

# **Platt C.E Primary School** **Behaviour Policy (Including Anti-Bullying and Racial Incidents) and Exclusions**



## **Rationale:**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

- To promote self-discipline and consideration of others
- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school- teaching and non-teaching staff.
- To ensure that parents are informed and are aware of the disciplinary procedures.
- To provide a system of rewards to encourage good behaviour.
- To try and reverse continuous and habitual offenders by using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To prevent bullying.

## **PRINCIPLES AND RESPONSIBILITIES Principles**

At Platt Church of England Primary School our Behaviour code is based on Christian values. We expect children to be caring, respectful and considerate of others. We encourage them to be tolerant of others and learn to forgive. Members of staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged.

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LEA, governors, parents and carers and others in the community.

## **Responsibilities**

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- working as a team, supporting and encouraging each other

- providing a well ordered environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs,
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work,
  - rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school

## **TRAFFIC LIGHT SYSTEM**

All the expectations are set out in a traffic light system (*please see appendix1 for this*) that was consulted with stakeholders. This is displayed in every classroom and central areas. Additional class rules are devised through discussions with the children, to hear their opinions at the beginning of the academic year. All rules are displayed in the appropriate place.

### **Routines:**

We establish clear routines to ensure everybody and safe.

#### **• End of playtime**

Bell to distinguish playtime from learning –time- pause to quieten, walk to line when asked: avoid chatter while lining up and entering. Staff should be prompt in fetching children. Lunchtime supervisors should report any significant incidents to class teachers or Head Teacher

#### **• Worship**

to encourage a sense of expectation/reflection, arrive, sit and wait without talk; if applicable, listen to music, or look at visual aid.

#### **• Beginning of lessons/registration periods**

Children should settle straight to work, or to listening

#### **• End of lessons**

Children should leave in an orderly way. There should be a quiet time to say Grace before lunchtime, and an afternoon prayer before going home

#### **• End of day**

Children's departure should be orderly and supervised, with younger children being handed directly into the care of recognised adults. Any child who wishes to walk home alone, need written permission before hand.

#### **• Class charters**

Class teachers should discuss with children appropriate conduct for their classroom. This may be set out as a charter and displayed, this is annual event each September, with revisits throughout the year. The class charter is discussed, created and agreed with the children. The principle behind charters is that children think about the rights that they have but also the responsibilities that come with those rights. Staff use the language of rights and responsibilities when discussing behaviour. These charters will be available for parent son the school website and shared at class meetings.

### **Rewarding helpful behaviour**

Praise is a great motivator and should be given freely in whatever way is most appropriate or the children concerned – orally, with stars/smiley faces/stickers, by employing positive

comments that highlight what they have done well. Praising the first child ready is often more effective than nagging the last, as it reinforces positive expectations.

Each class follows the traffic light system – *see appendix 1*

Everybody is expected to be on green. Children that excel may earn a Mega star, once they have 25 of these, they will share this good news with the Head Teacher and she will send a postcard home to share the news with the pupil's family. This means that they receive numerous verbal acknowledgements of their achievements. The newsletter will also celebrate the achievement.

Golden Time At times during the year children can earn Golden Time. This is time when children can choose their activity.

Pupils are invited by the Head Teacher to sit on the special table with her on a Friday lunch time that have been nominated by MDS who have noticed those being polite, kind and well behaved.

## **Sanctions**

The School Approach – the traffic light system

Steps

1. Verbal warning
2. Amber light = Official warning = time off playtime
3. Red light = sent to Head Teacher. Red will mean a phone call home.

In the case of recurring problems, a behaviour plan will be put into place. This may mean other strategies being used, there are a few:

- a pattern of rewards and sanctions which suit the child and the problem
- discussing with parents the nature of the problem and how to manage it
- involving the Head Teacher in highlighting the seriousness of the problem and monitoring progress

Immediate response to a problem may sometimes include short 'time out' periods away from a working group. Such periods should be purposeful, not time-wasting, and brief. A similar approach may apply at playtime. This should make a break in the unhelpful behaviour pattern, and lead back to involvement in a helpful pattern as quickly as possible.

## **Racial Harassment**

Any incident of bullying or of racial harassment should always be reported to the Head Teacher straight away, racial incident procedures would be followed. In dealing with it, staff will be guided by the procedures for dealing with such incidents in the **Appendix 2**.

