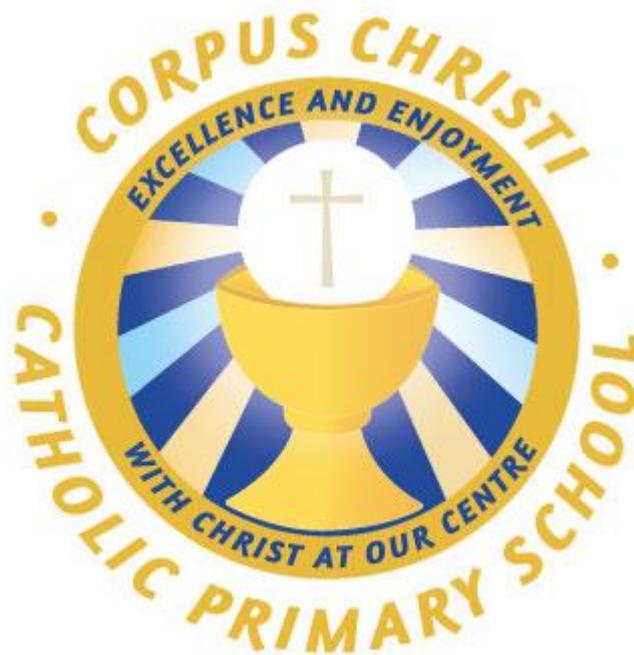


## Behaviour Policy



Written	Autumn 2019		
Reviewed	October 2019		
Approved by:	Full Governing Body	Meeting Date	3 <sup>rd</sup> October 2019
Ratified:	October 2019		
Review cycle:	Bi-annually		
Next review:	Autumn 2021		

**Appendix A- Good Practice**

**Appendix B - Recording Isolation/The Language of Choice**

**Appendix C - Anti-bullying**

**Appendix D - Cyberbullying**

**Appendix E - Anti Racism**

**Appendix F- Anti- hate**

# CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

## Behaviour Policy

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”  
(Education Observed D.E.S)

### Introduction

#### Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour **can** change and that we as teachers **can** assist children to manage their behaviour more effectively.
- We have a ‘whole school’ approach to managing behaviour in school.

### Aims

#### For staff

- To project themselves as good role models, co-operating and supporting one another and treating colleagues and pupils with courtesy, consideration and respect.
- To have a high standard of pupil expectation in all aspects of work.
- To raise the levels of pupils’ self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children’s education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Other relevant documentation: Anti Bullying Policy, Anti-Racism Policy, Lunchtime Policy, Special Needs Policy, Attendance Policy, Marking Policy, Care and Control Policy, Home School Agreement.

### **Our purpose is:-**

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

### **Role of Teachers**

*Teachers need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time and around school.*

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behavior.

### **Role of All School Personnel**

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/correct 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). The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

‘Attitude’ is tracked. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: **Green-excellent/very good**, **Yellow-acceptable/satisfactory**, Orange- **area for improvement** , **Red-unacceptable**. Targets and support are agreed where necessary.

## **Role of Pupils**

**It is the responsibility of pupils to make correct 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 school rules to avoid inappropriate/wrong choices:

Following instructions can include '1-2-3-Stop' or a clapping rhythm-Stop.

In our school, this means:

**Stop what I am doing**

**Lock your hands**

**Look at the speaker**

**Keep quiet and still**

**Listen to instructions**

**Pupils are expected to:**

- be aware of and comply with this policy
- co-sign and abide by the Home School Agreement;
- be polite and well behaved at all times;
- show consideration to others;
- obey all health and safety regulations in all areas of the school;
- listen carefully to and follow all instructions given by the teacher or adult;
- not make unacceptable remarks against fellow pupils or school personnel;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- make suggestions about school behavior via the School Council;
- take part in questionnaires and surveys

## **Role of Parents**

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 a child receives a yellow/orange/red card or if there is a pattern of regularly receiving warnings.

## **We expect parents / carers to:**

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

If parents / 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 Head Teacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal complaint can be implemented.

