

Whittle-le-Woods CE Primary School Mission Statement

Our Christian family leads and encourages everyone to:

- * Flourish; soar in faith and talents
- * Serve others courageously
- * Be excited and curious to learn

We do this within our safe, happy, diverse and nurturing Christ centred environment ensuring 'all have life and have it to the full' John 10:10

At Whittle-le-Woods C.E. Primary School, we embrace the development of Christian Values embedded in Christian love.

Aims and expectations of this policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The challenge of making every child matter centres on Universal expectations for every child and each child being accepted as a unique child of God. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour and Relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Through the Behaviour and Relationships policy, the school will promote such values as:

- Respect for one's self and others
- Honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

We will underpin these with the firm teaching of Christian Values such as love, joy, peace, forgiveness, reconciliation and justice. The Christian Ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

The school follows rules, but our Behaviour and Relationships policy is not primarily concerned with rule enforcement; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We treat all children fairly and apply this Behaviour and Relationships policy in a consistent way.

Our school will work with the Church and other partners to provide a Christian environment where all are:

- Secure, valued and cared for by all other members of the Christian community
- Confident in voicing concerns, raising questions and exploring and confirming values and beliefs
- Listened to with respect
- Identified and appropriately supported
- Safe from bullying and discrimination in a Christian community that respects and cares for others

The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good relationships, rather than merely deter anti-social behaviour. Good behaviour, healthy relationships and discipline are essential to an orderly working atmosphere where effective learning and teaching can take place. The Behaviour and Relationships policy should be clearly understood by all members of the school community – pupils, parents, governors, teaching and non-teaching staff.

The Behaviour and Relationships policy will offer support systems for staff, who, in turn, have a responsibility in setting a good example to children and in contributing to the support systems if they are to succeed. Parents should be involved in all aspects of a child's development and they should be notified at an early stage if a child is having behaviour and relationships difficulties. Good behaviour as well as misbehaviour should be drawn to parents' attention.

Self Esteem

A commitment by everyone to enhancing self-esteem is crucial to being successful. If we have been encouraged and praised and have been given some opportunities to experience personal and social success we are more likely to perceive ourselves as capable, likeable and worthwhile people: in other words, we will have found self-esteem. An adult or child with sound self-esteem will be confident in their ability to eventually succeed, will welcome and enjoy new learning experiences and will be able to relate well to other people. Their self-confidence and optimism will allow them to adopt a positive approach in all that they do and this will be effective in creating all manner of academic and social success. Moreover, sound self-esteem enables people to learn from criticism, and to view failures in a balanced and realistic way. With this in

mind, punishments should never be demeaning and positive reinforcement should be used.

Defining our roles – leading to a shared understanding and commitment to outstanding behaviour and relationships which is conducive to learning.

Teacher's Role

All teachers have a general responsibility for encouraging pupils to behave well at all times. Our Church School will be effective as we are proactive in providing regular behaviour and relationships training opportunities and apply appropriate rewards and sanctions which complement the distinctive Christian ethos and to encourage behaviour and relationships that reflects the example of Jesus.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who do not uphold the school rules or who fail to follow a reasonable instruction. **Teachers, teaching assistants and other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty, or consequence, in response to unwanted behaviour.

Classroom management skills are the single most important factor in achieving good standards of classroom Behaviour and Relationships. (Elton 1989)

Key characteristics of “good practice” are:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Appropriate work set and differentiated to ensure success
- Pupils encouraged to reflect on progress and set goals
- High emphasis on learning
- High recognition of positive achievement
- Low emphasis on punishment
- Enthusiasm and use of humour by the teacher
- Resources well-cared for and well organised
- Quality display of children's work
- Order but not rigidity
- Fair and professional relationships with pupils

Good order has to be worked for; it simply does not just happen. Pupils learn more in schools than they are taught. They learn from the messages carried by the way the school is run and the relationships between the people in it. As adults we can set good examples and model the standards expected from pupils.

