



ST BARNABAS CE VC PRIMARY SCHOOL

Behaviour for Learning and Relationships Policy

Last Review Date	Next Review Date	Changes	Committee
November 2019	November 2022	Revised policy linked to the new Anti-Bullying Policy	Ethos
May 2021	May 2022	Revised policy to align with the school's Pivotal approach	Ethos

To be read in conjunction with the Anti-Bullying Policy, the Cyberbullying Policy and the Anti Racism Policy.

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Introduction

St Barnabas Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims and Purpose

Relationships and behaviour are integral to our happy, healthy and safe learning community and to our school vision “...**as we let our own light shine we unconsciously give other people permission to do the same.**” It is a primary aim of our school that every member of the school community feels happy, safe, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The aims of this policy are:

- To provide a calm and purposeful learning environment where everyone can let their lights shine.
- To create a framework for staff that is centred around positive relationships, consistency and high expectations for all.
- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.

The purpose of this policy is to provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promotes self esteem and self discipline.
- Teaches appropriate behaviour through positive interventions.

The Pivotal Approach

Our behaviour policy is based on the Pivotal approach and the Five Pillars of Pivotal Practice, which are as follows:

- Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations

- First attention to best conduct – rewards, recognition, praise, motivation, engagement
- Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues
- Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation
- Restorative conversations

St Barnabas Shine Rules

We have three simple rules at St Barnabas (appendix A) which are underpinned by our school values. There are gestures and images for each of the shine rules. The rules are:

- Shine kind
- Shine safe
- Shine respect

Calm, Consistent Adult Behaviour

At St Barnabas CE Primary, we believe that adult behaviour is the foundation for good behaviour management. We ensure consistency through:

- The use of the 30 second script (see appendix B)
- Establishing clear and relentless routines
- Building positive relationships between staff and pupils

In addition to the 30 second script, instructions should end with 'thank you' not 'please.' For example, 'Put your hand up, thank you.' Staff should also use 'when' and 'then' to structure conversations. For example, 'X, when you have sat in your chair, then I will come and speak to you.'

First Attention to Best Conduct

At St Barnabas CE Primary, we ensure praise outweighs the negative. We do this through the following:

- Use of the class recognition boards. These often have a target or aim to work towards. If all pupils get onto the recognition board in a session, a small class reward takes place.
- Use of Class Dojo. Class Dojo is a computerised system where points are awarded for good behaviour or learning. This can provide instant feedback to parents by text, where parents have this facility.
- Looking for opportunities to celebrate positive behaviour at any opportunity.

Expectations of the School Community

Expectations of all Adults

All staff have committed to the school's pledge:

1. Meet and greet children by name every day
2. Follow up and retain ownership
3. Ensure that praise outweighs the negative

In addition, all staff are expected to:

- Use a visible recognition system in classes, such as recognition boards.
- Plan engaging lessons that meet the needs of all learners.
- Refer to the school rules.
- Promote positive relationships within the school community.
- Use the 30 second script, as appropriate.

Expectations of all Pupils

Pupils have a right to learn and build relationships successfully and safely. No child or adult has the right to stop others from learning and building relationships/friendships. At St Barnabas, we expect pupils to:

- Follow the school's shine rules at all times.
- Have high expectations for themselves as learners.
- Let their lights shine in all aspects of school life.

Expectations of Parents/Carers

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. Teachers must inform parents / carers immediately if we have concerns about their child's welfare or behaviour.

We expect parents / carers to:

- be aware that we have school rules and to support them by co-operating with the school
- support their child's learning

If parents / carers have any concern about the way that their child has been treated, they should contact the class teacher initially.

The Role of the Inclusion Team and the Senior Leadership Team

On some occasions, there may be some pupils who are presenting with unsafe behaviours and where the 30 second script may not be applicable. In these incidences, staff should continue talking in a calm, quiet voice and offer clear instructions. A member of the inclusion team can be called to assist to ensure the safety of all pupils. Sometimes this will result in the pupil spending some time outside of the classroom. The school has a number of inclusive spaces to support with pupils' self-regulation, including the sensory room, the calm room and the outdoor areas.

There are therapists who work with identified children and there are mentors/volunteers, who support some pupils to regulate and to develop emotional wellbeing.

