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Statutory	HT/Curriculum Comm	Curriculum Committee	September 2017	Sept 2018

# FAIRFIELDS PRIMARY SCHOOL

## Behaviour Policy

### *Our Philosophy – ‘above the norm’*

At Fairfield Primary School, we will praise exceptional effort, behaviour, determination and other positive qualities linked to the Rights Respecting Schools philosophy. We encourage children to make good choices and to be the best version of themselves each day. The management of behaviour is a partnership between all adults and children in the school. At Fairfield we encourage everyone to do their best at all times and celebrate success. This positive ethos underpins our behaviour management policy.

### **Aims**

- To create a happy and caring atmosphere for staff and pupils alike so that everyone enjoys being at school.
- To ensure that children are well behaved in school, through motivation and interest in their work.
- To train and encourage children to work well without close supervision, individually or in a group situation, in order to raise self-esteem, confidence and independence.
- Pupils will be encouraged to increase their level of concentration as they progress through the school in order to tackle more challenging tasks.
- Broadly Christian philosophies, British Values and Rights and Respect will be taught, in order to develop an understanding and tolerance of others and society as a whole.
- The individual circumstances of any pupil will be taken into account before discipline in any form is administered and strategies will be put in place to make our school as inclusive as possible in order to promote tolerance and understanding across the school.

### **Objectives**

- To promote a happy, caring and safe environment.
- To develop a consistent approach to behaviour throughout the school.
- To identify what is acceptable and unacceptable behaviour through exploring children’s rights and encouraging respect.
- To be aware of the consequences of unacceptable behaviour and the breaking of rules.
- To develop self-discipline, with pupils accepting responsibility for their own behaviour.

### **Organisation**

- Regular discussions will be held with children on acceptable and unacceptable behaviour in school and in life in general. Children will learn that they have certain rights (through exploring the articles of the United Nations Convention on the Rights of the Child) and that those rights have corresponding responsibilities. They will learn to respect the rights of others.
- Children will be encouraged to look and listen when others are communicating with them. Only purposeful movement is acceptable in the classroom.

- Children will be encouraged to raise their hand when appropriate to communicate and to develop a need to share talking time. Where possible, response partner work should enable each child to have their ideas heard by at least one other person, thus avoiding frustration and including all children in purposeful talk sessions.
- Consideration for others will be expected from pupils as they walk around the school. Children walking around the inside of the school in a group should do so in single file, holding their hands together. On the staircases, children and adults should keep to the left hand side and walk quietly, in single file and holding the bannister.
- Children will be encouraged to display sensitivity to the needs of others and to treat others, as they would wish to be treated themselves.
- Children will be made aware of the need for controlled noise within the school environment.
- Children are expected to be well mannered and polite to both adults and other children.
- Pupils will be expected to be on task during lesson times.
- Children are expected to tidy all areas they have worked in and return items loaned to their proper places.
- Children will be taught to respect and care for other people's property as well as their own.
- Children will be encouraged and rewarded for good learning, effort and good behaviour.

### **In Class**

At the beginning of the school year, each class creates a class charter which outlines their rights and responsibilities and refers to the articles from the United Nations Convention on the Rights of the Child. This charter is signed by all those who work in the classroom to affirm their intention to respect what is written in the charter and should be displayed prominently in the classroom. Circle time is regularly used throughout the year, as well as weekly PSHE lessons, as a vehicle to remind everyone of their rights and responsibilities and to discuss the problems that occur when we forget these. Rights and responsibilities are also linked through the curriculum through other subject areas where appropriate.

### **Whole school Rewards**

#### **House point system**

Children at Fairfields will receive tokens through a house point system to praise exceptional effort, behaviour, determination and other positive qualities, including those which link to our school values of celebration, respect, honesty and love, in school work produced and around the school. A token will be given to a child by a member of staff and the child will put the house point into the central tubes displayed in the school hall, during break times, for the whole school to be able to see how well each house is doing.

House points cannot be removed from a child if they have earned it. See Sanctions section below.

There will be 4 houses, the names of which will be chosen by families in the school who will make suggestions which we will vote on. In the classrooms, the children will be split into the four house groups so that the children in the class can compete against each other. The tokens they receive will feed into the whole school house system where the whole school will compete together. The winning house group each week will receive a 'block' on the chart in the hall, and the children will be able to see these blocks increase to help to motivate them. The house group with the most blocks at the end of the half term will have a non-school uniform day for their house team only. Children who have siblings in school will all be put into the same house team. This way, families can encourage their children to work together to receive house points.