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## **Exclusion:**

*The school will refer to the Kent Exclusion Guidance to inform any exclusion process, which also provides a clear process for Governors to follow as well as Model Letters.*

These are three types of exclusion that our school may use:

- Permanent – The pupil will not return to the school
- Fixed term – This is a temporary exclusion which can be between 0.5 and 45 school days in length. No pupil may be excluded for more than a total of 45 school days in any one academic year.
- Lunchtime - Fixed-term exclusion where the pupil is excluded from the school premises for one or more lunchtimes.

### **Permanent exclusion**

Permanent exclusion should usually only be used as a final step when a wide range of other strategies have been tried and failed. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child.

There may be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might 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.

We will consider whether or not to inform the police where such a criminal offence has taken place. We will also consider whether or not to inform other agencies, e.g. the Youth Offending Service, social workers etc.

These instances are not exhaustive but indicate the severity of such offences and the fact that behaviour can affect the discipline and wellbeing of the school community.

The LA will be informed of the exclusion within one school day via Digital Front Door (DfD) on KELSI. If the pupil lives outside the LA in which the school is located, the head teacher will also advise the 'home' LA of the exclusion so that they can make arrangements for the pupil's full time education from the 6th school day of the exclusion.

#### *Days 1 to 5*

The school will ensure that the parent is fully informed of their duties in the first five days of exclusion and of the school day from which the pupil will be provided with suitable alternative education by the LA. During the first five school days, the school should send work home for the pupil to complete.

Parents should note that they must ensure that the pupil is not present in a public place during school hours without reasonable justification. Parents can be prosecuted, or given a fixed penalty notice of £120 if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises. If the LA is advised that a parent has failed to comply with supervision requirements during the first 5 school days of a permanent exclusion, the School Attendance Service will take further action if, after enquiries / evidence gathering, the relevant officer decides that there are sufficient grounds on which to proceed.

#### *Day 6*

The LA is statutorily responsible for ensuring that full-time provision is made for all permanently excluded Kent resident pupils from the 6th school day of the exclusion.

### **Fixed term exclusion**

Although the law allows for a head teacher to exclude a pupil for up to 45 days in a school year, advice suggests that exclusions should be for the shortest time necessary. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed-term exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, we will consider alternative strategies for addressing that behaviour.

If a pupil transfers to a new school during the academic year, records of the fixed-term exclusions will be transferred promptly to the new school.

A fixed-term exclusion does not have to be for a continuous period.

### *Days 1 to 5*

We will ensure that the parent is fully informed of their duties in the first five days of exclusion, of the school days on which the pupil will be provided with suitable education and must attend that provision and of any sanctions that may be imposed for non-attendance.

During the initial period of up to five school days, the parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification. Parents can be prosecuted, or given a fixed penalty notice of £120 if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises. If the LA is advised that a parent has failed to comply with supervision requirements during the first 5 school days of an exclusion, the School Attendance Service will take further action if, after enquiries / evidence gathering, the relevant officer decides that there are sufficient grounds on which to proceed.

The school must ensure that work is set for the pupil to complete during the first five school days of exclusion and that it is marked, unless during that time the pupil will be attending alternative provision (arranged on a voluntary basis by the school).

### *Day 6*

Where a pupil is given a fixed-term exclusion of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion.

We will monitor the pupil's attendance from the 6th school day of an exclusion, in conjunction with the Area Inclusion and Attendance Team. It is possible to prosecute for non-attendance from the 6th school day of exclusion if criteria are met. All exclusions will be reported to the LA via Digital Front Door (DfD) on KELSI. The LA will be informed of the exclusion within one school day where the exclusion totals > 5 days in a term. The LA will be informed as soon as possible of exclusions of 5 days or fewer in a term.

### **Reintegration meeting:**

Whilst the Statutory Instrument requiring a reintegration meeting was revoked as part of the September 2012 revisions guidance, it is considered good practice that schools meet with parents and the young person to discuss the issues and reasons for the exclusion and agree a way forward. The purpose of the reintegration meeting should be to support the pupil's reintegration and promote the improvement of his or her behaviour. The pupil should normally attend all or part of the meeting with at least one of his/her parents.

A fixed-term exclusion will not be extended if such a meeting cannot be arranged in time or the parents do not attend.