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and consequences;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

## **Role of School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- liaising with the pupils they represent and putting forward their suggestions
- discussing improvements to this policy during the school year;
- devising school rules and sanctions;
- reviewing the effectiveness of this policy with the Governing Body

## Role of Governing Body

The Governing Body has:

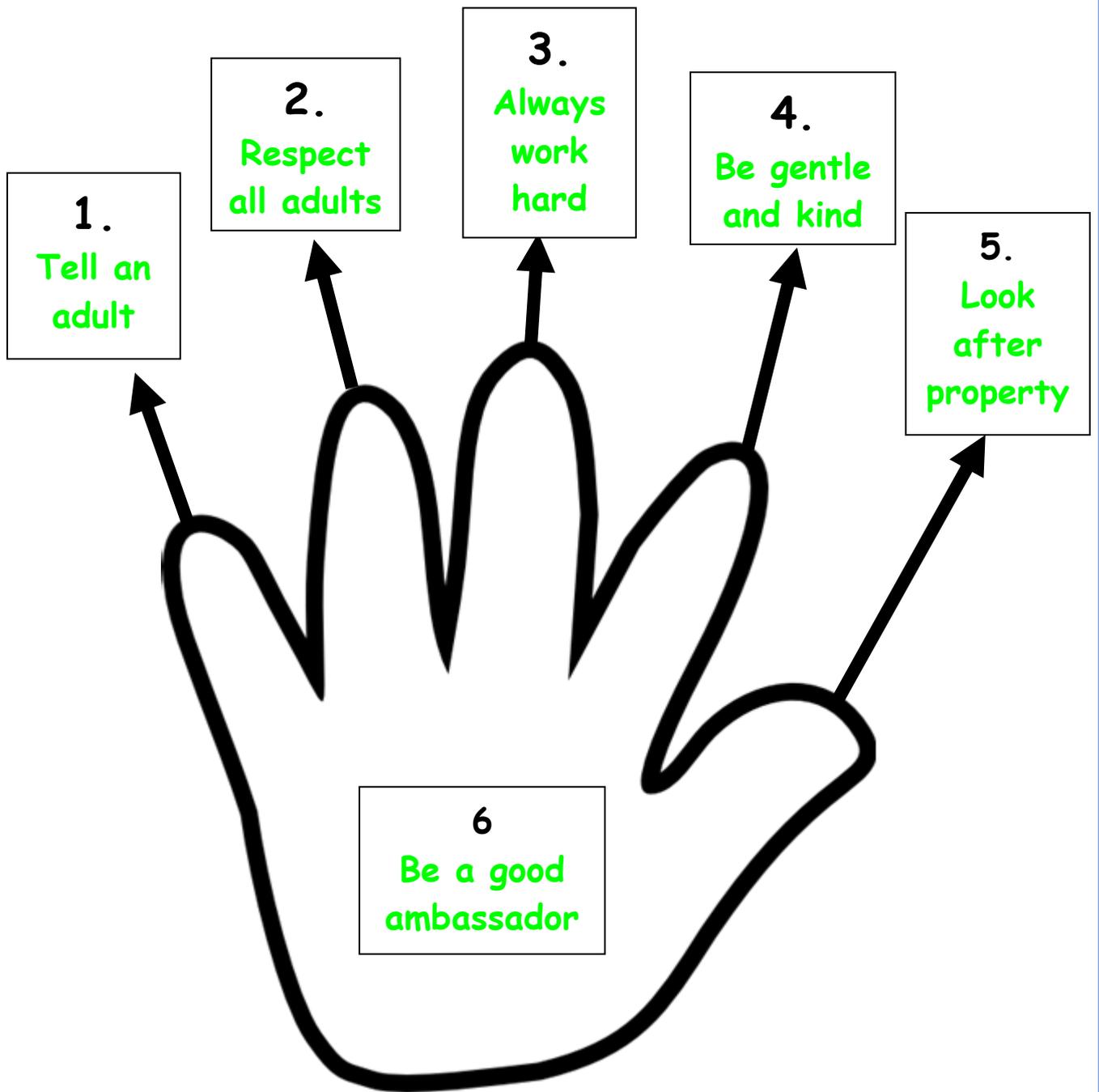
- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- to publish a Statement of Behaviour principles
- the responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Head Teacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Head Teacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Head Teacher;
- the duty to support the Head Teacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Head Teacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## Rules

School rules are kept to an essential minimum. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

Our Code of Conduct is:



## How can we follow Corpus Christi's Code of Conduct?

### 1. Tell an adult

We always tell an adult in school if something happens or is worrying you so any worries can be sorted out straight away.

#### ALWAYS

- Tell an adult if we are unhappy or someone is being unkind, or if we are worried about something

#### NEVER

- Forget to tell an adult in school if something is worrying or upsetting us
- Try to sort it out ourselves

### 2. Respect all adults

We respect all adults by doing as we are told the first time so that our school is a safe and happy place for everyone.