The house point system will replace any current reward systems in place across the whole school (pride points, respect points, merits, wristbands, eco-points). House points will also be awarded through teacher marking.

Class Dojo (and the 'effortometer' in F.S.) will be used to motivate the children in the classroom with individual behaviours at that immediate time. Children can earn Dojo points for positive learning behaviour in the classroom. These points are individual and will link to golden time at the end of the week. Children who receive 15 or more Dojo points will be able to be involved in golden time, with children with below 15 points missing appropriate time depending on how many minutes they have accumulated (e.g. 10 Dojo point = 10 minutes Golden Time).

Class dojo will be agreed with the class and class teacher with regards to the learning traits the teacher is looking for from the children, and those which are not acceptable too (which could lead to minus Dojo points if seen). Dojo points are instant rewards for the children at the time of them working in the classroom with the class teacher. Dojo's will be added instantly to the class screen displayed in the classroom in the Interactive Whiteboard.

### **Golden Time**

At an agreed time at the end of the week, children will have the opportunity to take part in 'Golden Time'. This will be for 15 minutes each week and will be a chance for the children to take part in an agreed and planned activity with their class and teacher which they have earned through the collection of Dojo points. Children may miss part of their Golden Time if their behaviour in school has not been acceptable or they have not earned enough Dojo points that week (see sanctions sheet and Class Dojo information above) and they will wait in the classroom for their Golden Time to begin when the teacher tells them. Children who need to miss the whole of Golden Time will be sent to Miss Dillon or Mrs Hopkins. Here they will write a letter to their teacher to reflect on their behaviour. (Golden time may be organised by individual classes as fortnightly for 30 minutes depending on the nature of the activity agreed for the golden time session by the teacher and pupils).

### **Class Management Guidelines**

In order to minimise the possibility of inappropriate behaviour by children, each teacher must ensure that the learning opportunities offered to children are sufficiently stimulating and challenging to encourage children to want to partake in the session. Each member of staff will implement his/her own positive behaviour management strategies, such as:

- eye contact
- praising good behaviour and reinforcing school rules (referring to the class charter)
- expressing disappointment
- move child away to sit on own
- all to raise hand to signal need for quietness
- speak to child who is causing a problem
- set positive targets with child
- remind child/class of expectations and responsibilities
- issue house points, dojo points, stickers etc.
- discuss behaviour with whole class
- name written on white board
- time out in another classroom

Some children may still demonstrate inappropriate behaviour despite good teaching and behaviour management strategies in which case, the following progressive measures may be

taken and parents made aware that their child is breaking class/school charters. However, we do not expect the measures set out below to have to be put into operation with many children.