### **Lunchtime exclusion**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period, this is a fixed-term exclusion counted as one half of a school day (1 session). The Secretary of State does not expect to see lunchtime exclusion used for longer than a week, in the long run another strategy for dealing with the problem should be worked out. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful.

Taking into account the child's age and vulnerability, the head teacher should ensure that a parent/carer has been contacted and is available, if appropriate, to arrange collection and supervision of the pupil during the lunchtime exclusion. Arrangements should be made for pupils who are entitled to free school meals, which may mean providing a packed lunch. The LA must be informed, via DfD, of the exclusion within one school day where the exclusion totals > 10 lunchtimes in a term. The LA should be informed as soon as possible of exclusions of 10 lunchtimes or fewer in a term.

### *6th day provision*

Schools are not required to provide full-time education from day six of a lunchtime exclusion, lunchtime exclusions are not affected by the regulations on day six provision.

### **Decision**

A decision to exclude should not be taken in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil themselves. Before reaching a decision as to whether to exclude the head teacher should:

- Ensure that a thorough investigation has been carried out.

- Consider all the evidence available to support the allegations, taking into account the school's behaviour and equal opportunities policies, and where applicable the Equality Act 2010 as amended.
- Be satisfied that, \*on the balance of probabilities, the pupil did what he/she is alleged to have done.
- Allow and encourage the pupil to give their version of events.
- Check whether an incident may have been provoked, for example by bullying (including homophobic bullying) or by racial/sexual harassment.
- Consider whether the proposed sanction is proportionate in itself and in light of the treatment of any others involved in the incident.
- Consult others if necessary (being careful not to involve anyone who may later take part in the statutory review of their decision e.g. a member of the Governors Review Meeting).
- Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.
- Be satisfied that the decision to exclude the pupil was lawful, reasonable and procedurally fair, taking account of their legal duties.
- There is no alternative can be found by the school or Kent LA to the exclusion.

\*The standard of proof to be applied is the balance of probabilities, i.e. is it more probable than not that the pupil did what he or she is alleged to have done. The 2012 guidance removes the need for there to be more convincing evidence the more serious the allegation.

A head teacher may choose to withdraw the exclusion at any time prior to it being reviewed by the governors.

A checklist to assist schools in making a decision in relation to pupil exclusion (Appendix 3).

### **Notification of parents**

Whenever a head teacher excludes a pupil, they must notify the parent without delay, ideally by telephone followed up by a letter.

All exclusion cases should be treated in the strictest confidence, only those who need to know the details should be informed of them.

In exceptional cases, usually where further evidence has come to light, a fixed-term exclusion [given 'pending further investigation'] may be extended, or converted to a permanent exclusion, a second letter should be sent to the parents explaining the reasons for the extension/change.

The school will use the model letters the Kent Exclusion Guidance for Schools to keep parents informed. The school will keep evidence to prove that parents were notified of their responsibilities for days 1-5 and 6+.

#### *Day 6*

In the case of an exclusion of >5 days, the parent must be informed of arrangements for 6th day provision, in writing at least 48 hours before the provision is to commence.

### **Pupils with special educational needs**

Pupils with a statement of special educational need, with an EHCP or in the process of having a SEN Statement or an EHCP should not be permanently excluded except in the most exceptional circumstances. This is because head teachers/teachers will usually be aware of increasing problems of this cohort of pupils before the situation has escalated and should try every practicable means to maintain placements, including seeking LA and other professional advice and support. Where this process has been exhausted the school should liaise with the LA to arrange an interim annual review of the statement and seek advice from the relevant agencies.

If a head teacher decides to permanently exclude a pupil with a statement of SEN, they should use the period between their initial decision and the Governors Review Meeting to work with the LA to see whether more support could be made available, or whether the statement could be changed to name a new school. If either of these two options is possible, the head teacher should normally withdraw the exclusion.

It is extremely important that parents of children with SEN who are excluded from school receive advice on the options available for their child's future education.