#### ALWAYS

- Show respect to all the adults in our school
- Do as we are told the first time

#### NEVER

- Be cheeky or rude to any adult
- Ignore an adult
- Have to be asked a second time

### 3. Always work hard

We are good learners, listen carefully and always do our best so we can learn from each other and can be proud of ourselves and our work.

#### ALWAYS

- Be a good learner and work hard
- Produce our best work
- Concentrate on our own work
- Listen when someone else is speaking
- Keep trying

#### NEVER

- Waste our own or others' learning time
- Give in work which is not our best
- Interrupt or talk when someone else is speaking
- Distract others from working
- Give up

### 4. Be gentle and kind

We always use kind words and actions towards others so our school is a happy and safe place for everyone.

#### ALWAYS

- Be friendly to others
- Be gentle
- Only say or do kind things
- Keep our hands, feet, objects, hurtful words and gestures to ourselves
- Be helpful

#### NEVER

- Be unkind to someone else
- Do anything to hurt someone else or their feelings (such as hitting/name calling)
- Use unkind hands, feet, objects, hurtful words and

gestures towards anyone else

- Forget to help others

### 5. Look after property

We look after our school and its equipment so we have what we need to learn and can work in a pleasant environment.

#### ALWAYS

- Take care of school equipment
- Put things away in the correct place
- Look after our school environment

#### NEVER

- Waste or break anything
- Forget to put things away
- Damage our school environment

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised in Foundation Stage and Key Stage 1.

## 2. Our Listening Code Code

*When I am asked for my attention I:*  
*up I:*

- **Stop** what I am doing
- **Look** at the **teacher**
- **Listen** to instructions
- **Keep** quiet and still

## 3. Our Line up

*When I am asked to line*

- Walk to my numbered place in the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

## 4. We have other specific rules being enforced on the grounds of health, welfare and safety

### a. School Clothing

The school has a separate school uniform policy.

#### Boys

- White polo shirt
- Navy/Dark trousers
- Navy jumper

#### Girls

- White polo shirt
- Navy skirt/pinafore/trousers
- Navy cardigan or jumper
- Blue summer dress

In consultation with pupils and parents we have introduced uniform items with the school logo. These may be purchased from The School Uniform Shop, 369-371 Harehills Lane, Leeds LS9 6AP, telephone 0113 235 1256 or if parents prefer to buy online our uniform with logo can be

purchased online from My Clothing by copying the link into the browser bar. <https://myclothing.com/ueslink/16489.school?t=1562679612823>

**The purchase of uniform with the school logo is optional** and so uniform items can be purchased from the school uniform department of any retailer. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day.  
**Only flat-heeled black shoes should be worn.**

**Reasons:** School uniform reinforces school identity and eliminates 'brand' fashion and stigma.

High heel shoes and boots are unsafe for the school environment.

### **b. Jewellery**

Watches (only in KS2) and stud earrings are the only items of jewellery which may be worn at school - these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove jewellery themselves, it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

**Reasons:** Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

### **c. PE Kit**

Appropriate clothing must be worn for all PE activity

**Indoors:-** White T shirt, navy shorts, pumps, no jewellery

**Reasons:** Children should exert themselves during PE and therefore should have light clothing to compensate for heat loss. It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes.

**Outdoors:-** White T shirt, navy shorts, pumps or trainers, no jewellery

A plain dark tracksuit may be worn in certain conditions

**Reasons:** Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause

injury to others if kicked off and often lead to twisted ankles (see PE Policy).

All PE kits must be in a drawstring bag due to limited storage.



**All clothing must be labelled with the child's name, including pumps, trainers and bag.**

#### d Other items

Each child needs a book bag with the school logo so that if it is lost a member of the public knows which school it needs to be returned to. These can be purchased from the school office.



Those children on packed lunches also need a lunch bag. Due to limited storage space this must be a normal sized lunch bag.



#### e Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school must be in a labelled envelope and should be handed in as soon as possible and never left in trays, bags or coats.

**Reasons:** Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

## **f Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons to the Head Teacher or classteacher. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed to the classteacher for safekeeping upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

**Reasons:** During school hours contact is possible through the school's land lines. Mobile phones present an unacceptable disturbance to lessons as well as the potential for theft and cyber bullying.

## **Behaviour Guidelines Procedures**

A **'no shouting'** policy is in operation and **shouting must not be used as a classroom management technique**. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the Head Teacher' as a sanction, as there is no guarantee that the child will arrive or that the Head Teacher will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, an Assistant Headteacher or the next most senior staff member available should be called.