Consistency: Children need to know what is expected of them in all areas of school, by all staff. Staff will set high standards and apply rules firmly and fairly.

Courtesy: Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is always discourteous.

Respect: Staff will expect to give and to receive respect.

Be positive: Negative labelling can result in a vicious circle developing. Staff will take the time and patience to interact with children in a positive way. Separating the behaviour from the child will protect self-esteem.

Relationships: Good relationships are vital. Staff will take the initiative to relate and communicate with children and each other – smile, greet, speak listen. Where a child's behaviour is inappropriate; staff will question why as a first course of action.

Environment: The quality of the school's environment influences children's behaviour. Dangers and graffiti etc. will be dealt with promptly and litter/untidiness be kept under control.

During the Covid 19 pandemic, managing behaviour positively and at a distance is safest. If staff have to deal with behaviour within close proximity, they should stand behind or by the side of the child. Should a child have a tendency to spit, an isolation room should be used to allow the child to calm/regulate themselves and PPE used if staff need to approach. If staff have needed to touch or hold a child, hands should be washed immediately.

Children will be frequently reminded about respiratory hygiene so they understand the need to prevent saliva and respiratory droplets from infecting others. They will then understand how dangerous it is to spit.

OUR PUPILS' ROLE

Pupils are not passive receivers of education. They have to participate in their own learning. We consider then that children should have a part to play in achieving and maintaining high standards of behaviour.

Children will be given responsibilities to help with managing the school as they are likely to react by behaving more responsibly. All ages of children will be encouraged to take up the responsibility of participating within the School Council and as Ambassadors.

Children will be encouraged to take up the responsibility for setting an example of good behaviour for the rest of the school to emulate. They will also support others positively through the school's PALs systems, Playground Buddies and Peer Mentor Roles. Children will be further involved, through circle time and Personal, Social and Health Education and assemblies enabling them to solve smaller problems for themselves.

Children will be involved in agreements or action plans drawn up with parents regarding their behaviour and relationships, when necessary.

Children will contribute to creating a pleasant learning environment to achieve a sense of ownership.

Children will be encouraged:

- To respect each other's right to speak and give opinions
- Not to put other people down or laugh at them
- Not to make personal comments
- To help each other
- To reflect on our mission statement and class mottos
- To make a difference by working on their own behaviour and relationships

- Transformation of our teaching of Christian values into action

PARENTS ROLE

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years. We believe that parents have a vital role in promoting good behaviour and relationships in school. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents should contact the Chair of Governors and a formal grievance or appeal process can be implemented.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

Parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction. The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself (see Attendance Policy).

Parents have a clear role in making sure their child is well behaved at Whittle-le-Woods C.E. Primary School . If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

As a school, we will:

- Ensure parents are aware of our Behaviour and Relationships Policy
- Provide a home-school agreement
- Involve parents when behaviour and relationships problems arise, at an early stage rather than as a last resort
- Expect parents to support school when applying sanctions
- Inform parents when children's behaviour has deteriorated
- Recognise that pupil's Behaviour and Relationships at school may be different than at home
- Aim to reach an agreement with parents about the nature of a problem and what needs to be done
- Draw to the attention of parents, good behaviour as well as poor behaviour
- Be sensitive and supportive to families under stress
- Establish partnership, home-school links and expectations of Behaviour and Relationships at induction evenings
- Be welcoming to all parents and encourage partnership by involving parents in the life of the school through informal contacts, classroom involvement and PTFA events
- Encourage parents to fulfil their responsibilities in supporting their child's education and behaviour and relationships by supporting school policies and ethos

Rewards and punishments

We praise and reward children for good Behaviour and Relationships in a variety of ways:

- Teachers provide specific praise to children when behaviour conducive to good learning is recognised – effort, stickability, being ready to learn, collaboration collectively taught to children as our 4 r's – resilience, resourcefulness, reciprocity and reflection
- Teachers have their own reward systems within their classes which work towards a special time as a class
- We have a whole school reward system. The whole school is split into 4 houses and children receive house points for good behaviour etc. The house with the most house points at the end of the week receives the house cup.
- Each week we nominate a child from each class to be 'lead learner of the week' who receives a certificate in the school's Celebration Worship every Friday morning. This is focused on good behaviour for learning
- Worship celebrates the 'out of school' achievements of children therefore encouraging positive use of free time. The Individual Pupil Portfolio contains information regarding children's achievements, this is also invited through our audit of gifts and talents, end of year reports and wow moments
- Stickers/Tickets may be used by individual class teachers to highlight positive performance however our intention is that pupils will develop intrinsic motivation. Staff are encouraged to reward attitudes and behaviour for learning e.g. effort, resilience

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. **Parents will be informed of sanctions issued to their child but not sanctions issued to other children under pupil confidentiality legislation and GDPR.**

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task and add the extra effort.

If a child is disruptive in class, the teacher provides the child with a choice; this reminds the child of the opportunity to manage their own behaviour. If a child misbehaves repeatedly, the child may be removed from the rest of the class and taken with work to the Key Stage Leader's or other teacher's class. Children should be encouraged to reflect on their actions and make a plan for their own improvement. Children may lose privileges in response to unacceptable behaviour. If a teacher is concerned by a pupil's behaviour, they will contact parents.

Any incidents of physical assault or bullying will be immediately referred to parents. Individual children may need further support with their behaviour and relationships this may include report systems, daily parental contact or Individual Behaviour Plans.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

All punishments will be proportionate to the circumstance, age, special educational need or disability. All actions involving physical aggression, swearing or discriminatory behaviour must be reported to the headteacher.

Preventing Bullying

Our work regarding bullying does not start at the point at which a child has been bullied. As a school we work proactively, gathering evidence, intelligence and information, however small, about issues which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

Every year, we have a devoted 'Anti-bullying Week' which provides a whole school focus on issues involved, raising awareness for all staff and children. Throughout the year, we have planned and unplanned activities which reinforce and complement this message. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Curriculum areas such as PSHE, Wellbeing, SRE, RE all reinforce this message and enable open conversations and discussion. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. Records and logs are kept to track information and ensure action. Staff must use CPOMS to report incidents which may be considered as bullying or may lead to bullying. These will then be passed to the DSL. Systems operate in school throughout the year which encourage children to speak out – Peer Mentors, Ambassadors, Buddies, Play Leaders, Nurture Group and KIDSAFE.

Types of Bullying (See Single Equality Policy and Anti-Bullying Policy)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Managing allegations of child-on-child sexual violence

Information is gathered and recorded within the school CPOMS system. Allegations must be immediately referred to the school DSL. Allegations such as this are referred to the local authority safeguarding team and the police by the DSL. Parents of pupils are informed. It is for the police to further investigate the allegation after staff have taken notes of the disclosure.

Sexual Harassment

Staff are vigilant for sexual harassment (verbal and physical) and work proactively to prevent it occurring. Resources in the school PHSE scheme- SCARF and from the website Ukfeminista are used in our work with children to help them understand how behaviour and language can be used to empower or demean others. Positive language and behaviours towards others are encouraged and expected at all times.

On-line Safety

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and student /pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe internet access at all times. Pupils are responsible for using the school ICT systems in accordance with the Acceptable Use Policy, which they will be expected to sign before being given access to school systems. They will be expected to know and understand school policies on the use of mobile phones, digital cameras and hand held devices. They should also know and understand school policies on the taking/use of images and on cyber-bullying. Children should increasingly understand the importance of adopting good On-line Safety practice when using digital technologies out of school and realise that the school's On-line Safety Policy covers their actions out of school, if related to their membership of the school. Parents/Carers play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way. The school will therefore take every opportunity to help parents understand these issues through parents' evenings, newsletters, website/Learning Platform but expect parents to support the enforcement of acceptable use of the internet, social media and mobile phones

Recording Bullying

If a child threatens, hurts or bullies another child, the class teacher records the incident using the yellow form, informs senior leadership who will follow it up appropriately with the child/children involved. The yellow form should be submitted to a Senior Leadership within the same school day, or within 24 hours. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. All staff are actively encouraged to deter any behaviour which could be deemed as bullying. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear and feel safe.

