2026

POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

The Nebula Federation

THE HARNSER SCHOOLS

FRETTENHAM PRIMARY SCHOOL

HAINFORD CHURCH OF ENGLAND VC SCHOOL

ST. FAITHS' CHURCH OF ENGLAND PRIMARY SCHOOL

INCLUDES EXCLUSION, ANTI-BULLYING AND ANTI-RACIST POLICIES

The Harnser Schools

Frettenham Primary School
Hainford Church of England VC Primary School
St Faiths' Church of England VC Primary School

Introduction
This document is a statement of the aims, principles and strategies for considering behaviour at the Harnser Schools; Frettenham, Hainford and St. Faiths'.

In accordance with the aims and values of the schools this behaviour policy will set out how a positive and safe learning environment can be achieved.

The ethos of a School has considerable influence on the general behaviour of its children and to this end it is important that it is both understood by all concerned and regularly monitored and reiterated.

At our schools we have high expectations of both work and behaviour and consider that the interactions between staff and children, and children and children are crucial to realise these.

As we are committed to a united approach this policy was developed by the teaching staff in consultation with children, support staff, parents/carers and governors. It provides the essence of the types of behaviour valued, encouraged and promoted by the school.

Legal position of the School
The legal position is that the Articles of Government lay down that the Headteacher shall be responsible to the Governors for the internal organisation, management and discipline of the School and that, subject to any specific Codes of Practice which the Local Authority/Children's Services may have the legal right to make, this includes the right to determine the disciplinary framework and the punishments used in the School. However, any policy also needs full implementation by all staff and the support of parents if it is to be effective and should therefore be determined by the Headteacher on the basis of an on-going dialogue with teaching staff and parents and within the framework of the statement of aims and philosophy which has been approved by Governors. The school acknowledges its legal duties detailed in the Equality Act 2010 and in respect of children with SEND.

Successful schools are orderly communities where there is a shared understanding of values, and a strong commitment to work together to achieve common aims. High standards of behaviour and discipline are essential if our schools are to provide a quality education for all pupils within a safe environment.

We very much value the partnership between pupils, staff, parents/guardians and governors. We believe that any initiatives relating to behaviour and discipline cannot be fully effective without the cooperation of everyone within the school community.

Our Philosophy

The values of the schools are clearly stated and are best achieved in the framework of a relaxed, pleasant atmosphere in which children and staff are encouraged to give of their best, both in the classroom and in extra-curricular activities, and are encouraged to fulfil their potential. This can be achieved by a positive policy of encouraging good attitudes, rewarding and praising (effort, achievement and behaviour) where possible leading by example.

The attitude of all is of great significance. We believe that relationships between staff and children are fundamental to the success of behaviour management.

All adults working with the children share a corporate responsibility for promoting positive behaviour, maintaining good behaviour and dealing with inappropriate behaviour. It is a whole school approach. Adults should consider themselves responsible at all times for the behaviour of children within sight or sound of them. Staff must be consistent and fair at all times.

This document is a statement of the aims, objectives and strategies for managing and supporting behaviour at the Harnser schools in the Nebula Federation.

This policy will be reviewed annually.

Aims

We aim to have a consistent approach to behaviour management and encourage children to become respectful and self-disciplined in the choices they make. We aim to achieve this by creating an ethos which reflects the schools' values by using positive management strategies, therefore raising children's self-esteem and improving the relationships they have with others. The ethos of the two church schools, Hainford and St. Faiths', reflect the schools' Christian values.

This should enable children to develop into effective learners and responsible citizens in the future.

Objectives

- To promote good behaviour and follow agreed positive behaviour management strategies
- To provide clear rules for all to follow using a consistent approach
- To create an environment in which children feel safe and secure in a climate of mutual respect, whilst promoting children's wellbeing, moral, spiritual, social, cultural and emotional development
- To address unacceptable behaviour using a consistent approach
- To promote parent partnership when improving behaviour

Positive Behaviour Management

We believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach to behaviour management. This does not mean that inappropriate behaviour is ignored, simply that the positive aspects of children's behaviour should be highlighted whenever possible.

Praise and encouragement is vitally important in developing children's self-esteem and should be meaningful and regular. This might mean being praised for working hard, being polite or showing consideration towards others. In our school this can happen in a variety of ways:

Frettenham	Hainford	St Faiths'
• Each week we will have a celebration assembly where positive behaviour or exceptional effort will be celebrated. • Each class has their own reward system which has been developed by the class teacher and their pupils.	• Each week we will have a celebration assembly where positive behaviour or exceptional effort will be celebrated. • Each child will also be part of a house where they can earn points for good behaviour.	• Each week we will have a celebration assembly where positive behaviour or exceptional effort will be celebrated. • Each child will also be part of a house where they can earn merits and house points for good behaviour. • Each class has their own 'reward board', which encourages collective responsibility.