Our 'Care and Control Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Head Teacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Head Teacher or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and the police informed. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

### **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

### **Movement Around School - Suggested Procedures for Large Groups**

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.

- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left-hand side of the corridor/stairs.
- Encourage children to pick up fallen objects as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **Playtime Supervision**

Teachers and Learning Support Assistants (LSAs) are required to perform supervisory duties including playtime supervision as per the relevant rota .

If a member of staff is attending a course or has an appointment it is their responsibility to swop their playground duty. If supply has been booked the supply teachers should cover the duty of the absent staff member but should never be without support.

Staff should be present on the playground as children are released while other staff should help ensure the building is quickly vacated. No hot

drinks should be taken onto the playground unless in an insulated covered cup.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently. It is the responsibility of the staff on duty to liaise with the class teacher regarding the behavior of pupils in their class and ensure that appropriate consequences are administered.

When on duty, staff should take the opportunity to socialize with children from other classes **whilst maintaining an overview of the play area and spotting potential problems before they escalate.**

Upon hearing the bell children should stop what they are doing, stand still, remain quiet and listen to instructions. Upon the second bell they walk to designated class lines when the class is called, in line order. The classes walk in one at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a smiley.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised

### **Playground Procedures** (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime.

**Children are not allowed back into school during playtimes.**

Children are not allowed to remain in the building unsupervised.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on

the far end of the KS2 section of the playground or the field in appropriate conditions at the discretion of the duty teachers. The middle section of KS2 section of the playground is a 'football free zone' although games with equipment may be played.

Any other behaviour at playtime should be dealt with by the teachers on duty or reported to a senior member of staff according to severity or frequency, (refer to Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

## Behaviour Guidelines - Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Our school behaviour triangle can be seen around school and shows the rewards and sanctions for different types of behaviour.

## Green behavior

Following school rules and being a good role models for others.  
Learning well and allowing others to learn well.  
Generally making good behaviour choices.  
Always trying their best.  
Respecting others.  
Kind to others

### Rewards:

Smiley rewards, half termly treat  
Parents informed

## Yellow behaviour

Occasional minor incidents/persistent low level disruption.  
Sanctions:  
2 verbal warnings and then name on the board.  
If spoken to again, a yellow card is issued to be completed at reflection table in class and break missed with work to complete.  
Phase leader informed.  
Letter home

## Orange behaviour

Established pattern of disruptive behavior.  
Frequent involvement in minor incidents.  
**Sanctions:**  
Receive orange card to be completed in class  
Missed break and lunch with work to complete.  
Start IBP to be shared with parents.  
Assistant head teacher informed.  
Letter home.

## Red behaviour

Consistently extreme dangerous behaviour  
**Sanctions:**  
Receive red card to be completed with Head Teacher  
Internal exclusion  
NO playtimes.  
Review IBP, inform parents.  
This may lead to a fixed term exclusion, permanent exclusion or alternative provision

## Rewards

### 1) General

- Pupils are awarded 'smileys' on Class Dojo for good behaviour, attitude to learning, effort and good manners.
- Favourable comments can and should be entered on pieces of work, (see Marking Policy).
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Head Teacher for commendations.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

### 2) Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of electronic 'smileys'. 'Smileys' may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the 'smiley' the member of staff should reinforce the good behaviour e.g. 'You can have a 'smiley' for working so well'.

**Once awarded a 'smiley' can never be deducted** (see Sanctions).

They are intended to help staff focus on positive rather than negative behavior e.g. if a child is continuing to stay on task when a partner is

trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour 1 Smiley (recorded on Class Dojo)

<b>100 Smileys</b>	Bronze Award
<b>200 Smileys</b>	Silver award
<b>300 Smileys</b>	Gold award
<b>400 Smileys</b>	Platinum award

Award certificates are presented in whole school assemblies.

A 'smiley' can be awarded by any staff member to any child at any time **to reward and reinforce positive behaviour as it occurs.** This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

**If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc.** The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

### 3) **Certificates**

A weekly 'Celebration assembly' is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude.

## **Behaviour Guidelines - Sanctions**

### **Sanctions**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our policy on 'Care and Control'.

- If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form (CF50/CF50a) be completed and a copy forwarded to the LA.
- If physical intervention of any kind is required, then a 'Restrictive Physical Intervention Report' form should be completed as soon as possible. In addition, a CF50/CF50a may need to be completed.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a First Aid Slip and if necessary an investigation will take place.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child**

i.e 'That was a unkind thing to do because...' and not 'You are an unkind silly boy'.

