

Behaviour Policy

Agreed September 2021

Review by October 2022

This policy is the statement of principles, aims and strategies for promoting positive behaviour at Sandhills School. We believe a shared commitment from parents, governors and the wider community is an important factor in promoting good behaviour and the fostering of positive attitudes. As a school, we ensure that parents and carers are fully informed of our approach to behaviour management, by communicating it through school newsletters and the school's website.

At Sandhills School, we believe that children and staff have the right to work in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. Staff and governors work hard to maintain a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early interventions to address problems.

We encourage every child to see themselves as a member of the school family and to consider their own rights and the rights of others; and to recognise that with these rights come responsibilities. Through well-planned, challenging learning, and through the recognition and valuing of effort and achievement, we believe that children will be motivated to take responsibility for their learning and behaviour.

1. Introduction

- 1.1. At Sandhills School we recognise that the general standard of behaviour is the collective responsibility of the whole school community. Every time a child displays unacceptable behaviour it must be challenged or it will be seen as being condoned.
- 1.2. We believe that pupils have the right to learn and staff have the right to teach, without threat, fear or significant disruption or interruption. We also acknowledge that pupil behaviour and discipline at school is fundamental to raising standards of educational achievement and increasing social inclusion.
- 1.3. All staff and Governors are committed to inclusion and aim to create a positive climate where all members of the school community thrive. We acknowledge that behaviour can be managed by addressing four fundamental aspects:
 - anticipating, preventing and minimising problems associated with unacceptable behaviour;
 - modelling and encouraging positive and responsible behaviour, and correcting infringements;
 - applying appropriate consequences; and
 - repairing and rebuilding after correction and consequences.
- 1.4. In all aspects of behaviour management, the safety and dignity of all concerned is of paramount importance.

2. What the Law Allows

- 2.1. Sandhills School follows the Department for Education Advice on Behaviour and Discipline for Schools (February 2014). The guidance is outlined below:
 - Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
 - The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
 - Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
 - Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
 - Teachers have a power to impose detention outside school hours.
 - Teachers can confiscate pupils' property.

3. Behaviour for Learning

- 3.1. We recognise that having a clear school ethos and culture, which values the individual and affirms our commitment to each other as a community can minimise the development of unhelpful behaviour.
- 3.2. Structures and strategies are in place across the school, which help to prevent negative practices. We have 3 simple school rules that can be apply to almost all situations:
 - Stay Safe
 - Do Your Best
 - Show Respect

4. Acknowledging and Rewarding Behaviour, Effort and Achievement

- 4.1. The Sandhills Behaviour Policy follows the Advice from the DfE (February 2014)
 - *'Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.'*
- 4.2. We appreciate the importance of a positive approach to ensuring appropriate behaviour and aim to find frequent opportunities to encourage and endorse this. Our belief is that 'the behaviour that gains the attention is what we get most of' therefore, we actively promote positive behaviour.
- 4.3. Good behaviour, positive attitudes and achievements are celebrated through a range of systems, including:

- Verbal praise
- Awarding Class Dojo points
- Notes home for exceptional work or behaviour via Class Dojo.
- Children might be sent (with their work if appropriate) to another teacher, head of the key stage, Deputy Headteacher or Headteacher for verbal praise
- Parents might be informed by email, phone or note.

5. Personal Power

5.1. At Sandhills, we encourage children to use their personal power to resolve everyday conflicts constructively. Part of our role is to help pupils deal with these situations effectively. Children know that if they find themselves in a situation where someone is making a poor choice, they should:

- Ignore the perpetrator and continue with their own 'good choice'

If they find themselves in an unpleasant situation or one of conflict, they should:

- Tell the perpetrator to stop the behaviour which is causing conflict or offence;
- Walk away from the incident; and
- Speak to an adult and ask them for help.

6. Strategies

6.1. Non-verbal messages

The Look, moving closer to the child who is not behaving appropriately, visual prompts such as finger to lips, frowning.

6.2. Tactical or planned ignoring

The teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.