If a pupil is frequently being unsafe or finding it hard to follow the Shine rules, a Behaviour and Relationships plan or a Positive Handling plan should be created by the class teacher in consultation with the inclusion team. The Physical Intervention Policy should be referred to, where appropriate.

Any pupil on a Behaviour and Relationships plan MUST have regular praise for behaviour in line with the SHINE rules and our expectations.

In the case of severe behaviour, the Headteacher may make a decision to exclude a child (appendix G).

Playtimes and Lunchtimes

Class Dojo points can be given to pupils by any staff at playtimes and lunchtimes, linked to the Shine rules. This should be communicated to the class teacher.

Recording and Monitoring

Staff must use CPOMs to record behaviour incidents which are unsafe or which have resulted in the 30 second script being used. The member of staff involved in the behaviour is responsible for recording the incident.

CPOMs is monitored by the Senior Leadership Team who follow up incidents to ensure that they have been resolved. CPOMs records are discussed at the weekly inclusion meeting. Exclusions are also recorded on SIMS to enable SLT to monitor patterns over time and report to governors.

CPOMs and SIMS keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the number and cause of exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We recognise that all children have individual needs and some children require additional support. Some children with SEND may require support to follow the school rules and behaviour expectations.

We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Appendix A: The Shine Rules

The Shine Rules poster is displayed in all classrooms and communal areas. Staff also have images of each rule on their lanyards.



Appendix B: Our 30 Second Script

If a pupil is not following a Shine rule, two reminders are given, before the 30 second script is read. The script should be read in a calm, firm and quiet voice and be delivered privately to the pupil.

The member of staff reading the script should complete the follow up conversation at breaktime to retain ownership and to remind of the Shine rules.

*You know our rule about Shine...
Because after 2 reminders you are still not
showing... we will need to talk about this at break
for 2 minutes.
You have shown this...(positive behaviour)
Please continue to show...(positive behaviour)
Thank you for listening (walk away)*

Appendix C: Our Pivotal Blueprint

The Pivotal School Behaviour Blueprint

Behaviour Blueprint

"This is how we do it here"

Use this blueprint as your reminder of daily behaviour practice within The Pivotal School.

When the adults change, everything changes.

Classroom behaviour resources available through Pivotal Education

PivotalEducation.com

The graphic features a blue header with a pink starburst logo on the left and right. Below the header is a white box with a blue border. On the left side of the white box is a blue square with a white house icon. The text is arranged in a structured layout with bold headings and clear instructions.

Rules

Shine kind
Shine respect
Shine safe

Visible Adult Consistencies

Meet and greet children by name.
Follow up and retain ownership.
Praise out weighs the negative.

Over and Above Recognition

Recognition boards
Praise
Dojos

30 Second Script

You know our rule about Shine...
Because after 2 reminders you are still not showing... we will need to talk about this at break for 2 minutes.
You have shown this...(positive behaviour)
Please continue to show...(positive behaviour)
Thank you for listening (walk away)

Relentless Routines

Wonderful walking
and lining up.

Restorative Process

Reminder 1
Reminder 2
30 second script

Restorative Conversation

This will be a focus for the school
in the year 2021/22.

Appendix D: Anti-Bullying

In the autumn of 2019 a working group of our children worked with the Inclusion team to revise our definition of bullying and develop an Anti-Bullying Policy. This was launched to all children and families during Anti-Bullying Week in November 2019.

Bullying can happen in any school. At St. Barnabas Primary it is rare. Alongside our policy we have these principles and roles in place to ensure that bullying is quickly stopped.

Introduction

The purpose of this policy statement is:

To prevent bullying from happening amongst the children and young people who attend St Barnabas.

To make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need.

To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying amongst children and young people.

This policy statement applies to anyone working on behalf of St Barnabas, including senior leadership and the board of governors, paid staff, volunteers, sessional workers, agency staff and students.

This policy was written in consultation with pupils, parents and staff.

What is bullying?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

For an incident to be considered bullying it must be/have:

- Hurtful
- Repetitive
- Intentional
- An imbalance of power

All incidents deemed to be a relational dispute rather than bullying will be dealt with according to the procedures set out in the behaviour policy.

Waa maxay gardaradu?