## **SANCTIONS PROCEDURE**

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

***If unacceptable behaviour occurs:***

**(Classroom teacher)**

**Use normal strategies:**

**Use the checklist (Appendix A) to consider possible causes of inappropriate behaviour before issuing the first warning of a Yellow Card.**

Consider the possible causes of inappropriate behaviour. (see Appendix A),

Apply sensitive responses to individual needs if appropriate. Use positive behavior strategies to improve outcomes.

e.g. Polite but firm requests, warnings (no more than three e.g. 1 reminder, 2 warnings).

“Stop talking. Thank you.”

**Step 1 (Classroom teacher)**

**Give a final warning:**

**Use the agreed phrase, ‘This is your final warning. You will be given a ‘Yellow Card’. Do you understand?’**

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION.**

**Step 2 (Classroom teacher/phase leader)**  
**(A)/Yellow Card**

**Time Out**

**Yellow Cards - Low level but consistent!**

- Child sent to designated workplace/area of classroom.
- 10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Adult records yellow card on weekly behavior monitoring sheet.
- Child completes a yellow card reflection sheet where he/she will consider what behaviour needs to improve.
- Class teacher to send a letter home to parents to be signed and returned.
- Child misses break time.

**For a regular offender:**

- Record who, when, why.

- Apply positive behaviour strategies.
- Discussion with Phase Leader and/or SENCO.
- Write an IBP and monitor for 6 weeks.
- Inform parent/carer that behavior is a cause for concern and that you would appreciate their support to address the issue.
- Behaviour to be monitored for a period of 6 weeks.

### Step 3 (Classroom teacher/AHT) Time Out (B)/ Orange Card

#### Orange Cards

These will be issued straight away for any of the 'orange' behaviour in either the classroom or on the playground: swearing, fighting, threatening behaviour to others.

Complete an **Orange** Card reflection sheet.

- Child works alone at reflection table for 1 hour
- Removal of break and lunch
- Teacher sends an orange card letter out to parents to be signed and returned.
- Adult records yellow card on weekly behavior monitoring sheet.

#### **For a regular offender:**

- Discussion with phase AHT and SENCO
- Start IBP and consider the need for School Action
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Possible support from Catholic Care
- Refer to Care, Guidance & Support
- Access to extra-curricular/enrichment activity linked to improvement.

#### Step 4 (Head Teacher)

#### RED CARD

- Child escorted to Head Teacher.
- Up to half a day working alone without causing disturbance.
- Record who, when, why and store in Attitude section of Mentoring file.
- Parents informed of isolation by letter to be signed and returned.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 5***

#### **For a regular offender:**

- Discussion with Phase AHT/ SENCO/ Head: consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.
- Parents / LA informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

#### **Inappropriate behaviour following a red card**

#### Step 5 (Phase AHT/ Head Teacher SENCO)

#### Pastoral Support Programme (PSP) On Report

- Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern.
- PSP Meeting with parents/child to agree the way forward.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.

- Consider Statement of application for Funding For Inclusion (FFI-Band F).
- Consider an Early Help Plan.
- PSP to last a minimum of 2 weeks/a maximum of 20 weeks, and reviewed fortnightly

*If targets are achieved remove from PSP.*

*If PSP failed, move to **Step 6**.*

### **Step 6 (Headteacher)**

### **Behaviour Contract**

A last step before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, Chair of Pupil Affairs Committee, Behaviour Support informed.

*If behaviour improves, return to PSP*

*If not move to **Step 7***

### **Step 7 (Headteacher)**

### **Internal Exclusion (up to 5 days)**

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Affairs Committee, Behaviour Support informed by letter.
- LA informed of likelihood of external exclusion.
- Apply for provision in alternative setting
- Consider Statement of Special Needs.

*If behaviour improves return to class on a Behaviour Contract or PSP.*

*If not move to **Step 8***

**Step 8 (Headteacher)**  
5 days  
per term)

**Fixed Short Term Exclusion** (up to

- Parents, Chair of Pupil Affairs Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Affairs Committee.
- Pupil Affairs Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

*If behaviour improves remove from Contract to PSP*

*If not move to **Step 9***

**Step 9 (Headteacher)** **Fixed Long Term Exclusion** (up to 45 days per year).

- Parents, Chair and Clerk of Pupil Affairs Committee, LA Officer informed.
- Pupil Affairs Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Pupil Affairs Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

*If behaviour improves remove from PSP*

*If not move to **Step 10***

**Step 10 (Pupil Affairs Committee)** **Permanent Exclusion**

- Parents, Chair and Clerk of Pupil Affairs Committee, LA Officer informed.
- Pupil Affairs Committee meet and consider all representations and reports (parents/child may attend).
- Pupil Affairs Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

### **Children requiring additional support for their behaviour**

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for an EHCP and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of behaviour charts.