6.3. Description of reality

A simple statement of fact describing inappropriate behaviour. 'David, you're talking'. 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.

6.4. Simple direction

Clear statement of required behaviour. 'Jane, turn round, thank you.' 'Carlos, give Tim his pencil, thank you.' The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.

6.5. Rule reminder

The expected behaviour will be made clear to the children. "Remember we take turns in games" or "Remember we show respect in school"

6.6. Question and feedback

Asking prompt question shows that you have noticed inappropriate behaviour. 'What's happening here?' This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour.

6.7. Expressing disappointment or disapproval, or using humour

‘Alex, I’m disappointed that you have forgotten our rule about showing respect by taking care of things.’ ‘Millie, that was a good choice to make!’

6.8. Blocking or assertive statements

Where the least intrusive interventions do not seem to be effective, it may be necessary to insist firmly on what is required. You can use a ‘broken record’ technique where you repeat the instruction until the child complies. ‘Nina, put your pen down... put your pen down....Nina, put your pen down, thank you. I understand that you haven’t finished but I need you to put your pen down now and listen, then we can talk about when you can finish.’

6.9. Choices and consequences

Enabling a child to take responsibility for his/her own actions. ‘Simon, I have asked you to move away from Billy. If you continue to sit there you are choosing to stay in at play time. It’s your choice.’ The adult then moves away to give the child thinking or ‘take-up me’ before using a sanction if they continue to behave inappropriately.

7. Sanctions

- 7.1. Any disruptive pupils will be spoken to by their class teachers or other adult and will be made fully aware why their behaviour is unacceptable. However, if the poor behaviour continues the pupils are very aware of the fair and consistent sanctions that will follow.
- 7.2. Sanction of whole groups for an individual’s actions are avoided and all consequences are in proportion to the offending behaviour.
- 7.3. The process to be followed is outlined below and in more detail in Appendix 1 of this policy.

Step 1

- The expected behaviour will be made clear to the children. “Remember we take turns in games” or “Remember we show respect in school”

Step 2

- If the behaviour continues than children will then be reminded of the consequences if they choose to continue behaving poorly. “I’ve reminded you we take turns in games. If you carry on playing unfairly, I will stop the game and speak to you at lunchtime/playtime/end of the day”
- Children might be asked to move seats.
- They will be given a short time to make the right choice without attention from staff.

Step 3

- Children will be asked to work in a parallel classroom for a fixed period of time (no longer than an hour) and will miss part of their lunchtime or playtime. During the playtime or lunchtime children will be asked to complete a reflection sheet and talk through the incident with their teacher. If this is a regular pattern for a child then parents will be

contacted and a behaviour plan discussed. Careful consideration will be given as to which classroom the child is asked to work in to avoid siblings etc.

Where behaviour has been dangerous or violent

- Children will be required to work outside of the classroom in the attached learning area of their class or a neighbouring class for a fixed period of time. This will usually be half a day but may be less for younger children. The children will not be allowed out to play during this time. The teacher will sit with the child to complete a reflection sheet which will be sent home with a copy of the incident report for parents. Parents will be contacted by telephone at the end of the school day. The children may be asked to complete a restorative task e.g. a letter of apology, tidying the classroom, cleaning/repairing damage

The Headteacher can exclude a child either for a fixed term or permanently.

When there are repeated incidents

- The teacher will arrange a meeting with parents and agree a course of action to support the pupil's behaviour. A sample Behaviour Support Plan can be found at Appendix 2 of this Policy.

8. Additional support

- 8.1. Children who consistently struggle with making the right choices may be given the support of the ELSA, a behaviour support plan agreed with parents or an identified intervention programme.
- 8.2. Quiet Club is also available for children who may need a quiet environment to temporarily support them and the behaviour choices they are making.
- 8.3. SLT will supervise pupils on an internal exclusion during lunch play.

9. Pupils' Conduct Outside of School – Teachers' Powers (DfE – February 2014)

- 9.1. Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- 9.2. Teachers may discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at that school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the pupils or
- Could adversely affect the reputation of the school.