## **Restraint**

Recent legislation clarifies the position as far as the restraint of pupils is concerned. The Education and Inspections Act 2006 enables school staff to use “such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do” any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility  10 years old , what would be an offence for an older pupil)
- causing personal injury to any person (including the pupil themselves)
- causing damage to the property of any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise

The Act also defines to whom the power applies as follows:

- any teacher who works at the school
  - any other person whom the Head Teacher has authorised to have control or charge of pupils.
- Specific mention is made of support staff, teaching assistants, learning support assistants, learning mentors and lunchtime supervisors

## **Procedures For Providing Children With Opportunities To Discuss Appropriate Behaviour**

- a programme of personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see PSHE policy)
- a clear focus for work on relationships and feelings as part of the PSHE work throughout school
- a programme of religious education which includes ethical issues (see RE policy)
- circle time – an opportunity for open discussion held in class groups at regular intervals
- the agreement of a set of rules by each class at the beginning of term 1.

## **Liaison With Parents**

Parents will be kept informed about their child’s behaviour. If it appears that this has to be monitored on a regular basis a ‘home/school contact’ book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home. The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

## **Outside**

If the behaviour is regular and having an impact on the learning of any child, a referral to the SENCO should be considered. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and head teacher, or as the result of discussion at in as pupil progress meeting, which takes place termly. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

- Cognition and Learning Service
- Educational Psychologist
- Behaviour Support Service
- Teacher for Hearing Impaired
- Teacher for Visually Impaired
- Speech Therapist
- Physiotherapist
- Pre-School Advisor
- School Doctor
- Social Services
- School Nurse

## **Monitoring**

In light of this policy the senior leadership team will continually monitor the behaviour throughout the school. A record is kept of red incidents and action is taken when necessary. Agreed changes to this policy will then be incorporated as necessary.

# **ANTI-BULLYING POLICY**

## **Our Approach To Bullying**

Bullying both verbal and physical will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms.

The 3 main types are:-

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting or racist remarks
- indirect – spreading unpleasant stories about someone, excluding someone from social groups

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

## **Aims**

- we aim to prevent bullying at Platt Primary School
- we aim to raise pupils awareness of bullying behaviour and the school's anti-bullying policy
- we aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school
- we aim to improve the play facilities so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised

## **Reasons For Being A Victim May Include**

- race/sex/background
- new child in school
- child with family crisis
- disability
- timid children who may be on the edge or outside a group Bullies make life miserable for many children.

## **DfE Definition of Bullying**

- it is deliberately hurtful behavior
- it is repeated often over a period time
- it is difficult for those who are being bullied to defend themselves

## **Reasons For Being a Bully May Include**

- victim of violence
- bullied at home
- enjoyment of power/creating fear
- not allowed to show feelings



- copying behaviour at home or on TV
- unhappy
- insecure (coward at heart)
- self hating.

It occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and adults.

### **Early Signs of Distress**

- withdrawn
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrivals
- bed wetting
- cry themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions.

### **Framework For Anti-Bullying Campaign**

Prevention is better than cure so at Platt Primary School we will:

- is vigilant for signs of bullying
- always take reports of bullying seriously and investigate them thoroughly.

Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

### **Each Class**

Use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it. Use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with 'bullying'.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

A record must be kept of the incident – date – time – place – names of children involved and their accounts of what happened. Older pupils may be able to write these themselves. Serious incidents must be reported to the Head Teacher or a member of the senior management team. – These are reported in the 'incident folder'

Persistent bullies will have a fixed term exclusion imposed and, in very serious cases, will be expelled.

### **Duty Staff Should Always**

- Ensure pupils are supervised at playtimes and lunchtimes.
- Patrol secluded areas such as toilets, corridors, playsheds and doorways.

- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around the school.
- Use playground pals as 'buddies'
- Developing the Listening Ear – a Listening Service for children

### **Parents**

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken.

Involvement of parents at an early stage is essential.



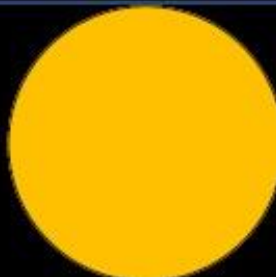

If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement – e.g. behaviour support service. Parents will be kept informed at all stages.

This policy is part of the school behaviour policy.

It will be reviewed at least annually and in the light of any changing circumstances.

# PLATT PRIMARY SCHOOL BEHAVIOUR SYSTEM

Every child has the **right to learn** and to be as treated as an **individual**.