Both use the school 'smiley' system for showing when targets are achieved over short periods (individual sessions/playtimes etc.) and any reason why they were not achieved.

## Behaviour Targets

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g. "To stay on task at all times" is not a realistic target for the best behaved child let alone a troubled child.
- If clear targets cannot be identified - monitor (see appendix)
- Should provide clear consequences for breaking the agreement e.g. exclusion.

If in doubt, consult a senior teacher.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- to make targets more difficult as behaviour improves,
- to set new areas to tackle or
- to remove completely from report.

## Appendix A

### **GOOD PRACTICE**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

# Always:

- 1. Create an interesting, stimulating and attractive classroom environment.**
- 2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.**
- 3. Make sure the children know what they are doing and that their work is matched to their ability.**
- 4. Be aware of what is going on around you.**
- 5. Do not be static.**
- 6. Do not let children queue.**

**Remember** that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

#### **Remember to:**

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

# Never:

- **Humiliate** - **it breeds resentment**
- **Shout** - **it diminishes you**
- **Over react** - **the problem will grow**
- **Use blanket punishment** - **the innocent will resent you**
- **Over punish** - **never punish what you cannot prove**

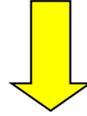
## CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be bullied
- Not to hear swear words

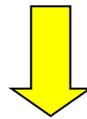
## Appendix B

### The Language of Choice- 3 Steps to Success

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



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



#### Step 3 - Statement of choice

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

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

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

It is confrontational and you do not actually need to know why they are doing it – they just need to **stop** it!

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

Remember to praise them if they change their behaviour.

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

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

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

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

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

### Step 3 - Statement of choice

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

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

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

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

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

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

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

*Adapted from lunchtime supervisor training, Melanie Barber and Mary Strode, Primary Strategy Consultants – Behaviour & Attendance / SEAL*

## Appendix C- Anti-Bullying Policy

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

### Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis-**Several Times On Purpose STOP**. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). There can be specific types of bullying.

- Physical e.g. hitting, fighting, taking belongings
- Verbal e.g. name-calling, insulting remarks, racist or homophobic comments
- Indirect e.g. rumour-mongering, excluding someone from social groups
- Cyber-bullying e.g. texting, use of websites, social media etc.

All are treated extremely seriously at Corpus Christi Catholic Primary school.

### Aims and objectives

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

### The role of children

All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong. Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know.

Pupils should tell us their honest views about school in regular feedback eg the use of class Worry Boxes, regular PSHE sessions, questionnaires or surveys, School Council meetings, informal conversations with the Head Teacher and other members of staff during break and lunch times. 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 Corpus Christi Catholic Primary school. Teachers, learning assistants and staff 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 Head Teacher or an Assistant Head Teacher 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 Phase Leader or Catholic Care, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted. They also aim to stop the problem: for the child who has bullied, the consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion.

Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - as above, this will usually be carried out by the Phase Leader but other adults will also be vigilant about monitoring the child's choices and well-being. All teachers and support staff should equip themselves with skills and awareness for example through available CPD such as Team Teach training, professional development meeting, policy reviews. On an annual basis, they should participate with their class in national Anti-Bullying Week.

They should follow the principles set out in this policy and in our **Ethos and Mission Statement** in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

### **The role of the Head Teacher and Assistant Headteachers**

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

The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above). In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at Corpus Christi Catholic 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 Head Teacher keeps a record of bullying, including any hate crimes and is able to report incidents on request. The Head Teacher 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, behavior and its appendices, including this one. Parents / carers concerned about bullying should contact their child's class teacher or the Head Teacher / an Assistant Headteacher straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should our complaints procedure by putting a formal complaint to the Governing Body.

### The role of governors

The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately. It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Head Teacher 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

### Child Friendly Anti Bullying Policy written by School Council

**What should we expect when we come to school?**  
We should be treated with respect.  
We should be allowed to join in with other children.  
We should be accepted for who we are.  
We should be treated fairly and equally.  
We should all have the right to make friends no matter who we are.  
We should feel safe and enjoy school without people hurting us.  
We should arrive and leave school with a happy face.  
We should be able to talk to an adult if we are being bullied.  
We should tell an adult if we see any bullying.