6.3 In all cases of misbehaviour the teacher can only discipline a pupil on the school premises or elsewhere when a pupil is under the lawful control of the staff member e.g. during an educational visit.

10. Confiscation of Inappropriate Items (DfE Advice – February 2014)

There are two sets of legal provisions that enable school staff to confiscate items from pupils:

- 10.1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94, Education and Inspections Act 2006).
- 10.2. **Power to search without consent** for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 10.3. Any confiscated item will be retained by the class teacher or Headteacher until the end of the school day, or the end of that week and will need to be collected by a parent or guardian.
- 10.4. Weapons, knives and pornography will be handed over to the police.

11. Power to Use Reasonable Force

Sandhills School follows the Department for Education's Advice (February 2014) as outline below:

- 11.1. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- 11.2. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

12. Exclusion

- 12.1. In the unlikely event of the scope of this policy being exceeded, incidents of a serious nature where children present a danger to either themselves, or to the health and safety of other pupils or school property, a fixed term or a permanent exclusion may be enforced

by the Headteacher and Governors. In these cases, County guidelines and procedures for the exclusion of pupils are adhered to. (See Exclusion Policy for further details.)

13. Bullying and Cyber-bullying

- 13.1. We regard the persistent victimisation of another child, whether physical, verbal or emotional as bullying. Both face to face or via social media.
- 13.2. Our strategies for teaching and promoting positive behaviour, in conjunction with our rewards and consequences and keeping parents/carers informed, go a long way towards reducing the potential for bullying.
- 13.3. There is a separate policy for dealing with incidents of bullying. See the School's Anti-bullying Policy for further information.

14. Sexual Harassment

- 14.1. Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of 'it could happen here'.
- 14.2. Perpetrators may also be victims who are mirroring language and behaviour that they have witnessed and as such could be a safeguarding concern for them too.
- 14.3. The starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- 14.4. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- 14.5. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing.
- 14.6. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment nor should a victim ever be made to feel ashamed for making a report.
- 14.7. The actions for staff and volunteers to take are detailed in Appendix A.

15. Racism and Other Forms of Discrimination

- 15.1. At Sandhills we are opposed to all forms of racism and other forms of discrimination. The school ethos and curriculum works to provide a positive attitude and develop mutual

respect for all communities. (Refer to the Equality and Diversity Policy for information on how such incidents are reported to the Governing Body and the Local Authority - LA.)

15.2. The actions for staff and volunteers to take are detailed in Appendix A.

16. Encouraging Responsibility

- 16.1. PSHE lessons (Personal, Social, Health and Economic), the Jigsaw Programme and circle times are used to teach children how to value themselves and each other, respect differences and express any difficulties they may be experiencing.
- 16.2. Assemblies are used to promote positive behaviour and include times of reflection and moments for consideration. In cases of unacceptable behaviour, children will be expected to reflect on their actions and consider how best to rectify any damage or injustice caused. This may include apologies, either verbal or written, or replacement of damaged equipment.
- 16.3. Pupils are also taught about their responsibilities within school, the school grounds and outside school. This may include community and environmental issues.

17. Enhanced Pupil Support

- 17.1. Pupils who have recurrent and regular behavioural difficulties are assessed against the criteria in the Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings handbook to see whether they have specific difficulties. When a pupil has recognised Social, Emotional and Mental Health needs (SEMH), measures are drawn up in line with the requirements of the code of practice.
- 17.2. An Individual Behaviour Plan (IBP) may be written for children who have been identified as having recurrent and regular behaviour difficulties. The IBP will outline how pupils, school and parents will support the improvement in behaviour of the child.

18. Partnership with Parents

- 18.1. At Sandhills we believe that the partnership between parents and school is crucial. Parents have an important role to play in securing the appropriate behaviour of their child at school.
- 18.2. Parents are expected to reinforce the school's ethos of work and behaviour.
- 18.3. Parents are notified of any significant issues with their child's behaviour in school and it is expected that parents and school staff will work together to create effective solutions.
- 18.4. Parents should notify class teachers or Headteacher of any circumstances at home or school they feel may affect their child's behaviour or performance in school.