<p><b>MEGA STAR</b></p> <ul style="list-style-type: none"> <li>• Know that it might not always be easy when learning but that is ok and we keep trying.</li> <li>• Question and reason.</li> <li>• Work together and learn from / with others.</li> <li>• Knowing when it is right to work with others or alone.</li> </ul>			<p><b>MEGA STAR</b></p> <p>25 mega stars will equal a postcard sent home and a mention in the school newsletter.</p>
<p><b>Green behaviour:</b></p> <ul style="list-style-type: none"> <li>• We treat ourselves and others with respect.</li> <li>• Good presentation</li> <li>• Good listening and looking</li> <li>• Good organisation</li> <li>• Follow instructions</li> <li>• Moving safely around school.</li> <li>• Following the examples in the Bible we have learnt about.</li> </ul> <p><b>READY TO LEARN</b></p>		<p><b>VERBAL WARNING</b></p>	<p>A green learner makes good progress and helps everybody feel happy and safe at our school.</p> <p>Is prepared and skilled to be a lifelong learner.</p>
<p><b>Amber behaviour:</b></p> <ul style="list-style-type: none"> <li>• Stopping others or themselves from learning.</li> <li>• Not ready to learn.</li> <li>• Being unsafe.</li> </ul>			<p><b>Possibilities:</b></p> <ul style="list-style-type: none"> <li>• Time out</li> <li>• Missed playtime</li> <li>• Working outside the class or in another classroom.</li> </ul>
<p><b>Red behaviour:</b></p> <p>Continuing amber behaviour.</p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Vandalism</li> <li>• Not taking care of school or others property.</li> <li>• Putting ourselves or others in danger.</li> </ul>			<p><b>Will be sent the Headteacher or a Senior member of staff.</b></p> <p><b>Possibilities:</b></p> <ul style="list-style-type: none"> <li>• Headteacher to contact parents</li> <li>• Missed playtime</li> <li>• Maybe excluded from the classroom for a length of time.</li> </ul>

We aim to NEVER have reds in this school. Some children may have individual behaviour plans.

## **Appendix 2:**

### **Dealing with Racist Incidents Policy**

**The school has adopted and will follow the Local Authority advice and guidance as set out in the LA document “Dealing with Racist Incidents in School”.**

Where the incident involves a pupil and the alleged perpetrator is a member of staff, it will be dealt with according to the school’s Disciplinary Procedures. Incidents where the victim and the alleged perpetrator are both members of staff, the incident will be dealt with according to the Procedure for Dealing with Complaints of Harassment and Bullying by Employees.

#### **Principles**

- The school believes that all pupils, regardless of their race, nationality, culture or religion, are entitled to an education, which is free from racial discrimination and harassment.
- All staff are expected to take all allegations seriously and to implement the agreed policy and procedures.
- Dealing with racist incidents should be seen as part of the school’s general Behaviour Policy, which includes dealing with bullying.
- The Head Teacher will keep staff and governors updated on racial equality and harassment issues through briefings and INSET.
- The Head Teacher will present an annual report to the Governing Body on the details logged in School Racist Incident Forms (FORM RI 1). This data is also sent in summary form to the LA.
- This policy will be reviewed regularly and take account of the school’s experience during the previous year.

#### **The Legal Position**

- Under the Race Relations Act 1976 the school has a duty to ensure that it eliminates unfair racial discrimination and to promote equality of opportunity and good community relations.
- Under the Act it is illegal to discriminate directly or indirectly against an individual on grounds of racial origin or to stir up racial hatred. “Racial grounds” are defined as race, colour, nationality – including citizenship – or ethnic or national origins.
- Under the Criminal Justice and Public order Act (1994) intentional racial harassment is a criminal offence.

#### **The Definition of a Racist Incident**

Home Office advice and the recommendation of the Stephen Lawrence Inquiry is that: “A racist incident is any incident which is perceived to be racist by the victim or any other person.” This definition is designed to take account of the possibility of a racist dimension to a situation and to ensure uniformity of reporting.

**Examples of Racial Harassment in School might include:**

- \* verbal abuse of any kind, including name calling. (Terms such as “Paki”, “Gypo”, “Chocolate Face” etc. are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general.)
- \* physical assault;
- \* physical threat, intimidation or harassment (including attacks on possessions);
- \* ostracism in the playground, classroom or working groups;
- \* racist jokes (including jokes about other nations or particular groups);
- \* graffiti which is racially offensive;
- \* wearing of racist badges or t-shirts;
- \* distribution of racist literature, including jokes, cartoons, drawings etc.