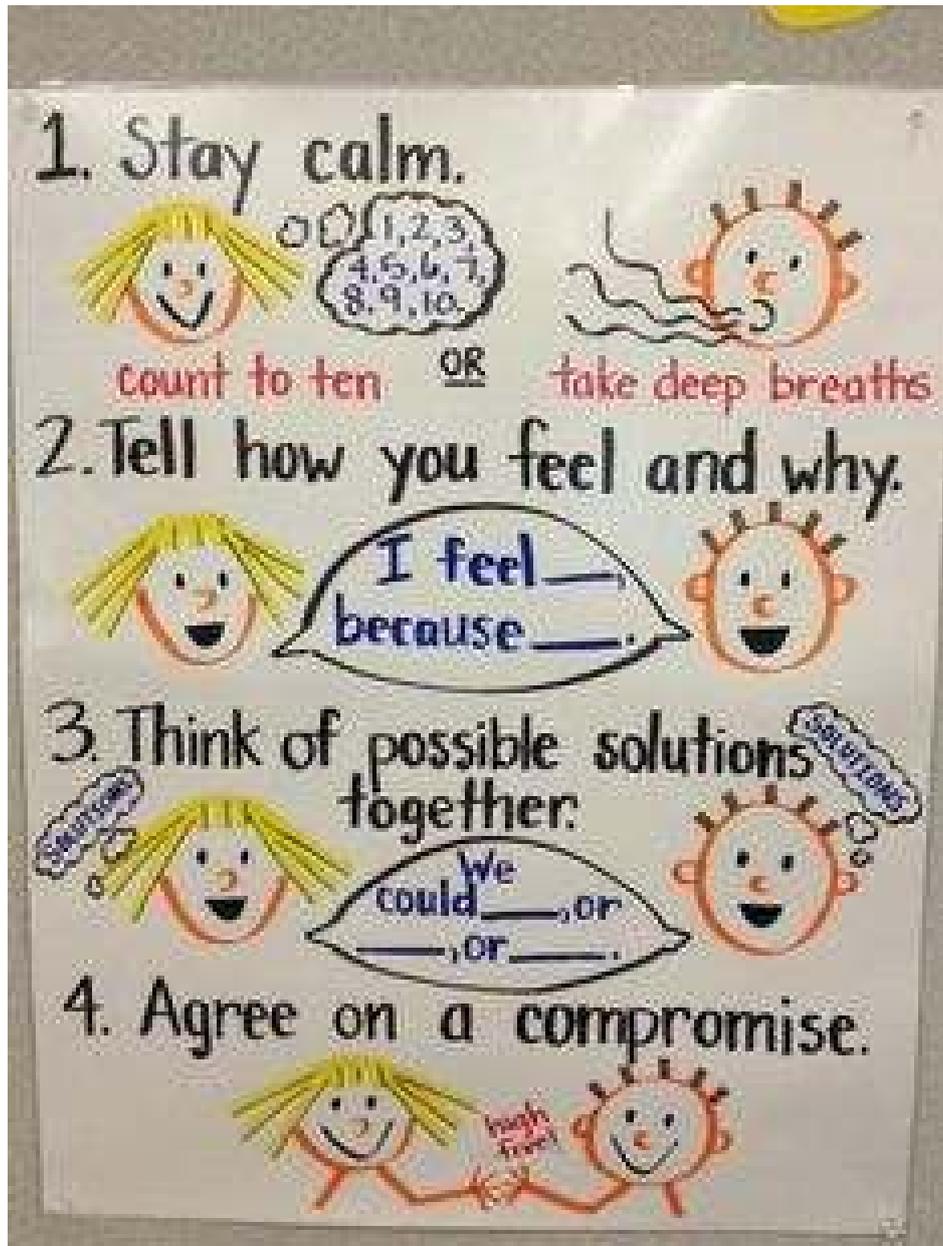
In the very rare situation where a child behaves violently in class and poses a risk to themselves or to others, the adult should send for a member of the leadership team and take the rest of the children out of the classroom. The red and yellow disk system can be used to get SLT support when another adult is not in the classroom to support the teacher (see below).

Where a pupil leaves the classroom, the teacher will stay in the room with the other students and the LSA will follow the pupil, at a distance to ensure their safety, but will not interact with them unless it is to say *'I can see that you are upset about something. Go back to the classroom and talk to your teacher'*. A red disk can be sent to the office at this time to alert Miss Dillon or Mrs Hopkins, or another member of the leadership team if they are unavailable, that a child has left the classroom. They will walk around the school to monitor the situation, intervening if necessary. Any adult walking around the school who sees a child who has left the classroom must use the 'planned ignoring' technique and not interact with the child, unless it is to say the phrase mentioned above.

If a child has not left the room but is becoming disruptive and the class teacher feels that their behaviour may escalate, a yellow disk is sent to the office for Miss Dillon or Mrs Hopkins, or another member of the leadership team if they are unavailable. They will visit the classroom to check how everyone is doing and to assess the situation, and help to diffuse it if necessary.

## Conflict Resolution

We believe that Pupils should be able to resolve conflict (other than physical assault) prior to involving an adult.



## Sanctions

The sanctions will be displayed in each classroom in child speak (See appendix)



### Arrangements for Lost Learning Room

Pupils who have missed learning due to their behaviour will be escorted up to the Lost Learning Room. On arrival they will be met by an adult and the teacher will explain how much work they need to catch up on. Expectations about the quality of work should also be explained. The use of the Lost Learning Room for reflection sheets will be recorded for monitoring. These will be monitored each half term by the Senior Leadership Team. Children who complete 3 reflection sheets within a half term will be highlighted to the headteacher or deputy headteacher to review whether that child needs further support put in place, for example a behaviour plan.

### Physical Assault

If a child intentionally harms another child or adult in the school they will be put onto a report card for the week. The report card (see appendix) will monitor whether the child has been safe in school for one week. Parents will be contacted by the class teacher if their child is on report and a copy will be sent home once completed at the end of the week period.

Only Mrs Hopkins or Miss Dillon can put a child on report (or another member of SLT in their absence). The child should be brought to them at break time or lunchtime and they will discuss what has happened and how they could have chosen another strategy for resolving the problem.