19. Role of the Governing Body

- 19.1. As part of their overall responsibilities, the Governing Body will ensure that the school complies with its duty to promote positive behaviour.
- 19.2. It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body does this by:
 - Monitoring information and data about racial incidents and bullying

- Monitoring the effectiveness of behaviour strategies within the school.

20. Monitoring and Review

- 20.1. The Headteacher will report any incidents of racism and sexual harassment to the Governing Body in the termly Report to Governors, together with any exclusions and reports of bullying.
- 20.2. This policy is a working document. Therefore, it is open to change and restructure as and when appropriate. This policy will be reviewed by the Senior Leadership Team in School.
- 20.3. The School Council will be encouraged to engage in decision-making or consultation about issues that affect the quality of children's learning and well-being and the impact the Behaviour Policy has on the school and wider community.

21. Relevant Policies and Documentation

This policy should be read in conjunction with these documents:

- Safeguarding Pupils Policy and associated documents
- Equality Policy
- Special Educational Needs and Disabilities Policy
- Anti-bullying Policy.

Appendix 1

Show Respect Stay safe Do your best

Adult behaviour:

- Adults will model polite behaviour: using a quiet talking voice, not talking with another adult in the classroom during lessons or in assembly, saying please and thank you
- Adults will always try to give attention to the children doing the right thing first.
- Adults will be punctual for playtime duty, assembly, interventions etc
- Adults will be positive, smile and welcome children into their classroom.
- Adults will remain calm. They will use a firm voice if required but will be in control of their emotions and not shout (except in a dangerous or emergency situation).
- Adults will make the rules and expectations clear and teach children what is expected.
- Being fair means understanding the context of a child's actions and applying consequences appropriately.

Normal expected behaviour for all includes pupils:	Rewards
<ul style="list-style-type: none"> ● Staying on task ● Listening to adults and other children ● Being polite ● Sharing and taking turns ● Walking quietly and sensibly around school ● Looking after the school and school equipment ● Not disturbing other children when they are working or listening ● Following instructions ● Taking pride in their work ● Taking pride in their school 	<ul style="list-style-type: none"> ● Adults acknowledge expected behaviour both verbally with a simple “well done” or comments when marking. <p style="text-align: center;">“Thank you, you are showing respect/staying safe/ doing your best!”</p> <ul style="list-style-type: none"> ● Children can be awarded Classdojo points when they show the behaviour you are looking for. You may need to be generous at first with a limit of 5 a day. 1 point at a time.
Really good behaviour includes:	Rewards
<ul style="list-style-type: none"> ● Looking after other children ● Encouraging others to behave well ● Encouraging others to do their best ● Being helpful ● Celebrating the achievement of other children ● Being a role model for other children ● Representing the school with pride and enthusiasm 	<ul style="list-style-type: none"> ● A certificate home for 25 Dojo points. ● A “fantastic” note can also be sent home via ClassDojo message for really hard work (a photo can be added) with the aim of 1 per child per half term. ● Children might be sent (with their work if appropriate) to another teacher, head of the key stage, Deputy Headteacher or Headteacher for verbal praise ● Parents might be informed by email, phone or note.
Poor behaviour could include:	Actions
<ul style="list-style-type: none"> ● Talking when they should be listening or working ● Calling out/ interrupting the lesson 	<ul style="list-style-type: none"> ● Non-verbal cues – the “look”, a gentle hand on a shoulder or a finger to your own lips. Redirection or distraction.