**Values, Ethos and Relationships**

- \* Platt Primary School is committed to an inclusive policy which encourages good relationships, mutual understanding, the celebration of diversity together with mutual respect and trust.
- \* Every child in the school is valued equally.
- \* Staff respect and nurture the individual identity of all children.
- \* Governors and staff are committed to fairness, justice and respect in the way they behave towards each other. Everyone is aware that racism is unacceptable and will not be tolerated.
- \* Governors and staff value cultural and ethnic diversity and celebrate the achievements of all pupils through the curriculum, assemblies, displays, resources in the library and school events.

**Where ethnic minority pupils form part of our school community, every effort is made to ensure that;**

- \* minority ethnic pupils feel that their home language, background and culture are valued;
- \* the parents of minority ethnic pupils feel positive about the school and are involved in their child's education;
- \* staff are sensitive to the specific cultural, educational, and emotional needs of children such as those with English as an additional language (EAL),

Traveller children, refugees or asylum seekers.

### **The Curriculum and Race Equality**

So that all children in the school will learn about their rights and responsibilities in a multicultural society, the curriculum is designed to include:

- teaching about the entitlement of each individual to basic human rights;
  - using themes, units of work, books and materials which raise, explore and value issues of similarity and difference; and which challenge prejudice, racism and discrimination as well as promoting equal opportunity and justice;
  - selecting books and other materials in the classroom, the library and the school displays which reflect a positive image of minority and ethnic groups in Britain and the wider world;
  - offering a global dimension to the curriculum which introduces pupils to the achievements of people in the wider world and issues of world history and development;
- \*involving people from a range of backgrounds to share their experiences with pupils and pass on their knowledge and skills;
- \* examining viewpoints and lifestyles and how they can be influenced by religious, social, cultural and economic factors;
  - \* providing opportunities for children to work co-operatively and collaboratively, to listen to each other and to discuss different viewpoints in a calm and rational manner;
  - \* developing the critical skills and knowledge of pupils so that they are able to detect and challenge examples of bias, prejudice, stereotyping and racism;
  - \* encouraging pupils to discuss openly examples of conflict and prejudice so that they are enabled to deal effectively with racist incidents and counter racial harassment.

### **Working With Parents**

All parents of pupils at the school are expected to support the school in promoting race equality and countering racial harassment.

### **The school will:**

- \* inform all parents about the school's policy on race equality

- \* encourage all parents to play an active part in the life of the school and report any concerns they have about racism in the school;
- \* ensure that parents are informed if their child has been the victim of a racist incident. They will be told about the action taken by staff and reassured that the staff will support the child and make every effort to prevent any recurrence of the incident;
- \* use opportunities presented by assemblies, school functions, parents' evenings and newsletters to share with all the parents the commitment of the school to race equality;
- \* challenge any racist views or comments which may be expressed by parents in discussion with a member of staff or on the school premises, and drawing their attention to the school policy, LA guidelines and national legislation;
- \* be alert to incidents which take place outside the school premises and being prepared to support families under threat of racial harassment. This might include working with outside agencies such as the Kent Racial Harassment Initiative, the Council for Racial Equality and the Police.

### **Dealing with the Perpetrator(s) of a Racist Incident**

All racist incidents will be considered as serious and dealt with accordingly. The member of staff who first encounters the incident must express firm disapproval and take positive action to deal with the situation. Failing to do this will could be seen as condoning the behaviour and thus discourage pupils and parents from reporting incidents.

Prompt, appropriate and consistent responses from staff will encourage pupils and parents to report incidents and share their concerns and worries. As far as the perpetrator is concerned, it is the behaviour the school disapproves of and not the child.

#### **Effective action could include:**

- \* investigating the incident to ascertain the facts, together with the background which led up to the incident;
- \* drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong hurtful or offensive;
- \* seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- \* where an assurance is forthcoming, asking the pupil to apologise for his/her action;
- \* referring the incident, where appropriate, to a senior member of staff for disciplinary action in accordance with the school's Behaviour Policy;
- \* contacting the parents to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is a repetition;
- \* in appropriate cases, considering the use of positive strategies other than sanctions and punishment which might help and encourage the pupil to overcome his/her prejudices and to desist from engaging in similar behaviour in the future;

## **Supporting the Victim**

Action taken to deal with a racist incident must include support for the victim. A caring, sensitive approach that includes reassurance will help demonstrate the school's commitment to combating racism.