School Rules

All children have the right to be safe and the right to learn. In order to ensure these rights are fulfilled all stakeholders are expected to respect our school rules:

- **I will be kind and gentle**
- **I will work hard**
- **I will look after property**
- **I will listen**
- **I will be honest**

Unacceptable Behaviour

Unacceptable behaviour is recognised when children's rights to be safe and learn are not being respected and the school rules are not being followed. This varies from low level, disruptive behaviour to physical behaviour that may affect the safety, wellbeing or learning of other people at school.

Unacceptable behaviour is managed in three stages:

Remind - Children are reminded of the school rules and the expectation to make the right behaviour choices.

Reset - If the behaviour continues, children are asked to reset their behaviour; they will be asked to move to a place in or out of the classroom where they can reflect on their behaviour, once they feel they are ready to re-join the group they can do so after they have discussed their behaviour with a member of staff.

Remove - If the behaviour continues after reset, the children will be removed from class to speak to the Head of School (or another member of staff if they are not available) and they will be issued with a card (appendix 2) which outlines their behaviour choices, this will be shared with parents and the card will be signed and returned to school. The child will then miss some of the

following lunchtime to complete the work they have missed or to write a letter of apology or equivalent for their behaviour.

All incidents of poor behaviour that result in children visiting a member of the leadership team are recorded for monitoring purposes and are reviewed by the leadership team as necessary.

We recognise that all children need clear guidelines for acceptable behaviour and that most patterns of unacceptable behaviour can be modified through focussed positive strategies, which will also be monitored for consistency. When positive management strategies do not achieve these levels of behaviour, agreed sanctions should be used.

Whilst unacceptable behaviour is addressed systematically and consistently, this is done respectfully. When taking part in activities outside of school (trips, sporting events etc.) children's behaviour is still expected to reach a high standard. Teachers will use their professional judgement in dealing with unacceptable behaviour at the time.

Repeated Incidents of Unacceptable Behaviour

When children need focussed medium-term support for modifying their behaviour the SENCO is informed and support is identified following guidelines set out in the SEN policy. All staff will be notified of the specific arrangements for these children. Unacceptable behaviour is still dealt with, but in a way that is appropriate to the individual.

We view repeated unacceptable behaviour against the same children or the same child as bullying, and this is dealt with following guidelines set out in the Anti-bullying policy.

Children rarely fight in school; more often it is a play fight where they become too involved. However, if an adult has to intervene and restrain a child, the school's positive handling system is followed (**see Appendix 1**).

Dealing with Severe Incidents

We recognise that some children will experience difficulty in managing their emotions which may result in more extreme behaviour. During these times we are committed to working with the child, parents / carers and external agencies to help them manage and improve their behaviour through the SEN Code of Practice.

When extreme cases of behaviour occur that put the child or other children at risk of injury the child should be removed from the situation. If this is not possible all other children should be removed from the situation in a quiet and calm manner. The situation should be resolved by a member of the leadership team. As all staff are committed to the safety and emotional well- being of children, physical intervention is only used as the last resort. (**see Appendix 1**) Every area around the school has a red 'SOS' card which must be used if a member of staff needs support when dealing with very disruptive behaviour. Although these cards can be sent to any member of staff to request assistance, whenever possible these cards should be sent to a member of the leadership team.

Action for addressing severe behaviour incidents will be dealt with outside of the agreed sanctions for behaviour and sanctions will be agreed by the leadership team. Any sanctions will be shared with parents/carers. Behaviour that compromises the safety of other people or the child itself may result in either an internal exclusion, a temporary or permanent exclusion.

Safe Environment
It is the responsibility of all staff to ensure that the children in school have a safe environment to learn in. The wellbeing of all children is paramount and should be considered when dealing with any behaviour. All incidents should be managed in a calm manner ensuring that at no point any child feels threatened by any member of staff.

Racially-Motivated Behaviour
The Harnser schools and the Nebula Federation is committed to the equality of all children and staff and behaviour that is believed to be racially motivated will not be tolerated. Such incidents will not be dealt with using the outlined procedures for unacceptable behaviour and they will be dealt with by the leadership team. All racially motivated incidents will be recorded separately in school, and they reported to the LA under current guidance. Please see **Appendix 4** for further details.

Bullying
The school has an anti-bullying policy. Any allegations of bullying will be investigated thoroughly and promptly. Confirmed incidents of bullying will result in the perpetrator(s) receiving an appropriate and proportionate sanction(s).

Children's Conduct outside the School Gates
The school will give proportionate and appropriate sanctions for children's misbehaviour on the journey to and from school (Section 89(5) of the Education and Inspections Act 2006).

Further Sanctions
Where appropriate, the Head of School, Executive Deputy or Executive Headteacher may wish to use sanctions other than those described. The chosen sanction/sanctions would be proportionate to the behaviour incident. These sanctions could be:

- An unofficial internal exclusion
- Prevented from attending a special occasion e.g. a school disco
- An official fixed-term exclusion
- Permanent exclusion

These sanctions may be applied for incidents such as:

- Physical assault against a pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drugs and alcohol
- Damage
- Theft
- Persistent disruptive behaviour

Procedures for Exclusion
The school follows the government guidance for exclusions. The full guidance is published on the Department for Education website.

