and wellbeing of all its learners and will be a safe space for eligible children to attend and flourish. The Senior Leadership Team will ensure that there are appropriate staff on site and that staff to learner ratios have been considered to maximise the safety of children.

When EYFS pupils are on the school site, the school will follow the usual procedures with regard to safeguarding these children, including the requirement to have a member of staff on site with a current paediatric first aid qualification.

The School will follow the current government guidance in relation to social distancing and all matters relating to public health from the respective websites and outlets.

The safety of the children is paramount in all situations. Staff and children **MUST** be clear on safety measures now in place to prevent the spread of the Covid 19 virus. This includes social distancing, handwashing, small groups, staggered start and finish times, staggered break and lunchtimes, no belongings brought in from home, clean clothing, and hair tied back.

With safety of all in mind, the policy has some updates and modifications.

Pupils will:

In line with our existing policy, it is the responsibility of pupils to **make good choices** at all times. Pupils should follow four simple rules (written by the children themselves) to avoid bad choices:

- *listen and follow instructions*
- *keep hands, feet and objects to yourself*
- *use kind words and actions*
- *be respectful to everyone*

In addition, children must be made aware of the following expectations which **MUST** be adhered to without deviation;

- Children will enter and exit school via the gate appropriate to their bubble/hub, keeping social distancing and following markings,
- Children must wash their hands with soap and water whenever asked throughout the day,
- Children will remain with their new class bubbles at all times throughout the day,
- Children must use tissues to cover their mouths when coughing or sneezing,
- Children experiencing any symptoms must inform their adults, follow instructions for isolation and will be sent home,
- Children will have their own space in the classroom and will be reminded to keep all their equipment to themselves,
- Children must follow social distancing systems around the school,
- Children will be guided to different zones of their outdoor space for break and lunchtime,
- Behaviour must be dealt with in a pre-emptive fashion rather than a reactive manner,
- Any child who refuses to follow the rules (rather than any child who does not understand the rules) must be risk assessed and measures put in place to pre-empt any issues,
- Any child who, following risk assessment and associated actions, is unable to follow the guidelines must be referred to SLT,

RATIFIED AT FULL GOVERNING BODY MEETING 18TH MAY 2023
NEXT REVIEW DUE MAY 2024

•The school exclusion policy will be adhered to for any child who **deliberately** coughs or spits at another child/adult. Where a child is in the resource provision and may display the above behaviours whilst in crisis, the school will review cases on an individual basis.

Teachers will:

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. Staff will reinforce expectations with the children, each day, on entry. 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).

In addition, teachers will:

- 1) Plan activities that focus on mental health and wellbeing.
- 2) Ensure positive recognition is used in each classroom.
- 3) Record behaviour incidents on CPoms.
- 4) Teach children and remind children about social distancing, handwashing and the importance of clean clothing.

School leaders will:

- 1) Continually review and recap on policy following government and DFE guidance.
- 2) Remain committed to ensuring the safety and wellbeing of all learners.
- 3) Ensure staff feel confident by directing them to training and CPD.

Parents will:

- 1) Work in partnership with the school to promote positive values and behaviour.
- 2) Encourage the children to take responsibility for their own actions.
- 3) Value the work of the school and be aware of the school behaviour policy.
- 4) Send children in clean clothing.
- 5) Remind their children about the importance of social distancing and handwashing.

Positive consequences

Each teacher, with their small group of children, 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 receive a dojo.
- To have a good phone call home.
- To start on the ‘sun’ at the beginning of each session- fresh start.
- To aim for the rainbow- above and beyond.
- To see their personal dojo doughnut.
- 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)

Negative consequences:

RATIFIED AT FULL GOVERNING BODY MEETING 18TH MAY 2023
NEXT REVIEW DUE MAY 2024

We have a series of consequences if someone breaks a rule, they are displayed on the classroom wall and discussed where appropriate with the group of children:

1. Redirection- Gentle encouragement to change direction of behaviour, maybe a small act of kindness.
2. Reminder- A positive reminder about behaviour, choices and expectations.
3. Caution- Verbal, clear caution and outline consequences if behaviour continues. Child's photo/name moved to the cloud – time to think and turn around.
4. Time out- Five minute 'silence spot' in class with timer.
5. More serious breach- SLT informed. Parents informed and plan is formulated.
6. The movement on the tracker is recorded using the class dojo system which has been adapted to match our school rules and tracker system.
7. If staff are at high risk of contamination reduced timetable/ inclusion/ exclusion will be considered as deemed necessary.

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.

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.

Staff must wear appropriate PPE to protect themselves and the child. Children will be taught about social distancing, handwashing and importance of good choices in keeping everyone safe.

Handling is ALWAYS a last resort. No staff swaps. Staff must wash hands after handling.

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.

Additional support/ links

DfE Guidance

Closure of educational settings:

information for parents and carers: www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers

Vulnerable Children Guidance: www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people

COVID-19: guidance for educational settings: www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19

Childline: www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/

Mind: www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/

Young Minds: <https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>

Children's Commissioner: Children's guide to coronavirus: www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/

Resources for parents during coronavirus www.childrenscommissioner.gov.uk/coronavirus/resources/

Policy Review

Governors Policy Review Record	
Policy title	Policy to Promote Positive Relationships and Behaviour
Responsible Staff member(s)	Charlotte Chappell
Governors review by date	MAY 2024
For ratification at GB meeting date	18 th May 2023

Governor(s) name	Comments & review date
Charlotte Chappell	Fully reviewed with James Marsh – ECM advisor March 2023 – no adjustments required
Chris Bate	Reviewed and fully accepted. April 28 th 2023
Colin Meachin	

RATIFIED AT FULL GOVERNING BODY MEETING 18TH MAY 2023
NEXT REVIEW DUE MAY 2024