The report card will be signed each day by the class teacher, or a member of SLT if the pupil needs to speak to someone due to behaviour not improving. Once completed at the end of 1 week, the

report card must be shown to Miss Dillon or Mrs Hopkins who will decide on the next steps for the child. These are likely to be either:

- The child will be off the report card.
- The child will stay on the report card for another week.
- The child needs further support through a Behaviour Plan.

If Miss Dillon and Mrs Hopkins are absent from school, the report card will be looked and/or signed at by them at the earliest next opportunity, or another member of the leadership team will sign it and make the decision, and photocopy it, for the child to take home..

All report cards are photocopied at the end of the week and filed in Miss Dillon's Office and a log is kept of pupils who have received a card over the term. A copy of the report card is sent to the parent at the end of the week so that they can see how the week has gone. This should be passed to the parent by the class teacher.

### **Consequences for persistent mistakes in behaviour.**

If a child is persistently losing Golden Time or on report, a plan will be created depending on the risk presented by the behaviour. A Behaviour Plan will be initially written and agreed by all adults working with the child including, where appropriate, external agencies. This plan will be reviewed regularly with both the child and their parents/carers.

If the behaviour means that the child is at risk of exclusion and where a behaviour plan has not been effective in keeping a child safe a PSP (Pastoral Support Plan) will be established. This will involve clear targets and may involve a part-time timetable for a short period to provide a focus on the targets identified. Parents need to agree to the plan and are equally responsible for the plan's effectiveness.

### **Child restraint**

Restraint is never a substitute for good behaviour management. Other methods of managing the incident must be tried first unless this would be impractical.

Restraint is mainly used to keep people safe. Restraint may be justified to prevent a pupil:

- injuring themselves or others (e.g. attacking staff or other pupils)
- when a criminal offence is being committed
- damaging property (e.g. deliberate vandalism)
- to maintain or restore good order

Teachers and other adults who are authorised by the Headteacher are the only people who may use restraint (restraint trained staff). Team Teach techniques are used and only trained members of staff are authorised to do so. Everyone has the right to use reasonable force to prevent an attack against themselves. Restraint may be used off the school premises. We have a duty of care to children and we must not allow a child to place themselves or others at risk.

In the case of pupils absconding from the premises, staff should only use restraint if the pupils are placing themselves at risk by doing so. The restraint should involve the minimum necessary force to achieve the desired effect. Reasonable force should be in proportion to the circumstances and consistent with the age, gender and understanding of the pupil. It may include:

- physically standing between pupils
- leading a pupil by the hand or arm, or by gentle pressure on the centre of the back
- standing in the way of the pupil

Restraint must facilitate good order. In many cases, restraint is likely to exacerbate the problem. Staff should remain calm and communicate with the pupil throughout an incident including warning them that physical restraint may be necessary, summoning help if possible. Unreasonable force would include:

- holding children face down on the ground
- holding by the hair
- holding round the neck
- any hold that might restrict breathing
- kicking, slapping or punching
- tripping
- forcing limbs against joints

The Headteacher or a senior member of staff must be notified as soon after an incident as possible. The Headteacher will then inform the parents. All incidents must be recorded. The child should be given the opportunity to discuss their views when they have calmed down. The member of staff involved should also have access to an internal debriefing.

### **Behaviour at lunchtime**

If a child is not showing respectful behaviour at lunchtime, the lunchtime staff will give them two separate warnings to help them to change their behaviour. If it continues, the lunchtime staff will give the child the option of spending time inside, completing a self-reflection sheet to think about their behaviour, or to spend some time working with the lunchtime staff to help them with their job, as they have wasted some of their time in trying to get their work completed. If a child however is physically aggressive on the playground, the child will immediately be taken to Miss Dillon or Mrs Hopkins, or another member of the leadership team in their absence, and the procedures for physical violence will be followed.

## **Anti-bullying procedures**

### **Purpose**

“Bullying causes considerable suffering to individual pupils and has a damaging effect on school atmosphere” Elton report (1989). It prevents equality of opportunity.

Article 3 of the United Nations Convention on the Rights of the Child states that, “All organisations concerned with children should work towards what is best for each child”. We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## **Objectives of this policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when an incident of bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- The policy will support pupils and parents, as well as school staff, with bullying which may occur outside school.
- Bullying will not be tolerated.