Effective action could include:

- \* speaking separately to the victim, giving him/her support and reassurance;
- \* offering the pupil an opportunity to talk about the incident and say how he/she feels;
- \* asking whether the pupil has been subject to racism on previous occasions;
- \* recognising that the pupil might rather talk about the incident at a later stage;
- \* explaining to the pupil the action that has and/or will be taken;
- \* reassuring the pupil the school's commitment to combating racism and encouraging him/her to report incidents in the future;
- \* recording the pupil as a victim on the school's forms at the front of each class register;
- \* informing the parents of the incident; explaining what has happened and what action has been taken by the school; reassuring them that the school will take steps to try to prevent any repetition of the incident;

Care needs to be taken where an allegation of racial harassment is proven, on investigation, to be groundless, the complainant needs to have the situation explained with due sensitivity to ensure that they are not discouraged from expressing any similar concerns in the future.

## **Following Up An Incident**

**Effective action could include:**

- \* Considering whether the actions of the perpetrator to see if there were any underlying reasons which might have made him/her behave in this way;
- \* Monitoring the perpetrator's future behaviour;
- \* Considering whether any other members of staff need to be informed
- \* Identifying any particular places or times when pupils might be vulnerable, alerting duty staff and MDAs by way of the staffroom whiteboard; encouraging staff to keep an eye on the victim building up his/her trust over time;
- \* Consider whether the topic needs to be part of a class discussion, phase or whole-school assembly;
- \* Staff to be alert for pupils who may be suffering in silence.



## **Recording and reporting Procedures**

- All incidents should be reported and recorded on the School Racist Incident Report form (FORM RI 1) however minor that might seem at the time.
  - The Head Teacher is responsible for overseeing the reporting procedure and will monitor the incidence of racial harassment on a regular basis.
  - The information recorded will form the basis of the Head Teacher's termly Report to Governor's, where there is information to report, and the return made annually to the LA.
  - A record will be kept of action taken by the school
- \* All records will be kept securely in the Head Teacher's office.

## **Appendix 3:**

### **Head teacher's exclusion checklist**

On the balance of probabilities, do you consider the pupil committed the offence  
Does the incident represent a serious breach of the school behaviour policy / the final straw in a series of incidents which has persistently breached the Schools behaviour policy despite support to change those behaviours?

Does the pupil's presence seriously harm the education/welfare of pupils/others?

Is exclusion the appropriate response?

Factors to Consider

- Decision to exclude not taken in the heat of the moment
- A thorough investigation has been carried out
- Evidence has been considered in the light of policies and discrimination
- The pupil's views have been encouraged, heard and recorded
- Mitigating circumstances and provocation (bullying etc.) have been considered
- Appropriate wider consultation has been considered

Has there been involvement from specialist teaching service, Early Help, LIFT, PIAS or other relevant service?

Have the school considered whether the case meets the criteria for a High Need Funding support as an alternative to exclusion?

Has a pastoral support programme been implemented?

Have alternatives to exclusion been considered (e.g. restorative justice, mediation, internal exclusion, school to school managed move, respite at PRU) [click here to see details on Kent KELSIS](#)?

Special Considerations (exclusion should only be used as exceptional)

Does this pupil have an EHCP (formerly statement of special educational needs) or in the process of having EHCP?

If so:

- Have you contacted the special needs officer to find alternative to exclusion?
- Has an emergency annual review been called to avoid exclusion?

Is this pupil currently a child in the care of the Local Authority?

If so:

- Have you contacted the Head of the Virtual School Kent (VSK) and Social Worker?

Is this pupil subject to Child Protection procedures or a Child In Need?

If so:

Have you spoken to the Social Worker?

Is there a Kent Early Help Plan for this pupil?

If so:

Have you spoken to the Early Help Worker?

Have issues of SEN, disability, race and care been fully considered?

*See separate check list for considerations around the exclusion of children with SEN/disability*

Has the appropriate length of exclusion been considered?

Has the school contacted PIAS including to find an alternative to the exclusion?