<ul style="list-style-type: none"> ● Being slow to start work or follow instructions ● Avoiding lessons by hiding or not bringing PE Kits or swimming kits ● Avoiding class work (frequent trips to the toilet/ pencil sharpening) ● Sulking or snapping at others ● Antagonising others ● Running and shouting around school ● Tipping on chairs ● Moving around the classroom without permission ● Name calling 	<ul style="list-style-type: none"> ● Pointing out that everyone else is walking/working quietly/lining up <p>Step 1: The expected behaviour will be made clear to the children. “Remember we show respect by taking turns in games” or “Remember we stay safe in school by walking”, “Remember we show respect by not calling out”.</p> <p>Step 2: If the behaviour continues then children will then be reminded of the consequences if they choose to continue behaving poorly. “I’ve reminded you we take turns in games. If you carry on playing unfairly, I will stop the game and speak to you at lunchtime/playtime/end of the day” They will be given a short time to make the right choice <u>without attention from staff</u>. Children might be asked to move seats or to sit outside the classroom for a short time <i>with a timer</i>. Wherever possible the pupil needs to be reminded of the expectations and that this is a fresh start following their time out.</p> <p>This could be recorded on the behaviour log if this is a repeated pattern.</p>
<p>Very poor behaviour:</p>	<p>Consequences</p>
<ul style="list-style-type: none"> ● Persistent (continues after steps 1 and 2 above) low-level poor behaviour intended to avoid work or distract or upset others. ● Refusing (after steps 1 and 2 above) to follow instructions ● Refusal to work (after steps 1 and 2 above) ● Rude/disrespectful ● Swearing ● Physical aggression with provocation ● Refusing to take responsibility for their actions, lying about what they have done, blaming others or lying about the actions of others ● intentional sexual comments or actions (see section below) 	<p>Step 3: Make it clear to the child which rule they have broken and the steps that have been taken to help them make the right choice. Children will be sent with their work to a parallel classroom (at a separate table distanced as far as possible from the class) for a fixed period of time (no longer than an hour) and will miss part or all of their lunchtime or playtime. During the playtime or lunchtime children will have a conversation with an adult asking them to reflect and talk through the incident with their teacher. It may be appropriate to complete a reflection sheet. <i>The staff in the parallel class will not engage with the child beyond finding them a seat. Careful consideration will be given as to which classroom the child is asked to work in to avoid siblings etc.</i> If this is a regular pattern for a child then parents will be contacted and a behaviour plan discussed (see behaviour plan in Appendix). SLT will monitor the behaviour log and provide support for completion of a behaviour plan.</p> <p>This needs to be recorded on the Behaviour Incident Sheet and recorded on the behaviour log.</p>
	<p>Step 4: <u>If a child returns to their own class and immediately continues with the same poor behaviour - a member of SLT should be called.</u></p>
<p>Dangerous or threatening behaviour</p>	<p>Consequences</p>

<ul style="list-style-type: none"> ● Unprovoked significant physical or verbal aggression intended to cause harm ● Bringing dangerous items into school (cigarette lighters, knives, matches) ● Damaging property or equipment ● Racist comments intended to be hurtful (see racist incident section) ● Threatening or bullying behaviour ● Stealing ● Using electronic devices to bully or frighten others, either during the school day or at after school events 	<p>Step 4: Inform a member of SLT.</p> <p>Children will be required to work outside of the classroom in the attached learning area of their class or a neighbouring class for a fixed period of time. <i>This will usually be half a day but may be less for younger children.</i></p> <p>The children will not be allowed out to play during this time. The teacher or teaching assistant will sit with the children to complete a reflection sheet which will be sent home with an accompanying letter for parents.</p> <p>Parents will be contacted by the class teacher by telephone at the end of the school day. <i>If you need to leave an answerphone message, simply ask the parent to contact you.</i> A sample letter is available as a followup to a conversation with a parent but not to replace it.</p> <p>The children may be asked to complete a restorative task e.g. a letter of apology, tidying the classroom, cleaning/repairing damage.</p> <p>This needs to be recorded on the Behaviour Incident Sheet and recorded on the behaviour log.</p> <p>** Note: The Headteacher can exclude a child either for a fixed term or permanently.</p>
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Sexual Harassment	
<p>This may occur in person or online:</p> <ul style="list-style-type: none"> ● Comments generalising about girls/boys/women/men (all boys smell, girls are always bad at football etc) Comments related to appearance. ● Comments made about aspects of another pupil's body. ● Intentional touching of another pupil's clothing or body (pinching bottoms, snapping bras etc) ● Intentional looking at parts of another pupil's body (looking up skirts, lifting tops etc) ● Sexualised name calling ● References to sexual behaviour. ● Online comments or sharing of images. 	<p>Each situation is likely to require a different response.</p> <p>General unacceptable comments that are not aimed at an individual need to be addressed straight away. The perpetrator needs to know that this is unacceptable straight away. It will not always be necessary to do any more than that, if it is clear that the message has been understood. If the same or similar comments are repeated by the same person, then this needs to be addressed as part of the behaviour steps in the sections above.</p> <p>Where a comment has been addressed to an individual the member of staff should reassure the victim and establish the facts. Record the facts as a behaviour incident. Again, depending on the circumstances, it may be appropriate to ensure that the perpetrator understands that this is unacceptable (an educational response). If the comment or action was more serious or repeated, Step 3 of the Behaviour policy should be followed. Both the victim and the perpetrator's parents should be telephoned, and the incident must be recorded as a sexual harassment incident in the behaviour records.</p>