## **What is bullying?**

Bullying can take many forms but is the intention of hurting another person, physically or mentally, repeated often and over a period of time, making it difficult for the victim to defend themselves. Research has shown that bullying by text messages on mobile phones or by email is an increasing problem. Bullying results in pain and distress to the victim. It is important that children understand the difference between bullying and simply 'falling out'. Bullying can affect adults as well as children.

Bullying can be:

- Emotional e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical e.g. pushing, kicking, hitting, punching or any use of violence.
- Racist e.g. racial taunts, graffiti gestures.
- Sexual e.g. unwanted physical contact or sexually abusive comments.
- Homophobic e.g. because of, or focussing on the issue of sexuality.
- Verbal e.g. name-calling, sarcasm, spreading rumours, teasing.

## **Cyber-bullying**

The development of technologies, e.g. mobile phones, email and social networking, means that bullying is often now taking on a new form: cyber-bullying. Victims can experience anxiety as much as traditional forms of bullying, particularly as it can occur outside of the school and school hours, significantly intruding into the personal life of the victim. For further information see: Cyber-bullying and Appropriate Internet Use: Practical Advice for School Staff  
Acceptable Use of ICT Resources Policy

## **Why is it important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and the responsibility to treat others the same way. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

## **Strategies to prevent bullying behaviour**

Prevention is better than cure and we aim to reduce the opportunities for bullying behaviour through:

### **School organisation**

- By being aware of areas within the school where bullying can occur.
- By minimising areas within the school buildings and grounds where bullying can occur.
- By ensuring that playgrounds and play areas are places that offer purposeful recreation, catering for different play needs and reducing boredom.
- By ensuring that all staff, pupils and parents are aware of the common aims of acceptable behaviour and the consequences of unacceptable behaviour.
- By being aware of the early signs of distress in pupils.
- By encouraging pupils to report any bullying that they witness, knowing that the bully will be dealt with firmly.
- By encouraging parents to contact the school if they feel their child is being bullied.
- To record incidents of bullying, or perceived bullying clearly through bullying logs (CPOMS) for monitoring.

### **School Curriculum**

We will use the school curriculum wherever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

- By developing pupil's self-esteem through personal, social and health education (PSHE) and by having circle time activities that include discussions on equal rights, discrimination, relationships, justice and acceptable behaviour. Our 'Jigsaw PSHE' scheme across the school from F.S. to year 6 supports this across the whole school.
- By teaching those values, attitudes and skills that foster mutual respect.
- By ensuring that, wherever possible, PSHE values permeate all aspects of school life including the curriculum.
- By using assembly and circle times to remind the whole school of the importance of respectful and caring behaviour towards all (linked to Jigsaw PSHE).
- By having discussions about bullying and why it matters, avoiding direct, closed questioning which may be interpreted as accusatory or interrogational

In addition, children may be required to take part in other activities such as:

- Writing a set of guidelines for positive personal behaviour
- Signing a behaviour contract.
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class or assembly.
- Role-play with a focus on deterring bullying behaviour.

### **Whole school ethos**

- All staff should be made aware of the mechanisms and procedures of the anti-bullying policy.
- Incidents of bullying will be recorded on the school CPOMS system by all staff to monitor and evidence all concerns.
- The school will work in partnership with parents to foster anti-bullying behaviour and to deal with individual incidents.
- Victims will receive help, support and advice in a safe secure environment.
- Perpetrators will receive help and be treated appropriately.

## **Procedures**

- All reported incidents of bullying should be taken seriously and investigated by staff, involving SLT where appropriate. Incidents will be recorded on the school CPOMS system.
- If bullying includes racist abuse, it should be recorded on CPOMS and logged as a bullying incident, but also tagged as a racist incident. This way, racist incidents can be monitored separately.
- Where appropriate, the parents of the child victims and bullies will be informed of any incidents that occur and any actions taken. They may be asked to attend a meeting to discuss the problem and/or to support the strategies proposed to tackle the problem.
- Report cards are used to monitor bullying. Bullying falls into stage 3 of the behaviour policy and children will be asked to complete a reflection sheet with the deputy or head teacher who will discuss their behaviours with them, and the consequences of their actions. They will also discuss and agree with the child restorative behaviours.

## **Outcomes**

- An attempt will be made to help the bully (bullies) change their behaviour.
- The bullying behaviour or threats of bullying will have been investigated and the bullying stopped as quickly as possible.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place, particularly linked to a restorative procedure.
- In serious cases, suspension or even exclusion will be considered.
- If possible, the pupils will be reconciled.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Clear logging of incidents on CPOMS will make this robust.