We aim to reward positive behaviour and relationships and encourage children not to retaliate if they are attacked verbally or physically. If children cannot handle a quarrel themselves they should ask a teacher or mid-day supervisor to intervene. Deliberate injury is forbidden under any circumstances, including self-defence, and a single instance of this is regarded as a serious matter. The correct remedy in all these

situations would be to report the matter to an adult. This action may differ from advice given to children out of school, but if we are to maintain high standards of behaviour and relationships within a Christian ethos retaliation is not to be accepted and the correct procedures must be followed.

The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of negative behaviour, the class teacher discusses these with the whole class during circle time.

As part of securing good Behaviour and Relationships within our school, further actions may be taken. The power to discipline pupils applies to all paid staff with responsibility for pupils. The headteacher has the discretion to limit certain powers to certain staff. Powers may be extended to other adults working with school as deemed appropriate. At all times punishment will be reasonable and proportionate to the circumstances.

Screen & Search

As a school, we encourage the respect of each other's property and personal belongings. However, the school can search for anything banned from the school rules if the pupil agrees. The headteacher and staff authorised by the headteacher have the power to search without consent where they suspect a pupil has weapons, illegal substances, alcohol, items that could be used as a weapon or stolen items.

Confiscation of property

Staff can confiscate, retain or dispose of pupil property in reasonable circumstances as part of punishment. Any weapons or controlled drugs will be passed to the police without question.

Use of reasonable force

The use of reasonable force is a power which applies to all staff in school as lawful use of the power is a defence in legal action. Reasonable force may be used as a last resort where the safety of others is compromised and will at all times be proportionate to the incident/pupil/age/needs.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. 'Reasonable in the circumstances' means using no more force than is needed. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The school will make reasonable adjustments for disabled pupils and pupils with special educational needs. Reasonable force can be used for control and restraint. For example: blocking a pupil's path, standing between pupils, preventing damage to property, leading a pupil by the arm out of a classroom.

Beyond the school gates

Whittle-le-Woods C.E. Primary School enjoys a good reputation within the school community. We will endeavour for this reputation to continue. We therefore may exercise our statutory power to reasonably discipline pupils for misbehaving outside of the school gates. This may be applied when the child is involved in a school activity, travelling to and from school, wearing

school uniform and also when identifiable as a pupil of the school. This is because poor behaviour outside of school could have repercussions within school, it may pose a threat to another pupil or member of the public and adversely affect the reputation of our school. The teacher may also discipline for 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 public or could adversely affect the reputation of the school. Bullying out of school will be dealt with in line with our dealings with this type of behaviour in school.

The role of the Headteacher and Senior Leaders

It is the responsibility of the Headteacher and senior leaders to implement the school Behaviour and Relationships policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher and Senior Leaders to ensure the health, safety and welfare of all children in the school.

The Headteacher and Senior Leaders support the staff by implementing the policy, by setting the standards of Behaviour and Relationships, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher and Deputy Headteacher have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of governors

The governing body is responsible for setting general principles that inform the Behaviour and Relationships policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher and Senior Leaders have the day-to-day authority to implement the school's policy on Behaviour and Relationships, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Seclusion

Should pupils seriously breach the school behaviour policy; the Headteacher will determine if a period of seclusion will be issued. In this case, pupils are educated away from their peers in another room for an entire day or more and staff ensure that there is no peer contact. The length of period for this is at the Senior Leaders's discretion.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be Necessary. Decisions about exclusion will be made by taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Headteacher/DHT may exclude a child for one or more fixed periods. It is also possible for a fixed-term exclusion be converted into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, 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.