**What is bullying?**  
Falling out is different to bullying.  
Bullying is behaviour that hurts someone else and is repeated over a period of time - Several Times On Purpose STOP.  
It can stay with someone forever.  
Bullying can be physical or emotional; it includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.  
Bullying can happen anywhere - at school, at home or online.  
Cyber-bullying is bullying that takes place online and is where electronic technology or social media is used to upset, hurt, threaten, embarrass, annoy, blackmail or otherwise target someone.  
A bully may pick on people just because they are different to themselves.  
Bullying is a form of bullying, as it is targeting someone because of their religion and colour.  
Bullying can take the form of gender stereotyping or mocking relationship choices.

**How can we prevent bullying?**  
We should tell someone if we don't like the way they are treating us both verbally or physically.  
We must tell an adult at school.  
We must work together to stamp out bullying.  
We must tell an adult if we see bullying.  
Children should know they can go to restorative partners if they feel they are getting angry and could be disrespectful.  
We must let bullies know that they can make people very upset.  
Restorative partners should be trained in spotting and reporting bullying.  
School should work with those who have bullied to help them and prevent them from being involved in bullying in the future through Catholic Care and Nurture Groups.

**What should happen to people who do bully?**  
The bully should always see how they made the victim of bullying feel.  
Children who bully should have consequences for their actions.  
Parents and carers should be told if their child bullies someone.  
The victim should have the chance to explain how they feel and meet the bully through restorative partners.  
The bully should always apologise to their victim.

**Child Friendly Anti-Bullying Policy Autumn 2019**

**Bullying is...**  
**S**everal  
**T**imes  
**O**n  
**P**urpose  
**STOP**

**"Be a buddy not a bully"**

## Appendix D- Cyberbullying

### Definition

Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

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 web-based chatroom
6. **Instant messaging (IM):** unpleasant messages sent while children conduct real-time conversations online. **Please be aware the age limit for these sites is usually 13 years and above.**
7. **Bullying via social media:** use of defamatory blogs, personal websites and social networking sites. **Please be aware the age limit for these sites is usually 13 years and above**

### How is cyberbullying different?

- Bullying is bullying wherever and however it take place. Cyberbullying is a method of bullying that uses technology to upset, threaten or humiliate someone and has the following key characteristics:
- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously. Cyberbullying can occur on vast and rapid scale. Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation.
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators The 'profile' of an online bully or a target varies – age / size is not an issue. Cyberbullying incidents can be used as evidence.
- Cyberbullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'. Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or

teacher, but it is highly intrusive and the hurt it causes can be very severe.

- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (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 Corpus Christi Catholic 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 or might result in a parental discussion. Clearly, more serious cases will result in further sanctions.**

### **Key advice to pupils**

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

- Always respect others – think about what you say online and what images you send / post
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control.
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends.
- Learn how to block or report online bullies or anyone behaving badly!
- Don't retaliate or reply.
- Save the evidence – text messages, online conversation, pictures etc
- If you're worried, always make sure you tell an adult you trust or contact school or someone like Childline [www.childline.org.uk/](http://www.childline.org.uk/), or the service provider eg website, mobile phone company or the police
- If you see online bullying take place, then support the victim and report the bullying.
- There's plenty of online advice on how to react to cyberbullying. For example, [www.kidscape.org.uk/](http://www.kidscape.org.uk/) or <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/> has some useful tips.

## Key advice for parents / carers

Adapted from guidance the following points are communicated to parents / carers in newsletters and messages on Class Dojo:

- 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 online bullying – emails, online conversations, texts etc
- Report the online 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 online bullying is serious and a potential criminal offence has been committed, then consider contacting the police

[www.ceop.police.uk/](http://www.ceop.police.uk/)

## Appendix E- Anti-Racism Policy

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

### Definition

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

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

Racist behaviour in an educational institution can include:

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

### Aims and objectives

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

We want to:

- make our school safe and welcoming for all pupils, parents, staff;

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

### **The role of children**

All pupils should know that racism is wrong.

Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school. If bullying persists, they must keep on letting people know.

Pupils should tell us their honest views about school in regular feedback e.g. regular PSHE sessions, surveys and questionnaires, School Council meetings, informal conversations with Head Teacher and staff during break and 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 Corpus Christi Catholic Primary School 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 Head Teacher or an Assistant Head Teacher 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 Phase Leader, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.

They also aim to stop the problem. For the child who has been racist, consequences are put in place including informing parents / carers; there is also the possibility of some form of exclusion. Time is spent with

the pupil who has been racist to explore attitudes and reasons and to make clear that his / her actions are unacceptable - as above, this will usually be by the Phase Leader, 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 e.g. through available CPD, policy reviews etc. All teachers and teaching assistants should follow PSHE (Personal, Social and Health Education) activities on a regular basis; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society.

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

See **Support** (below).

### **The role of the Head Teacher and Assistant Headteachers**

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

The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above). This includes ensuring that everyone in school knows that racism is wrong and unacceptable.

This is on a regular basis and may also stem from any signs of racism. Assemblies are used to communicate this to children. In the case of serious incidents, an assessment must be carried to find out whether the whole school community must be informed 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 under the Leeds Human Resources Disciplinary Procedures (adopted by our school).

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

The Head Teacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support

for victims of racism. The Head Teacher reports to the Governing Body about the effectiveness of the policy on request. The Head Teacher has overall responsibility for dealing with racist incidents and recording the action taken; he / she reports to the local authority any incidents of racism on a Hate Incident form).

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

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

### **The role of governors**

The Governing Body supports the school in all principles and roles set out here. Any racist incidents will be taken very seriously and dealt with appropriately. It monitors incidents of racism and reviews the effectiveness of this policy. It requires the Head Teacher to keep accurate records of all incidents of racism and to report to the governors about the effectiveness of anti-racist strategies. It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

### **Support**

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

## Appendix F- Anti-Hate Policy

A hate incident or hate crime is when somebody, makes fun of, puts down, offends, bullies or makes someone feel uncomfortable because of:

- Where they come from
- Their skin colour, religion or culture
- A disability or illness
- If they are a girl or boy (gender)
- Who they choose to like/be friends with
- What someone looks like

This also includes children who are less fortunate than you or who choose to live their life a different way to you.

### What is a hate incident?

A hate incident is legally defined as:

*“any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate.”*

### What is hate crime?

A hate crime is legally defined as:

*“Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate.”*

### What do we want?

We want

- Everyone to be friendly, caring and kind to all children and adults.
- People to treat others as they would want to be treated.
- People to understand and accept that everyone is different and to respect people equally.
- People not to judge others by way they look, disabilities or their religious beliefs.
- Everyone to help people feel that they fit in at our school and feel safe, comfortable and happy instead of feeling sad and wanting to leave.

- To see the whole school and playgrounds as a place free from hate crime.
- Leaflets, flyers and support available for everyone, including parents/carers to give guidance.
- A safe place where pupils can go to calm down.

### **Hate Crime: What will happen?**

There should be different ways of dealing with hate incidents or crimes, depending on the situation and the feelings of the person who has been upset.

All incidents will be thoroughly investigated by a member of the senior leadership team. A meeting may be held with parents and teachers of both children to discuss the matter- to see it from both sides.

People who behave in a hateful way to others will be spoken to about their behaviour in a calm but firm way and be encouraged to think about their actions and the reasons for them; this will happen separately from any discussions with the person who has been upset.

<b>Hate incident/crime</b>	<b>Consequences</b>
<b>Name calling</b>	The child(ren) will be spoken to by an adult, who will ask where they got this name from. An incident form will be filled in and kept on record. Parents will be informed. The adult involved will decide if the matter should be taken further.
<b>Being mean to someone because of their culture, skin colour, religion, gender, disability, sexuality or where they are from</b>	The child(ren) will be spoken to by the leadership team and their teacher will be informed. An incident form will be filled in and kept on record. Parents will be informed. The adult involved will decide if the matter should be taken further..
<b>Getting others to behave in a hateful way</b>	The child(ren) involved will be spoken to by the Head Teacher or an Assistant Headteacher and will spend time discussing their behaviour and the reasons for it.
<b>Writing things/bringing in material/ telling jokes that are hurtful</b>	The writing/items will be taken away by a teacher, who will speak to the child's parents. The items will be confiscated. An incident form will be completed and kept on record.

Anyone who is made to feel unhappy or uncomfortable because of a hate incident or crime can talk to an adult about it. They are allowed to choose an adult, that they feel safe and comfortable with, to talk to as soon as possible after an incident has happened. If anyone does not want to tell an adult themselves about something that is upsetting them, they can write this on a slip and post in the box in the class worry box, or ask someone to do it for them.

## **Important things to remember:**

**Before you act, think about how you would feel if someone said or did unkind things to you.**

### **Remember**

- **If you are not sure if someone will be upset by something, don't say it!!**
- **Falling out with your friends does not always mean it is hate crime.**

**If you are ever unsure about this, please come and see a member of the Safeguarding Team.**

**Always tell an adult if you see or hear a hate incident or crime.**