The school council have been involved in developing and reviewing this policy, as well as creating their own leaflet for pupils about bullying.

## **Guidelines for recognising the signs that may indicate a child is being bullied**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins truanting.
- Becomes withdrawn anxious, or lacking in confidence.
- Wants to remain with adults.
- Starts stammering.
- Attempts or threatens suicide or runs away.

- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning
- Begins to perform less well in school work.
- Comes home with clothes torn or books damaged.
- Has possessions go missing.
- Asks for money or starts stealing money (to pay bully).
- Has dinner and other monies continually 'lost'.
- Has unexplained cuts or bruises.
- Comes home starving (money or lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Give improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered and should be investigated.

## **Racist Incidents**

### What do we mean by 'racist incident'?

Adapting slightly a definition first formulated by the Association of Chief Police Officers (ACPO) the Stephen Lawrence Inquiry report recommended that a racist incident should be defined as follows:

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

Racism is something someone does or says that offends someone else in connection with their colour, background, culture or religion. It is:

- when a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background.
- when people are stereotyped by their colour or religion.
- when a person is rejected or excluded from a group because of their colour or religion.
- when people make fun of a person's family.
- when a person is treated unfairly because of their way of life.

## Our Vision

At Fairfields Primary School we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of discrimination. Everyone has the right to be treated with equal

dignity, respect, consideration and without prejudice and to be given equal access to all of our services regardless of race, colour, nationality, culture, language, religious beliefs, creed or ethnicity.

We celebrate our similarities and differences, and we encourage and enjoy the benefits that come from other people's ethnicity, culture, religion and other diversities.

We are committed to working towards race equality, promoting positive approaches to difference, and opposing all forms of racial prejudice and discrimination. Language or behaviour which is racist or potentially damaging to any ethnic or racial group is not tolerated and will always be challenged. We value and encourage involvement of people from all areas of the local community. We recognise that British society is made up of people from many different racial, cultural, linguistic and religious backgrounds, and that all pupils must be fully prepared to live in such a diverse society.

## Aims

- To promote a positive, supportive ethos in which all pupils and staff feel that they are valued, that their needs are met and that they are able to achieve their full potential.
- To respect and value differences between people, promote good relations between different groups within the school and wider community, and prepare all pupils for life in a diverse society.
- To ensure that racial equality is an integral part of planning and decision making across all areas of the school.
- To work in partnership with parents and the wider community to tackle and eliminate racial discrimination, making the school a place where everyone feels safe, welcome and valued.
- To agree and follow tight procedures for dealing with racist incidents, and ensure that all members of the school community adhere to these.
- To establish a monitoring procedure to record all incidents and subsequent actions.
- To keep a formal record of all racist incidents and to regularly report on the nature and frequency of any racist incident to the Governing body and LA.

## Roles and Responsibilities

### Governors

- To ensure that the policy and its related procedures and strategies are implemented.
- To ensure that the school complies with the race relations act (2000) and the Equality Act 2010.

### Head teacher

- To implement the policy and its related procedures.
- To ensure that all staff are aware of their responsibilities.
- To report and record racist incidents as detailed in this policy.
- To take appropriate action in any cases of racial discrimination.

## Staff

- To deal with racist incidents in line with the school policy and know how to identify and challenge racial bias and stereotyping.
- To promote racial equality and good race relations and not discriminate on racial grounds.
- To report and record racist incidents as detailed in this policy, using CPOMS to record within school as well as record on racist incident forms for external use.

## Pupils

- To report any racist incidents to a member of staff, whether directed at themselves or somebody else.
- To take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, to create a positive working atmosphere within school where racism is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.

## Parents/Carers

- Report any racist incidents to a member of staff, whether directed at themselves or somebody else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.

## Prevention

We will actively work towards the prevention of racist incidents by:

- Utilising the Single Equality Policy.
- Ensuring that the general ethos of the school (displays, assemblies, some of the examples across the curriculum) reflects and affirms diversity of language, culture, religion and appearance.
- Making sure the governors take seriously their responsibility to report regularly to the LA the number and nature of racist incidents at the school, and they indicate in their reports how the incidents were dealt with.
- Creating a user-friendly leaflet with the School Council which is provided to pupils and their parents on what to do if they experience bullying or racism against them.
- Training all staff to be vigilant with regard to behaviour amongst pupils, and ensure that they are as familiar as possible with pupils' experiences of bullying and racist incidents. For example, pupils have opportunities to report racist incidents anonymously, if they wish, through the classroom 'worry box'.
- Ensuring staff accept that they have a responsibility to help ensure that play and leisure areas encourage and promote positive and co-operative behaviour amongst pupils.
- Delivering appropriate assemblies to celebrate diversity or address racist views, for example.
- Include learning around racist issues and concerns in the PSHE curriculum, and other curriculum areas where appropriate including circle time.
- Keeping comprehensive records of reported incidents so that staff can monitor patterns of behaviour by using CPOMS across the school.
- Ensuring that all staff are trained on identifying, reporting and recording racist incidents.
- Linking with the local community to raise awareness of other cultures and beliefs where possible.

### Responding to Racist Incidents

All reports of racism are taken seriously and are investigated fully by a member of staff, initially the class teacher who may need to ask for statements from pupils to establish the facts, although a member of the Senior Leadership Team should be informed of any alleged racist incident to support this investigation. Racist incidents come under 'Stage 3' of our behaviour policy.

Pupils who have experienced racism will be supported by:

- Offering an immediate opportunity to discuss the experiences with their class teacher or member of staff of their choice.
- Reassuring the pupil that they have done the right thing by reporting the incident and that the school will be responding.
- Notifying their parents or guardians immediately, either over the phone or in more serious circumstances, through a formal meeting.
- Offering continuous support to the pupil and the family.
- Reassuring the pupil of their safety.
- Working to restore their self-esteem and confidence and offering sessions with the school ELSA/ another member of staff where appropriate.

Pupils who have been racist will be helped by:

- Discussing what happened and exploring different perspectives as appropriate through reflection with the head or deputy.
- Establishing what constitutes hurtful behaviour and the need to change.
- Informing parents or guardians to support change in the pupil, either immediately over the phone or, in more serious circumstances, through a formal meeting.
- Monitoring their behaviour.
- The reflection sheet will form part of the sanction for the pupil, and a discussion with the pupil during this time will decide on further sanctions as needed. In more serious cases, or for repeat offences, a more formal approach may be taken in the form of a PSP, behaviour plan or a fixed period exclusion as needed.

### Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness by the number of recorded racist incidents. In addition, the policy will be shared with all the stakeholders.

## Reflection Sheet

Name:		Date:	
What did I choose to do?			
Why did I choose to do it?			
What problem did I cause (including rights)?			
How did it make the person feel?			
How can I repair the problem? What can I do to make things better?			
Two things I could have done instead?			
Signed by adult:	Signed by the Child:		

SCHOOL: <b>Fairfields Primary School</b>	PSP START DATE:				
<b>Copies to:</b>					
Pupil <input type="checkbox"/>	Parents/Carers <input type="checkbox"/>	Class Teacher <input type="checkbox"/>	SENCo <input type="checkbox"/>	BSS <input type="checkbox"/>	<input type="checkbox"/>
Social & Community Services <input type="checkbox"/>	Educational Psychologist <input type="checkbox"/>	Other...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name	DOB	Address	SEN Stage
			SEN SEMH EHCP
TEL No:			
Key Adults:		Previous IBP or PSPs with dates:	

<p>GENERAL INFORMATION FROM SCHOOL (Date significant developments/changes)</p> <p>How does the child present him/herself in school?</p> <p>How does the child communicate with peers and adults?</p> <p>When he/she is not in a good frame of mind:</p>
<p>KEY SKILLS (Including interests and motivators)</p> <p>Skills:</p> <p>Interests:</p>
<p>ATTITUDE AND APPROACH TO LEARNING</p> <p>Maths:</p> <p>English:</p> <p>Science and Technology:</p> <p>Hands on/Physical Learning:</p> <p>Creative Learning:</p>

GENERAL CONDUCT •
BEHAVIOURAL •
EMOTIONAL •
SOCIAL •

## Setting Targets

- Additional and different, proactive provision
- Effective monitoring and tracking
- Student to experiences success

### **TARGET 1**

**To make good choices and follow instructions.**

- 

**Baseline scale: /10**

**Target: /10**

**Review: /10**

**Reward at Home (at end of 2 weeks):**

**Reward in School (weekly):**

**Sanction:**

**Target achieved date:**

### **TARGET 2**

**To be safe**

- 

**Baseline scale: /10**

**Target: /10**

**Review: /10**

**Reward at Home (at end of 2 weeks):**

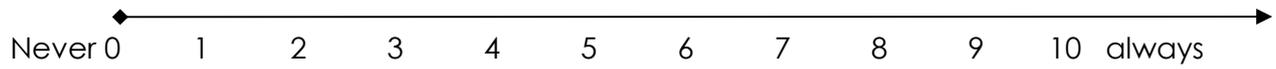
**Reward in School (weekly):**

**Sanction:**

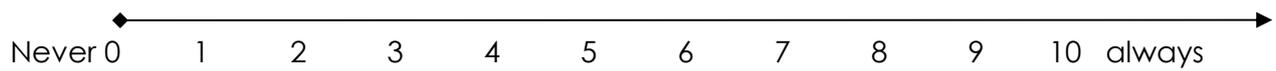
**Target achieved date:**

## How would you score yourself?

Target 1: To make good choices and follow instructions



Target 2: To be safe



## Future Planning

This plan should be completed by all adults involved with the child, and the child themselves if appropriate. It should be reviewed regularly and any additions or changes recorded and dated.

This plan should include support for the key areas: Curriculum, Pastoral, SEN and Outside Agencies

PREVENTATIVE STRATEGIES (May relate to whole school & classroom matters, e.g. curriculum differentiation, groupings, playground strategies etc.)			
Date	Strategy	Impact	Date
REACTIVE STRATEGIES (Other staff / professionals involvement likely)			
Date	Strategy	Impact	Date
PROACTIVE STRATEGIES (May include 1:1 or small group work)			
Date	Strategy – when, where, who, aims, skills, content	Impact – agreed targets/rewards, outcomes	Date

### Support Arrangements – Outside Agencies – Names and Action

EP	
BSS	
Social and Community Services (S&CS)	
Health	
Police	
Other	

### Support from Home/Outside School

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## Pupil's Behaviour Risk Assessment

This plan should be completed by all adults involved with the child, and the child themselves if appropriate. It should be reviewed regularly and any additions or changes recorded and dated.

KNOWN BEHAVIOURS OF CONCERN	
RISKS TO CHILD HIM/HERSELF	
RISKS TO ALL OTHERS	
RISKS TO PROPERTY	
TRIGGERS TO BEHAVIOUR	
EARLY WARNING SIGNS	
CURRENT STRATEGIES USED BY SCHOOL TO DEAL WITH THIS BEHAVIOUR	
Name:	Signed:

## PSP Review

Name	Review Date	Present

### Notes from meeting

AREAS OF SUCCESS

AREAS OF CONCERN

ACTIONS

**Notes written by:**

**Date of next review meeting:**

## Positive Handling Plan

PREFERRED SUPPORTIVE STRATEGIES: (Underline/Describe strategies which, when and where possible, should be attempted before positive handling techniques are used).

VERBAL ADVICE/SUPPORT:

PLANNED POSITIVE DISTRACTIONS:

REASSURANCE:

TIME OUT OFFERED/DIRECTED:

CHOICES/LIMITS/CONSEQUENCES:

PREFERRED HANDLING STRATEGY: **(Described the preferred staff responses/holds)**

Technique	Standing/Sitting	Number of staff	Staff authorised to use this technique:
T wrap	Adult kneeling. Child sitting	1 physical 1 present for him to go to/ensure safety for all  1 on call if restraining adult tires.	
<b>Staff authorised to use this technique:</b>			

REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT (What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?)

RECORDING AND NOTIFICATION REQUIRED

**Online form completed Y/ N**

SIGNATURES:

**Head Teacher:** ..... **Date** .....

**Parent / Carer** ..... **Date** .....

**Do you wish to be informed on each occasion that the Positive Handling Plan has been implemented**  
Please delete                      Yes /No

## Stage 1

- For chatting or playing during lessons
- Meeting with house captain and class teacher
- Lost learning time during breaktime in the classroom- up to 5 minutes
- Lost learning time in lost learning room at lunchtime- more than 5 minutes

## Stage 2

- For a big disruption of learning for the class
- Meeting with phases leaders, Mrs Bogalski or Miss Cox
- Reflection sheet completed in lost learning room at lunchtime
- Loss of golden time- 2 minutes
- Parents informed

## Stage 3

- For being disrespectful towards others or property (bullying, racism, swearing, hurting others or damaging property)
- Meeting with Miss Dillon or Mrs Hopkins
- Report card issued if someone has been hurt, or bullied for a long period of time
- Reflection sheet completed in lost learning room
- Parents informed
- Loss of golden time- 5 minutes