Use of Reasonable Force

What happens if a pupil complains when force is used on them?

Please see 'Dealing with Allegations of Abuse against Teachers and Other Staff' (statutory guidance from the Department of Education).

When an allegation of force is made by a pupil, key points to remember are:

- All complaints about the use of force should 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 must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer 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 must not be suspended automatically, or without careful thought.
- The school must 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.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- The Governing body 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 any member of staff who is subject to a formal allegation following a use of force incident.

Malicious accusations against school staff

Where an allegation of abuse or misconduct is found to be fabricated the Headteacher will make a decision as to the appropriate sanction/sanctions.

School Trips

Our schools have adopted the Educational Visits risk assessment procedures recommended by Children's Services. On rare occasions, it may be necessary for individual children not to undertake school visits due to the risk to their safety and that of others.

The school recognises that the decision not to take a pupil on an educational visit can be a sensitive one. Where possible the class teacher should seek early advice about their concerns from the SENCO, Head of School, Executive Deputy or Executive Headteacher.

Early contact with parents/carers is important:

- Contact the parents/carers and arrange a meeting to explain your concerns.
- Explain why your concerns could affect participation in the educational visit.
- If appropriate (for example with children with behaviour difficulties) set up targets (linked to an IEP) that will address behaviour. Try to avoid making a reward the participation in the educational visit as this may be an abstract target with children with moderate SEND.
- Set up another meeting to review the progress.

- Take minutes of the meeting and send a copy to the parents/carers.
- Keep the SENCO, Head of School, Executive Deputy or Executive Headteacher informed of progress.
- It may be that a compromise can be reached with parents/carers that ensures that there is no longer an unacceptable risk to the child or others and allows them to participate in the educational visit: e.g. the child does not stay overnight on the residential visit but is present during the daytime. Try to explore these ideas but remember the safety of the children is our primary concern.
- Legal Services can also offer advice as can Children Services Educational Visits.
- The Executive Headteacher will make the final decision about a child's participation in an educational visit.

Screening, Searching and Confiscation

The Executive Headteacher and authorised staff (Executive Deputy, Head of School and members of the Leadership Team) have a statutory power to search pupils or their possession, without consent, where they suspect the pupil has certain prohibited items:

- Knives, weapons, alcohol, illegal drugs and stolen items.

It should not be necessary for children to bring mobile phones to school. However in extenuating circumstances, arrangements must be made with the Head of School.

For full guidance see 'Screening, Searching and Confiscation a guide for Headteachers'.

Documents referred to in this document:

- Exclusion guidance: http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance

  This includes advice regarding;

  - Removing pupils from a school site and the decision to exclude
  - Procedure for excluding a pupil: role of headteacher/teacher in charge
  - Dealing with allegations of abuse against teachers and other staff – Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of Independent schools
  - Screening, searching and confiscation - Advice for head teachers, staff and governing bodies
  - Use of reasonable force - Advice for head teachers, staff and governing bodies.

Parent Partnership

Whilst we understand communicating and resolving behavioural incidents can be challenging and emotional, we are committed to working in partnership with parents to improve standards of behaviour at school. This starts through the home-school agreement parents are encouraged to sign when their child enters the school and continues through daily interactions between staff and parents.

We will report incidents of behaviour to parents once their child has reached the remove stage within the outlined sanctions (**see Appendix 2**). It is important parents are reassured that by working together in partnership we can resolve issues more effectively and that the school does not make judgements on parents. When parents are invited into school to discuss their child all staff have a responsibility to ensure this is carried out in a positive and non-threatening way.

Equal Opportunities

We seek to offer a broad and balanced curriculum with a high-quality language environment which supports the development of cultural and personal identities, in preparation for participation in a culturally and ethnically diverse society. It is the professional responsibility of all staff to foster respect, question stereotypes and to challenge different forms of discrimination relating to race, gender and ability. Due regard will be given to children whose first language is not English. For further details see our Single Equalities Policy.

Positive Handling – Step On Approaches

It rare that the use of physical restraint will be required.

However, in order to prevent harm to pupils, staff, property or learning, the governors have agreed 'The Use of Reasonable force' policy.

In addition to this all staff, involved in regular contact with those children at risk of needing this kind of intervention, will have received 'STEPS' training.

Exclusions

In serious and persistent cases of bullying the Executive Headteacher may have to consider excluding a pupil. Procedures will be followed according the National guidelines available from: www.teachernet.gov.uk.

In general, this involves the following:

- The Executive Headteacher will be responsible for the exclusion of pupils. The Head of School and/or the Executive Deputy have the delegated responsibility to take this action if necessary.
- When the decision is taken to exclude a pupil parents will be informed, the Authority and the Governing Body will also be informed in line with requirement set out in National guidelines.
- All exclusions will have regard to the guidance issued within current guidelines.

Dissemination of Information and Review of this Policy

Children are made aware of this Policy through a variety of strategies, some of which are specific to certain schools but may include through assemblies, Circle Time, PATHs sessions and PSHE lessons.

The key principles are also supported by a number of events related to promoting positive behaviour, anti-bullying and citizenship.

The Executive Headteacher ensures that parents/guardians and all staff are familiar with the arrangements set out in this Policy Statement. A copy of this Positive Behaviour, Discipline Policy is on the schools' website and a paper copy available for perusal in the school, on request.

Appendix 1

Physical Intervention Guidance

The school is committed to ensuring that all staff with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive behaviour, and only use physical intervention as a **last resort**, in line with DCSF and LA advice, and always ensuring minimal risk of injury to children and staff.

1. **Talk and Warn**
Whenever possible, situations involving potential conflict or confrontation should be talked through. Children obviously have to be in a receptive state for this approach to be successful.
Staff who are present should be able to form a judgment as to the suitability of this approach.

2. **Holding for security and to reduce anxiety where there is a potential for damage or danger, even if the child is not yet out of control or a particular source of danger to themselves or others at that time**.
This approach will be appropriate when the child is anxious or confused. There may be situations when holding in this way defuses or prevents an escalation to a more violent confrontation. It is important, therefore, to ensure that this approach is not interpreted as initiating aggression.

3. **Intervention when a child presents a danger to themselves or others or, exceptionally, threatens serious damage to property**.
It may sometimes be necessary to intervene if a child is out of control and their behaviour poses a real danger to themselves or others. **This will involve the combined efforts of more than one member of staff**.
Approaches that are considered reasonable include:

- physically interposing between children;
- blocking a child's path;
- holding (this is taken to mean only the sort of hold a reasonable parent might use). It does not refer to specific techniques of physical restraint which are not used in our schools;
- pushing / pulling (the only form that is appropriate, other than as a last resort in cases of immediate risk to life or of serious injury, would be where reasonable force was used to resist someone's movement, rather than the kind of forceful push/pull that could cause a child to fall over with unpredictable results);
- leading a child by the hand or arm; and
- shepherding a child away by placing a hand in the centre of the back.

4. **Audience control**
Since it is well established that a child's poor behaviour is often adversely affected by the presence of an audience it will generally be helpful to remove the audience or, if this is not possible, to remove the child in question from the audience. **Under no circumstances should this result in a child being taken into a closed room by a single member of staff. Another member of staff should be present or the door left open so that others are aware of the situation.** It may be possible to have deployed another child with the red 'SOS' card emergency signal located in each room.

Appendix 2

Behaviour Card

Name: …… Class: ……

Date: ……

When a child makes a choice that breaks one of the school rules they are firstly reminded to follow them. Should they break a rule a second time, they are asked to move to a quiet space to think about and 'reset' their behaviour. If, after they have reset, they break a rule a third time, the child is removed from class to speak to a member of the leadership team and receives this card to explain the behaviour choices they have made. As a consequence, the child will then miss some of their lunchtime to complete the work they have missed.

Remind
What happened for me to get a reminder today?

Reset
What happened for me to be asked to reset my behaviour choices today?

_____
_____
_____
_____

Remove
What happened for me to be removed from my class today?

Signed:…… Child

Signed:…… Member of staff

Please sign and return this card to school:
Please talk to your child about their behaviour and remind them of the school rules and expectations.
If you have any concerns about your child's behaviour, at home or at school, please speak to your class teacher.

Signed: …… Date: ……

Year Group: R 1 2 3 4 5 6

_____

Appendix 3

Bullying: What is it?

Bullying is not:
When a child/children unintentionally hurt someone's feelings by mistake. For example: having a laugh; knocking into people by mistake; getting angry because they are annoyed with someone or something; or when they decide they don't want to play with someone one day. It is also not when a child is involved in a 'one off' incident of physical or emotional harm. Such examples are dealt with in accordance with our behaviour and discipline policy and will be monitored closely in the future.

Bullying is:
Deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.
The School works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Bullying can include:
- teasing and/or abusive remarks and name calling
- a 'look'
- threats and physical violence
- damage to property
- deliberately leaving pupils out of social activities
- spreading rumours with the intention of causing harm
- upsetting mobile phone or email messages (cyber bullying)
- behaviours which can be described as racist.

'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Association of Chief Police Officers, Stephen Lawrence Inquiry). In the context of school: 'If a child feels the incident is racist, it is.' (Ofsted, November 2005)

Our approach to bullying Incidents
Although we endeavour to provide a happy, safe environment for pupils, staff and parents (promoting an 'anti-bullying' culture) we know that we may not be immune to incidents of bullying. However, our approach to any bullying incident is very clear.

Bullying of any kind is unacceptable and is immediately investigated.

Strategies have been introduced to reduce the possibility of bullying. These include raising awareness about bullying and our policies relating to bullying, discipline and positive behaviour. They increase understanding for those involved in bullying; and teach pupils how to manage relationships in a constructive way. We work with positive behaviour and anti-bullying within our school community in many ways.

With Children:
We place our expectations for positive behaviour and anti-bullying within the curriculum (potentially during PHSE, PATHs, Drama, Circle Time) so that children can regularly reflect on themselves and others in a citizenship context.

With Parents/Carers:
- Parent/carer questionnaires annually.
- Parent/Carer Support Advisor
- 'Open door' policy for parents/carers to come in and talk with staff and members of the leadership team.

With Teaching and Support Staff:
- Clear guidelines on positive behaviour management
- INSET training days
- By regularly reviewing Bullying Incidents
- Ensuring Care Plans include actions to be taken for children that might be vulnerable to bullying and making all staff aware of these plans

With Governors:
- Through reports from the Head of School committee meetings.
- By regularly reviewing Bullying Incidents
- Reporting to the Full Governing Body every year
- Reports regarding Anti-Bullying Week, E-Safety, assemblies and school activities which reinforce the message that bullying of any kind is unacceptable.
- Healthy Schools' Status

With the Community:
- Working with External Agencies who provide best practice, support and encouragement.
- Working with Extended Services to ensure Positive Behaviour, Discipline and Anti-bullying
- Policies are in place; and ensuring that reporting methods are clear to all users.

What happens when the School becomes aware of an incident?
The Head of School should be informed of any complaint about bullying in the first instance. The Head of School will inform the Executive Deputy as required.

The following procedures will be followed :
- Thank the person (child/children/parent/guardian) for telling you, and if appropriate, reassure them that they have done the right thing by telling you.
- Discuss the nature of the bullying, recording outcomes if deemed necessary.
- Identify the bully/bullies, the person being bullied and any witnesses.
- Interview witness/es.
- Discuss the incident with the alleged bully/ies. Explain the allegations and ask them to tell the truth about the situation. Make it clear that this is only an investigation at this stage.
- If the bully admits, make it understood that bullying is not acceptable. Tell them what effect it has on the self-esteem and education of the person being bullied and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.

- If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
- Consider whether it is necessary to have discussions with the parents/guardians of the bully/bullies and the person who has been bullied.
- Provide support for the child/children who have been bullied. A mentor/named person will monitor and observe at break times and lunchtimes, and through discussion, make sure there is no repetition.
- Provide support for the bully. This may include a programme to support behaviour. A mentor/named person will support the child during this programme.
- Provide opportunities in Circle Time or groups, for the children to discuss relationships, feelings and the effect bullying can have on individuals. This will include re-iterating that it is OK for children to 'tell' a teacher when they witness, or are subject to, bullying in the School.

Positive Handling – Step On Approaches

It rare that the use of physical restraint will be required.
However, in order to prevent harm to pupils, staff, property or learning, the governors have agreed 'The Use of Reasonable force' policy.
In addition to this all staff, involved in regular contact with those children at risk of needing this kind of intervention, have received 'STEPS' training.

Exclusions

In serious and persistent cases of bullying the Executive Headteacher may have to consider excluding a pupil. Procedures will be followed, according to the National guidelines available from www.teachernet.gov.uk.

In general, this involves the following:

- The Executive Headteacher will be responsible for the exclusion of pupils. The Head of School and/or the Executive Deputy have the delegated responsibility to take this action if necessary.
- When the decision is taken to exclude a pupil parents will be informed, the Authority and the Governing Body will also be informed in line with requirement set out in National guidelines.
- All exclusions will have regard to the guidance issued within current guidelines.

Dissemination of Information and Review of this Policy

Children are made aware of this Policy through assemblies, Circle Time, PATHs sessions and PSHE lessons. The key principles are also supported by a number of events related to promoting positive behaviour, anti-bullying and citizenship.

The Executive Headteacher ensures that parents/guardians and all staff are familiar with the arrangements set out in this Policy Statement. A copy of this Positive Behaviour, Discipline Policy is on the School website and a paper copy available for perusal in the school, on request.

Appendix 4

Anti-Racist Policy

At our schools we recognise and value diversity. Learners should feel safe from racist incident and feel confident to talk to staff and others if they feel at risk.

The school ethos is inclusive, and we endeavour to ensure that the school community feels safe, valued and respected. The school curriculum is inclusive, and issues of racism and bullying are addressed within it, specifically in PSHE.

Racism is:

Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.
Stephen Lawrence Inquiry, 1999.

A racist incident is any incident which is perceived to be racist by the victim or any other person.
Stephen Lawrence Inquiry, 1999.

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

All instances of racist bullying in schools are racist incidents, as defined by the Stephen Lawrence Inquiry report cited above. Not all racist incidents, however, are necessarily instances of racist bullying. This is because they do not have all have the features of bullying. For example, if two pupils have an argument in the playground, and if in the heat of the moment the one uses a derogatory term about the other's cultural or ethnic background, this would be recorded as a racist incident; it would probably not, however, be thought of as an example of bullying. Or if a pupil uses inappropriate language in a classroom discussion this too might be recorded as a racist incident but would not be thought of as an example of bullying.

- Within our schools we acknowledge that racism exists in wider society, and that it can lead to racism and racist bullying in schools. We listen to, and take what pupils are telling us very seriously, giving them time, when necessary, to express what they are feeling.
- It is important, in all considerations of racism, to start with the perceptions of people at the receiving end – their feelings of astonishment, disbelief and shock, of threat and fear and anger, of diminished self-confidence, of their parents and friends being insulted and rejected as well as themselves. Also, it is crucially important to note and encourage their resilience and resistance in developing a calm resolution not to let their experiences of racist intolerance get them down permanently.
- We record and take action on racist incidents.
- Pupils know that racism will not be tolerated and that it will always be dealt with.
- Strategies for both prevention and intervention are in place.

Our approach to bullying Incidents

Although we endeavour to provide a happy, safe environment for pupils, staff and parents (promoting an 'anti-racist' culture) we know that we may not be immune to incidents of racism. However, our approach to any incident is very clear.

Racism of any kind is unacceptable and is immediately investigated.

Strategies have been introduced to reduce the possibility of racism. These include raising awareness about racism and our policies relating to bullying, discipline and positive behaviour. They increase understanding for those involved in racism; and teach pupils how to manage relationships in a constructive way. We work with positive behaviour within our school community in many ways.

With Children:

We place our expectations for positive behaviour and anti-racism within the curriculum (PHSE, PATHs, Drama,) so that children can regularly reflect on themselves and others in a citizenship context.

With Parents/Carers:

- Parent/carer questionnaires, annually
- Parent/Carer Support Advisor
- 'Open door' policy for parents/carers to come in and talk with staff and members of the leadership team.

With Teaching and Support Staff:

- Clear guidelines on positive behaviour management
- INSET training days
- By regularly reviewing Racist Incidents

With Governors:

- Through reports from the Heads of School at committee meetings.
- By regularly reviewing Racist Incidents with the Chair of Governors
- Reporting to the Full Governing Body every year

What happens when the School becomes aware of an incident?

The Head of School should be informed of any racist incident in the first instance. The Head of School will inform the Executive Deputy as required.

The following procedures will be followed:

- Thank the person (child/children/parent/guardian) for telling you, and if appropriate, reassure them that they have done the right thing by telling you.
- Discuss the details of the racist incident with those directly involved, recording outcomes.
- Identify and any witnesses.
- Interview witness/es.
- Explain the allegations to the perpetrator(s) and ask them to tell the truth about the situation. Make it clear that this is only an investigation at this stage but it is serious.
- If racism is admitted, make it understood that racism is not acceptable. Tell them what effect it has on the self-esteem and education of the person being abused as well as other children in the class/school.

- If the allegation of racism is denied, investigate further. If there is sufficient evidence that the racism occurred, inform the perpetrator.
- Consider what punishment is appropriate but a verbal and written apology is a minimum.
- Parents of the pupil subject to racism and the perpetrator will be informed by the Head of School and given the opportunity to come to school to discuss the incident.
- Provide support for the child/children who have been subjected to racism. A mentor/named person will monitor and observe at break times and lunchtimes, and through discussion, make sure there is no repetition.
- Provide support for the perpetrator. This may include a programme to support behaviour. A mentor/named person will support the child during this programme.
- Provide additional opportunities in PSHE/PATHS for the children to discuss relationships, feelings and the effect racism can have on individuals. This will include re-iterating that it is OK for children to 'tell' a teacher when they witness, or are subject to, racism in the School.

Reporting

Racist Incidents are recorded internally when they occur and these records are kept securely with safeguarding files in accordance with GDPR guidelines.

There is an annual reporting process (in September) whereby the number of incidents are reported to the Local Authority as a numerical value, not identifying individuals or details of specific incidents.

Exclusions

In serious and persistent cases of racism the Executive Headteacher may have to consider excluding a pupil.

In general this involves the following:

- The Executive Headteacher will be responsible for the exclusion of pupils. The Head of School and/or the Executive Deputy have the delegated responsibility to take this action if necessary.
- When the decision is taken to exclude a pupil parents will be informed, the Authority and the Governing Body will also be informed in line with requirement set out in National guidelines.
- All exclusions will have regard to the guidance issued within current guidelines.

Dissemination of Information and Review of this Policy

Children are made aware of this Policy through assemblies, PATHs sessions and PSHE lessons.
The key principles are also supported by a number of events related to promoting positive behaviour, anti-bullying and citizenship.
The Executive Headteacher ensures that parents/guardians and all staff are familiar with the arrangements set out in this Policy Statement. A copy of this Positive Behaviour, Discipline Policy is on the School website and a paper copy available for perusal in the school, on request.

Appendix 5

Exclusions Policy

RATIONALE

At our schools we believe staff and children are entitled to a safe and secure environment in which to learn and succeed, the safety and well-being of all the members of the school community is paramount. This policy relates to the policy and practice regarding the use of Exclusions. A child will be excluded only as a last resort as a result of violence, unacceptable breaches of the behaviour policy or of the criminal law.

AIMS AND EXPECTATIONS

- To ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed
- To reduce the need to use exclusion as a sanction by positively encouraging and recognising acts of respect and consideration to others. The decision to exclude a pupil may be taken in the following circumstances
- In response to a serious breach of the school's Behaviour Policy
- If allowing the pupil to remain in school may harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and only the Executive Headteacher has the power to exclude a child from our schools. Exclusions, whether for a fixed term Suspension) or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are breaches of the school's Behaviour Policy

- Refusal to carry out reasonable instructions issued by a member of the school staff
- Verbal abuse directed at staff, professionals working within school or other pupils
- Physical abuse/assault of staff, professionals working within school or other pupils
- Actual or threatened violence against staff, professionals working within school or other pupils
- Inappropriate behaviour of a sexual nature
- Theft
- Possession or misuse of drugs or other illegal/dangerous substances
- Racial abuse
- Vandalism of the school site
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour

This list is not exhaustive and there may be other circumstances that could arise when the Executive Headteacher/Head of School makes the judgement it would be appropriate to exclude a child in school

TYPES OF EXCLUSIONS
There are two types of exclusion:

Fixed Period Exclusion (Suspension)
A fixed period exclusion is where a child is temporarily removed from school and for a specific period of time. The DFE regulations outline that this can be for up to 45 school days in one school year, even if a child has changed schools.

In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. An exclusion that takes place over a lunchtime would be counted as half a school day.

If the fixed period exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth day, e.g. a pupil referral unit.

Permanent Exclusion
A permanent exclusion means that a child is being removed from the school roll. However, the head teacher must not remove a pupil's name from the school admissions register until the outcome of the Independent Review Panel (if this route is followed by parents).

EXCLUSION PROCEDURE
At our schools the decision to exclude a child will be lawful, reasonable and fair. Every effort will be taken to ensure early intervention be used to address the underlying causes of any inappropriate behaviour before an exclusion is considered.

If a child is to be excluded, parents will be notified immediately by telephone and by letter as soon as possible without delay. The parent/carer will be informed:

- If the exclusion is permanent
- If the exclusion is fixed term, the precise period of the exclusion
- The reasons for the exclusion
- The parent's right to make representations to the governing body, and how the pupil can be involved in this;
- Who to contact about making such representations
- The arrangements made by the school for the pupil to continue their education during the first five days of the exclusion, including setting and marking of work. (It is the parents' responsibility to ensure that work sent home is completed by the pupil and returned to school)
- The school days (or school day from) which the pupil will be provided with alternative suitable education.

Exclusions can start on the same day but school will work in partnership with parents to collect their child as we appreciate that this may not be able to happen immediately. During the first five days of a period of exclusion (whether fixed term or permanent, the parents must ensure that the child is not present in a public place during school hours, unless there is reasonable justification.

For a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age (for example; home tutoring, a pupil referral unit or online studies). This provision must begin no later than the sixth day of the exclusion. This duty is set out in section 100 of the Education and Inspections Act 2006.

For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil, again of compulsory school age, to begin no later than the sixth day of the exclusion. This duty is set out in section 19 of the Education Act 1996.

CHALLENGING AN EXCLUSION

Parents have the right to ask the Governing Body to consider their representations about an exclusion. This will depend on the length and nature of the exclusion. The Governing body will consider the reinstatement of an excluded child within 15 schools days of receiving the notice of exclusion if:
The exclusion is permanent

- It is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in term; or
- The exclusion mean's the child will miss a public exam or national curriculum test

Where the exclusion means that a child will miss a national curriculum test there is a further requirement for a governing body to consider exclusion before the date of the examination or test. If this is not possible, the chair of governors may consider the exclusion independently and decide whether or not to reinstate the pupil. These are the only circumstances in which the chair can review an exclusion decision alone. In such cases parents still have the right to make representations to the governing body and must be made aware of this right.

If the exclusion is for 5 days or fewer, parents can request that the Governors hear their views but they can't overturn the Executive Headteacher's decision.

When invited to meet the Governing Body, parents will be allowed to make representations along with the Executive Headteacher/Head of School. The Governing Body will:

- Ask for any written evidence in advance of the meeting (including witness statements and other relevant information held by the school, such as those relating to Special Educational Needs)
- Ensure any written evidence and information has been circulated, including a list of those who will be present, to all parties at least five days in advance of the meeting.
- Allow parents to be accompanied by a friend or representative
- Identify steps they will take to encourage the excluded pupil to attend the meeting, where appropriate, to talk on their own behalf or by other means if they are not attending.

The Governing body will consider the interests and circumstances of the excluded child, along with the circumstances in which the child was excluded. When making any decisions they will also have regard to the interest of the other pupils and staff working at the school. The Governing body will look at the facts in relation to the exclusions and reach a decision on whether or not to reinstate the pupil considering is the decision to exclude lawful, reasonable, proportionate, procedurally fair, taking into account a Headteacher's legal duties.

The Governing Body can then either:

- Uphold an exclusion: or
- Direct reinstatement of the pupil immediately or on a particular date.

The Governing body must notify the parents, Executive Headteacher/Head of School and the local authority of their decision, and the reasons for their decision, in writing without delay. The reasons for the decision should be in sufficient detail to enable all parties to understand why the decision was made.

In the case of a permanent exclusion, where Governors did not overturn the exclusion, the Governing body must write to the parents and include the following information:

- The fact that the exclusion is permanent
- Notice of the parents' right to ask for the decision to be reviewed by an independent review panel and the following:
    - o The date by which the application for a review must be made
    - o The name and address to who the application for a review (and any written evidence) should be submitted:
    - o That the application should set out the grounds on which it is made and that, where appropriate, this should include reference to how the pupils special educational needs are considered to be relevant to the exclusion:
    - o That parents have a right to require the federation to appoint a Special Educational Needs expert to attend the review
    - o That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel and that parents may also bring a friend to the review.
    - o That, in addition to the right to apply for an Independent Review Panel, if parents believe that the exclusion has occurred as a result of discrimination then they may make a claim under the Equality Act 2010 to the First-Tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination.

THE INDEPENDENT REVIEW PANEL

If the Governing Body uphold a permanent exclusion, parents have the right to request that their decision is reviewed by an Independent Review Panel (IRP). Parents must lodge their application for a review:

- Within 15 school days of notice being given to the parents by the Governing Body of their decision to uphold a permanent exclusion; or
- Where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the exclusion.

These are strict deadlines and any application made outside of the legal time frame must be rejected by the Federation.

Parents may request an Independent Review Panel even if they did not make a case to, or attend, the meeting at which the Governing Body considered the exclusion. Parents must submit written representations and, if applicable, supporting evidence, when lodging their application. The Academy Trust must constitute the panel with either three or five members:

- A lay member to chair the panel
- One (or two for a 5-member panel) school governor who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or the Head teacher during this time, and

- One (or two for a 5-member panel) head teachers or individual who has been a head teacher within the last five years.

A clerk will also be present to provide advice to the panel and parties to the review on procedure, legislation and statutory guidance on exclusions. The clerk does not take part in the decision-making process.

The role of the panel is to review the Governing Body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school. The panel can decide to:

- Uphold the exclusion decision
- Recommend that the governing body reconsiders their decision, or
- Quash the decision and direct that the governing body considers the exclusion again.

When considering the Governing Body's decision, the panel should apply the following tests which need to be satisfied to quash the decision:

- Illegality - did the head teacher and / or governing body act outside the scope of their legal powers in taking the decision to exclude?
- Irrationality - was the decision of the governing body not to reinstate the pupil so unreasonable that it was not one a responsible person could have made?
- Procedural impropriety - was the process of exclusion and the governing body's consideration so unfair or flawed that justice was denied?

If any of these criteria are met, then the panel can quash the decision of the governing body and direct that they consider the exclusion again. Where the criteria for quashing a decision have not been met the panel should consider whether it would be appropriate to recommend that a governing body reconsiders their decision not to reinstate the pupil. This should be used where evidence or procedural flaws have been identified that do not meet the criteria for quashing the decision but which the panel believe justify a reconsideration of the governing body's decision.

In all other cases the panel should uphold the exclusion.

- There is no further right of appeal against the decision of an Independent Review Panel. However, there are two ways that the decision may be challenged:

- If you feel that the review panel process was unfairly run, you may be able to take this further by complaining about maladministration by the IRP. A successful complaint may result in a recommendation that a new IRP should be arranged, but the decision to uphold the exclusion cannot be overturned. The body this complaint should be made to will depend on the type of school involved.

THE RESPONSIBILITIES OF THE EXECUTIVE HEAD TEACHER/HEAD OF SCHOOL

It is the responsibility of the Executive Headteacher/Head of School to:

- Ensure the policy is implemented consistently and fairly.
- Make the decision to exclude having checked all evidence.
- Communicate promptly with parents, informing them of the decision to exclude immediately by telephone and within 24 hours by letter.
- Send details of the exclusion to the Chair of Governors and the LA.
- Delegate responsibility for sending work home/marking of work.
- Monitor the implementation of the policy and regularly report to Governors.

THE RESPONSIBILITIES OF THE CLASS TEACHER

It is the responsibility of the Class Teacher to:

- Keep appropriate records of incidents that may lead to the decision to exclude.
- Send work home for the duration of the exclusion and mark any work returned.
- Use the time of the exclusion to review provision e.g.: seating arrangements, differentiation, and behaviour support.
- Ensure the child returning from an exclusion is given every opportunity for a fresh start.

THE RESPONSIBILITIES OF THE GOVERNORS

It is the responsibility of the Governors:

- Review the policy in the light of monitoring.
- Attend Exclusion hearings as required.

EQUALITY

All children will be treated equally and fairly throughout the implementation of this policy. The Executive Headteacher will monitor incident logs and ensure that any apparent inequality of incidents is entirely attributed to the behaviours of those children,

TRAINING

Whole staff and individual training needs will be identified through staff appraisal.

MONITORING

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Termly reports will be made to Governors.

- Links to Other Policies Anti-Bullying Policy
- Safeguarding Policy Behaviour Policy
- Pupil Restraint Policy

REVIEW

The governors review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.