Waa waxyeeyn, ula kac ah oo soo noqnoqda oo lagula kaco qof ama koox ayna kula kacaan qof ama koox kale, taas oo aanu wax dheelitir ahi ka dhaxaynin. Waxay dhici kartaa iyada oo foolka fool ah ama online ah.

Si dhacdada loogu aqoonsado gardado, waa in ay noqotaa/yeelataa:

- Waxyeelo
- Soo noqnoqod
- Ula kac

ما هو التنمر؟

التنمر هو الإيذاء المتعمد والمتكرر لشخص أو مجموعة من الأشخاص من قبل شخص أو مجموعة أخرى، حيث تنطوي العلاقة على اختلال في ميزان القوى. يمكن أن يحدث التنمر وجهاً لوجه أو عبر الإنترنت.

لوصف واقعة بأنها واقعة تنمر يجب أن تتضمن/تكون:

-مؤذية

-متكررة

-متعمدة

-اختلال في ميزان القوى

We believe that:

Children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

Bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm. All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse. Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- Religion, belief or lack of religion/belief
- Sex /gender
- Sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Prevention

As part of our commitment to the safety and welfare of our pupils we at St Barnabas have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Ensuring that the school actively promotes the celebration of difference and diversity as part of our core values and SHINE rules
- Involvement in in the All Together Project 2019/2020
- Anti-Bullying week annually in November and Safer Internet Day in February
- PSHE/Citizenship lessons and cross curriculum themes
- Celebration events. E.g. Achievement assemblies on Fridays
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- School council
- Peer mediators
- Use of restorative approaches.

Reporting

Children are encouraged to report any incidents of bullying. They are able to do so via the following means: -Informing a member of staff. This could be the child's class teacher or any other staff member.

- Using the classroom's 'Communication box.'

Parents are also encouraged to report any incidents or other concerns to any staff member or to use other methods of communication with the school, for example Class Dojo or the school planners.

The named contacts for bullying concerns are the Headteacher and the SENCO (inclusion team lead).

Parents will receive a leaflet at every parent's evening detailing the definition of bullying and the procedures we use at St Barnabas.

Responding

-All parties including the target, the person who has bullied and all others involved will be interviewed and a CPOMS incident report will be completed.

-If necessary parents/carers will be informed of the involvement of their child.

-Appropriate disciplinary sanctions in accordance with the Behaviour Policy will be put in place. The individual who have been bullied will be informed as to the consequences of the person who has bullied.

-Continued bullying will result in lunchtime sessions involving videos around bullying and discussion around the impacts that bullying behaviour may have. These will be facilitated by a member of the Inclusion Team or a Senior Leader.

-Any allegations of bullying will be followed up, in particular keeping in touch with the person who reported the situation, parents/carers.

-Support will be given, appropriate to the situation, for all involved such as - solution focused, restorative approach, circle of friends, individual work with the person who has experienced bullying, the person who has bullied, bystanders and others affected by the bullying, a referral to outside agencies will be made if appropriate.

-The inclusion team may support individuals that display bullying behaviour or individuals that have been bullied as part of their proactive interventions. This will be discussed at weekly inclusion meetings.

- Incidents will be communicated to staff via CPOMS as well as through weekly staff meetings and weekly support staff briefings.
- The wider community will be liaised with, if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- All actions will be logged on CPOMS.

Recording

Bullying incidents are recorded on CPOMS by the member of staff who deals with the incident and this is then stored by the Headteacher. The information stored will be used to ensure individual incidents are followed up. It will be used to identify trends and inform preventative work in school and development of the policy.

GDPR will be adhered to at all times. In accordance with this guidance, if necessary, CPOMS logs of bullying incidents can be shared with relevant professionals.

Cyber-bullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullying to take place.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- Posting prejudice /hate messages
- Pretending to be someone else online
- Public posting of images
- Exclusion
- Threats and manipulation

We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour.

Ollie Turnbull November 2019

Appendix E: Cyberbullying

Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DCSF 2007

There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

1. **Text messages** that are threatening or cause discomfort
2. **Picture / video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed

3. **Mobile phone calls:** silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. **Emails:** threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. **Chatroom bullying:** menacing or upsetting responses to children or young people when they are in a web-based chatroom
6. **Instant messaging :** unpleasant messages sent while children conduct real-time conversations online
7. **Bullying via websites:** use of defamatory blogs, personal websites and social networking sites

How is cyberbullying different?

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

- * Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- * Cyberbullying can occur on vast and rapid scale
- * Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- * Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident

'Bystanders' can easily become perpetrators

- * The 'profile' of a cyberbully or a target varies – age / size is not an issue
- * Cyberbullying incidents can be used as evidence
- * Cyberbullying can occur unintentionally often due to a lack of awareness / empathy – '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 St. Barnabas Primary School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode inside or outside school may result in a simple verbal warning. It might result in a parental discussion. More serious cases will result in further sanctions.

Key advice to pupils

The following points are taught to pupils on a regular basis, especially when teaching about internet use:

- * Always respect others – think about what you say online and what images you send / post
- * Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- * Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- * Learn how to block or report online bullies or anyone behaving badly!
- * Don't retaliate or reply.

- * Where possible save the evidence – text messages, online conversation, pictures etc.
- * If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider e.g. website, mobile phone company, school or police
- * If you see cyberbullying take place then support the victim and report the bullying

We use online advice on how to react to cyber bullying. For example, www.kidscape.org.uk has some useful tips.

Key advice for parents / carers

The following points are regularly communicated to parents / carers in newsletters and other communication:

- * Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends
- * Your child is just as likely to be a bully as to be a target
- * Talk to your child and understand how they are using the internet and their phone
- * Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- * Remind your child not to retaliate
- * Keep any evidence of cyberbullying – emails, online conversations, texts etc.
- * Report the cyberbullying
- * Contact the school so they can take action if it involves other pupils
- * Contact the service provider e.g. website, phone company etc.
- * If the cyberbullying is serious and a potential criminal offence has been committed then consider contacting the police

Appendix F: Anti-Racism

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

Definition

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

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

Racist behaviour in an educational institution can include:

- * physical assault because of colour and / or ethnicity;
- * derogatory name-calling, insults and racist jokes;

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

Aims and objectives

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

We 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,
- * have respect for our heritage, customs, culture, language, faith and belief etc.
- * ensure staff directly intervene when they are aware of racist incidents.

The role of children

- * All pupils should know that racism is wrong.
- * Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school. If bullying persists, they must keep on letting people know.
- * Pupils should tell us their honest views about school in regular feedback e.g. weekly Class worship, Circle Time or Jigsaw sessions, School Council meetings, and informal conversations with Headteacher during lunch. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

The role of teachers and other staff in school

- * All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at St. Barnabas Primary and in society.
- * All racist incidents will be dealt with no matter how trivial they may seem to be.
- * If staff are aware of racism, they should refer it to the Headteacher or the Deputy Headteacher directly and record it on CPOMs.
- * 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 Learning Mentor team, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.

- ✦ They also aim to stop the problem. For the child who has been racist, the 'Warnings' consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion. Time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his / her actions are unacceptable - as above, this will usually be by the Learning Mentor, but other adults will be vigilant about monitoring the child's choices and well-being. For a member of staff who has been racist, disciplinary procedures will be pursued. For a parent / carer, legal advice will be sought.
- ✦ All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews.
- ✦ All teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Education) JIGSAW activities on a weekly basis; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society.

The role of the Headteacher

- ✦ The Headteacher 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 BCC Racist Incident Reporting Form.
- ✦ The Senior Leadership Team ensure all principles and roles set out are implemented.
- ✦ The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- ✦ In particular, this includes ensuring that everyone in school know that racism is wrong and unacceptable. This is on a regular basis and may also stem from any signs of racism. Assemblies are used to communicate this to children.
- ✦ In the case of serious incidents, an assessment must be carried to find out whether the whole school community must be informed i.e. whether teachers must explain the circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the police.
- ✦ Racist graffiti must be removed / deleted as soon as it is evident; if this is not possible, advice will be sought and pupils, parents and staff are made aware of the situation; movement around school may be re-directed. Issues surrounding racism and its unacceptable nature are made very clear to all.
- ✦ The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism.
- ✦ The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

The role of parents / carers

- ✦ Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- ✦ Parents / carers concerned about racism should contact their child's class teacher or the Headteacher / Deputy 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 our complaints procedure by putting a formal complaint to the Governing Body.



The role of governors

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

Appendix G: Fixed-term and permanent exclusions

Only the Headteacher (or acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.