	<p>Inform SLT and/or ask for their support in dealing with an incident.</p> <p>If a pupil's behaviour suggests that they may have been exposed to sexual images or language which are not age appropriate, the member of staff must also complete a My Concern referral.</p>
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Racist Incidents	
<p><i>A racist incident is any incident which is perceived to be racist by the victim or any other person.</i></p> <p>A racist incident may take the form of:</p> <ul style="list-style-type: none"> ● Derogatory name-calling, insults, racist jokes and language either face to face or via social media ● Verbal abuse and threats ● Physical assaults ● Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language ● Refusal to cooperate with others because of any of the above differences 	<ol style="list-style-type: none"> 1. Allow time for all involved to be calm but make sure all parties know that it will be dealt with. 2. Establish the facts and record them. 3. Make it clear that any racist behaviour is unacceptable and breaks our school rules. 4. Use reasoning and enquiry questions to get the perpetrator to question the evidence that they are basing their ideas on. Asking questions to enable someone to question the basis of their own points of view, rather than have you question it for them, is an effective way of challenging an attitude. Examples of reasoning questions are on the Racist Incident question sheet which can be found in behaviour files. 5. Empathise with how the perpetrator is feeling. People expressing prejudice may have low self-esteem and/or concerns about loss of identity and belonging. They may have picked up fears or misinformation from the media, or from family and peers. Let them know that you understand why they might be feeling this way whilst challenging the view itself. Just dismissing their concerns has the potential to create bitterness, a feeling that they have not been listened to and to reinforce their prejudice and fear. 6. Incidents that were made thoughtlessly, unintentionally or without intention to harm require an educational approach. This might be through work with an individual perpetrator or with a whole class. 7. Incidents intended to cause harm or offense should be dealt with under item 4 above but will also require an educational response. 8. Inform SLT and/or ask for their support in dealing with an incident. 9. Inform parents of all children involved including any witnesses.

Lunch and Playtime

Normal expected behaviour and really good behaviour.	<ul style="list-style-type: none"> ● Verbal praise.
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	<ul style="list-style-type: none"> Let the class teacher know at the end of break/lunchtime.
Poor behaviour: <ul style="list-style-type: none"> Rough play Not taking turns in games Not listening to instructions Excluding other children from games 	Reminder: Remember we show respect by taking turns in games” or “Remember we stay safe in school by walking/ not play fighting” Reminder + Consequence: If it happens again/ I will ask you to sit out for 5minutes. Repeated – sit on bench with timer
Really poor behaviour: <ul style="list-style-type: none"> Refusing to follow the instruction to sit out Swearing Aggressive behaviour Racist comments 	Refer to class teacher

Appendix 2

Behaviour Plan	
Pupil name:	Class:
Date of birth: Date plan starts: Date of next review:	Diagnosis/medical needs/TAF: YES NO Staff working with the pupil:
Challenging behaviour	Targets

Strategies for positive behaviour	Early warning signs
Reactive strategies	Support after an incident
Agreement: Parent name Parent signature Date	Staff name Staff signature Date