As a school, we have the duty to provide suitable full time education from the 6th day of any fixed term exclusion. The local authority has this duty for permanently excluded pupils. Parents must ensure their child is not in a public place during school hours without good reason during the exclusion period.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Parents are expected to attend a re-integration interview following any Fixed Permanent Exclusion from primary school.

Breakfast and After School Club

Our before and after-school care club is part of our school and will echo its policies and practices. All club staff are school staff and are therefore fully immersed in its ethos and high expectations. It is part of the club's policy to expect good behaviour and relationships at all times and we aim to encourage self-discipline and self-motivation in a friendly, supportive atmosphere. All children at the club are encouraged to mix and play together with consideration for the feelings and needs of others. We recognise that our children come straight from the school setting therefore may have particular needs to attend to before settling into the club session e.g. tiredness, hunger, need for fresh air or exercise. The club reinforces the rules that children are familiar with in school. We encourage and reward good Behaviour and Relationships in a variety of ways. Any misbehaviour is dealt with in a constructive way.

The leader, who is responsible for dealing with any inappropriate behaviour, may have to consider the following actions if a child misbehaves:-

- The leader will discuss with the child why their behaviour is unacceptable and the reasons for applying a particular sanction. It is made clear that it is the Behaviour and not the child that is being criticised.
- The child will be removed from the situation and the nature of the problem explained. The child will be closely supervised and possibly excluded from some activities for a limited time.
- The club leader will advise parents if it has been necessary to discipline their child/children and may be asked to agree a further course of action if this is considered appropriate.

All serious incidents are recorded on an incident form. If a child's persistent inappropriate behaviour puts other children at risk or makes it impossible to operate the club to its usual standards, then parents are informed verbally and in writing that the child can no longer attend the After School club.

Inclusion

Our Behaviour and Relationships policy is written in respect of all our children, however there are times when children with emotional/Behavioural difficulties need further support to enable inclusion and access to the Curriculum and wider school life. These strategies are different to the strategies which are used for the majority of pupils and should consider the needs and age of the child. It is paramount that all professionals who share in the life and work of the school, have an understanding of particular behavioural and emotional needs pertaining to individual children and share in the commitment to doing everything we can to include all children in our school recognising that sometimes we have to work harder and differently with different children.

- Nurture Groups - this has a mixture of children who need support in building self-esteem, providing a positive start to the new week. This is used as and when required by some pupils or regularly by others.
- Referral to outside agencies for specialist advice and support e.g counselling, Acorn Psychology
- Anger management strategies
- Class profiles - looking at a child's Behaviour and Relationships in relation to the rest of the class
- Team building
- Drop-in advice sessions with staff
- SEN referral – IEP formulated and strategies to support
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Regular meetings with parents

- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Individual Behaviour and Relationships Contracts
- Circle of Friends
- Specialist Resources

Equality

The Single Equalities Act requires our school to be proactive to ensure we:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

In accordance with the act, we will ensure that we do not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way we provide education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. All children are to be treated equally regardless of race, culture, gender, ability or age. Staff should be aware of differences before tackling behaviour. Staff should listen to pupils' perspectives; speak calmly rather than shouting; avoiding language that might humiliate. Rules relating to school uniform and appearance should take appropriate account of the cultural and/or religious needs of particular groups of pupils. This policy should be read in conjunction with our Single Equality Policy. All actions regarding behaviour and relationships must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances. When the Headteacher/School Leadership deems it necessary, multi-agency assessment will be considered for pupils who display continuously disruptive behaviour. The school Educational Psychologist will be engaged at the earliest opportunity, and every effort will be made to establish reasons for disruptive behaviour. Sensory needs of pupils will be considered.

Monitoring and review

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

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Welfare Assistants report any incidents of misbehaviour at lunch time to the child's class teacher. Serious incidents are dealt with by a member of the Senior Leadership.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the

rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Complaints (see separate Complaints Policy)

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension will not be an automatic response when a member of staff has been accused of using excessive force and reference will be made to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought. We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff