



# Lyndhurst Primary School

The Charter Schools Educational Trust

## **Behaviour Policy**

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### STATEMENT OF PRINCIPLE FROM THE CHARTER SCHOOLS EDUCATIONAL TRUST

We believe that a safe, caring and friendly environment in each of our schools creates a positive backdrop for effective teaching and learning, supports good mental health and wellbeing, and promotes equality and inclusion for all. We believe that for effective learning and wholehearted support for its schools' staff, there needs to be a strong consensus between parents, pupils and staff on what constitutes acceptable behaviour and fair discipline.

The Trust recognises the rights and responsibilities of all members of its schools' communities, and therefore expect all pupils, parents, staff, trustees, governors and visitors to show due respect and courtesy to one another. Our primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of poor behaviour are with the intention of supporting pupils' wellbeing and academic progress, as well as fulfilling the Trust's safeguarding responsibilities to pupils, staff and other members of its communities.

The Trust aims to foster a collective ethos amongst all members of its communities and promote the Trust values of Impact, Communication, Innovation & Curiosity, Belonging, Community and Integrity.

- All members of the Trust and its schools' communities must be treated inclusively and be free from any form of discrimination or prejudice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of our schools by both their peers and school staff, and should be free from bullying, discrimination, and distracting or damaging peer behaviour.
- Guidance on the use of reasonable force in certain circumstances when dealing with pupil behaviour will be agreed upon by the Headteacher and Local Governing Body, and clearly set out within the school specific Behaviour and Anti-Bullying policies.
- Rules will be consistently applied within our schools and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, and in line with the school specific Behaviour Policy.
- Good behaviour will be acknowledged and rewarded at the discretion of school staff, who will judge appropriately.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the individual pupil's out-of-school circumstances and possible special educational needs and disabilities will be considered. Comprehensive support will be provided before or alongside any disciplinary measures – exclusions and expulsions are to be used only as a last resort and where other intervention measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils towards the school's staff, will not be tolerated and will result in a sanction, which could include a fixed term exclusion, and potentially a permanent exclusion following a full investigation.

### SCOPE

This policy details the school's approach to promoting positive behaviour between the pupils on a day to day basis, including how we will deal with the everyday infractions. The policy also includes how the school will address more serious incidences that may result in an exclusion, be dealt with by the police, where harmful sexual behaviour has occurred or where a child has had to be restrained or been searched and had items confiscated. Therefore, the contents include our policies on:

- Child on Child abuse – following on from Ofsted's review into sexual abuse in schools 2021
- Positive handling
- Prejudiced based incidences concerning the protected characteristics
- Confiscation and Search

- Bullying

## ROLES AND RESPONSIBILITIES

### Introduction

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Lyndhurst Primary School. Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

The policy is designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our behaviour policy is everyone's responsibility. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### Inclusion

Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children.

Children with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors. Responses to these difficulties should be supported and planned as part of a multi-professional approach within schools.

### Aims

The aims of this policy are to:

- provide a consistent approach to behaviour management
- define what we consider to be unacceptable behaviour, including bullying
- outline how pupils are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions
- foster caring and tolerant attitudes which celebrate diversity and achievements in all areas.
- encourage increasing independence, self-awareness and positive health and well-being.

## KEY PRINCIPLES

### Curriculum

Engaging children with learning is key. Offering a well-planned and personalised curriculum which inspires all learners is a fundamental preventative measure. As is ensuring that the curriculum consistently supports children's health and wellbeing. We use a wide range of strategies to increase pupil engagement such as collaborative learning activities, promoting oracy in lessons and enabling children to shape and lead their learning.

### Environment

The environment gives clear messages to children about the extent to which they and their efforts are valued. At Lyndhurst Primary School we have set expectations of our environment in order to ensure practice is consistent.

Within the environment children should be able to view the class rules (max of 5.) and the school values, as both will act as a reminder for the expected standards.

### Values

Lyndhurst's School Values are: advocacy, free thinking, global citizenship, courteousness & resilience.

Our values underpin our approach to behaviour. Conversations about behaviour with children and staff should always refer back to the values. We focus our communication on efforts and values shown as opposed to achievements.

### **Relationships**

Positive relationships are key. Staff must be a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times in order to ensure that children are using the school grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.

When dealing with poor behaviour, we keep relationships intact by focussing on the behaviour and not the child.

### **Consistency of Routines**

Consistent adult behaviours will lead to pupils consistently conforming to our expectations.

A truly sustainable consistent approach does not come from a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.

At Lyndhurst Primary School we model consistency through:

- Language and response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour
- Follow up: Ensuring 'certainty' at the classroom, leadership and whole school level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours

### **Motivation**

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships.

Ways in which we recognise positive behaviour include:

- Golden Tickets – for behaviours linked to our values (these are presented in assemblies)
- Star Chart- 20 stars results in a Merit certificate issued by the Core Leadership Team.
- Class Points- awarded during transitions around school and break times. 10 points= 5 minutes of extra break & 20 points= a campfire story with the Core Leadership Team.
- Messages home
- Sharing excellent learning with others
- Good news postcards
- VIP Lunch

The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

For a minority of children, they may need more incentive and support to behave well. In these circumstances individual reward charts may be used. With a focus on earning a reward for behaving appropriately (this will be agreed with the SENDCo or Phase Leader).

### **De-escalation**

De-escalation of inappropriate pupil behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed

When children are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the child can get back on track without giving attention to the negative behaviour. At Lyndhurst Primary School we use a range of strategies including:

- Re-direction
- Distraction
- Humour
- Non-verbal cues
- Remaining calm, consistent and fair
- Paying attention to the right behaviours

### **Language**

At Lyndhurst Primary School, we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Behaviours should be discussed as the behaviours they are, and not be personal to the child. Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual.

### **Routines**

At Lyndhurst Primary School we teach the behaviours we want to see and practise these regularly with the children so they are clear about the expectations of them.

Core routines at our school include:

- How we walk around school (*we move quietly, slowly, in single file, on the left-hand side of a corridor or stair case ensuring we greet the people we pass holding doors open or thanking those holding doors open for us*).
- Movement during transition periods e.g., carpet to tables, playground to classroom etc. (*we line up at the end of play in silence, we walk into the playground until a teacher releases us*).
- Whole school hand signal for regaining class/group attention (*hand in the air*).

## **RESPONSIBILITIES**

### **School Staff**

All school staff must:

- Smile and be welcoming to all
- Deliberately and persistently catch children doing the right thing and praise them
- Know their classes well but also develop positive relationships with all children
- Use these relationships to create a safe and stimulating learning environment that inspires children's interests and learning
- Create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children

- Demonstrate unconditional care and compassion
- Be a positive role model through the school values and creating an ethos of high expectations for all
- Follow and implement this policy consistently

### **Headteacher and the Senior Leadership Team**

The Head teacher and the Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/notes home/certificates
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

### **Children**

All children must:

- Consistently model the school values and enable a positive climate for learning by following the school expectations and showing good learning behaviours
- Make a positive impact in the school community and beyond through taking responsibility for their behaviours, actions and voice

### **Parent, carers and guardians**

All parents, carers and guardians must:

- Help their child understand appropriate behaviours, school values and expectations
- Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements
- Through positive relationships within the school community, support a safe environment that prepares and ensures that children are ready for learning everyday

## **GRADUATED RESPONSE**

### **Outline**

This section outlines the steps an adult should take to deal with poor behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, calm approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour; which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

### **Consequences**

Consequences should:

Be linked to the behaviour and be proportionate to the action

Make it clear that unacceptable behaviour affects others and is taken seriously

Not apply to a whole group for the activities of individuals

Be time IN rather than time OUT

Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Should happen at a time convenient to the class and learners

### **Repeated or persistent misbehaviour**

At Lyndhurst Primary School, we are aware that there are experiences in school that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.

Therefore, we record inappropriate behaviours on Bromcom, so we can:

- Increase our awareness and identify patterns
- Recognise potentially disruptive situations and attempt to minimise them
- Target key children for the appropriate intervention

Any behaviour that is 'high-level' or above is recorded regardless of where it takes place.

Senior leaders in the school will regularly analyse data linked to behaviour to inform their actions across the school.

Where any behaviour is repeated and is significantly disrupting the learning of the entire class then a member of CLT should be notified immediately.

### **Bullying**

Bullying is defined as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' (Anti-Bullying Alliance).

Any of the behaviours described below could be categorised as bullying if their frequency and duration towards one person fits the category above.

Please see our anti-bullying strategy for more details on how we manage bullying at Lyndhurst.

## Response to behaviour

LOW LEVEL BEHAVIOURS			
I don't feel safe, I feel sad/ angry/ worried/ tired/ scared, I need to escape, I feel overwhelmed/ over excited, I can't cope with my difficult feelings, I need to be in control to feel safe, I don't understand my learning/ what I need to do, I don't have any friends, Sensory need (it's too noisy), My body feels busy/fussy, I need sensory feedback			
What this looks like.....	Initial response <b>RELATIONAL</b>	Possible follow up response <b>BOUNDARIES</b> (when child is calm)	Next Steps
<ul style="list-style-type: none"> <li><b>EYFS:</b></li> <li>Persistent disruption e.g., calling out on the carpet</li> <li>Tantrums</li> <li>Refusal</li> <li>Dangerous physical play</li> </ul> <p><b>KSI &amp; 2:</b></p> <ul style="list-style-type: none"> <li>Calling out</li> <li>Wandering about classroom</li> <li>Running in the school building</li> <li>Not putting hand up to talk</li> <li>Interrupting other pupils</li> <li>Ignoring minor instructions e.g. talking during work that is silent</li> <li>Silly noises/Minor Annoyances</li> <li>Pushing in the line</li> <li>Minor playground Incidents</li> <li>Name calling</li> </ul>	<p><u>Tactics that can be used:</u></p> <ul style="list-style-type: none"> <li>Tactical ignoring</li> <li>Make eye contact to reset behaviour</li> <li>Verbal reminders – reset expectations focusing on behaviour you need to see</li> <li>Visual aids</li> <li>Praise other children or child for doing the right thing</li> <li>Give thinking time</li> <li>Reference to feelings and how to regulate</li> <li>Statement of inappropriate behaviour and consequences for repeating it</li> <li>Provide with supportive resources, e.g. fiddle toy, Now, Next, After visual</li> <li>Change of seating – away from the distraction</li> <li>Rule reminder about which games are allowed and where</li> <li>Dispersal of game from area, together with removal of equipment as necessary</li> </ul>	<p><u>Consequences:</u></p> <p>Non- punitive. Apply a natural consequence this should <u>not</u> take place during learning time. This will be managed by the year group staff. Should last &lt;5 minutes.</p> <p>Examples of natural consequences:</p> <ul style="list-style-type: none"> <li>Repeating of task, instruction or reminder of the class or school rule broken.</li> <li>If in playground already - playground cool down period away from game (standing next to an adult, or sitting on the cool down bench?)</li> </ul> <p><b>DO NOT</b></p> <ul style="list-style-type: none"> <li>Use group consequences</li> <li>Humiliate the child in front of peers</li> <li>Shame them by writing names on board as a form of punishment</li> </ul>	<p><b>NOT RECORDED</b></p> <ol style="list-style-type: none"> <li>Evaluate current provision in place- will a new routine support better behaviour choices.</li> <li>Ensure work set is appropriately scaffolded/ supported</li> <li>Ensure language used is being understood</li> </ol>



MID LEVEL BEHAVIOURS			
What this looks like.....	Initial response <b>RELATIONAL</b>	Possible follow up response <b>BOUNDARIES</b> (when child is calm)	Next Steps
<p><b>Repeated low level behaviour</b> OR <b>One off</b></p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>Physical aggression. Smack/ slap, pinching, pushing.</li> <li>Low level name calling.</li> <li>Aggressive name calling.</li> <li>Excluding peers from games.</li> <li>Deliberate destroying of equipment.</li> </ul> <p><b>KSI &amp; 2:</b></p> <ul style="list-style-type: none"> <li>Refusal to work/Unacceptable output</li> <li>Deliberate disruption</li> <li>Accidental damage through carelessness – e.g. doodling on a book</li> <li>Cheek, kissing or offhand comments</li> <li>Minor challenge to authority</li> <li>Minor, non-directed swearing</li> <li>Repeatedly annoying other children</li> <li>Playground skirmish</li> <li>Being in a building unauthorised</li> <li>Bringing in inappropriate toys, trading cards, sweets, chewing gum</li> <li>Forgetting to hand in devices</li> </ul>	<p><u><b>Tactics that can be used:</b></u></p> <ul style="list-style-type: none"> <li>Distraction/ Diversion techniques. Use reassuring words 'It's okay'.</li> <li>Calm down time/ area with sensory toys/visual timer</li> <li>Use of emotion cards to express feelings. Saying 'Stop' firmly with hand signal.</li> <li>Use of W, I, N, E (<i>I wonder....; I imagine....; I noticed....; Empathy</i>)</li> <li>Clarifying of behavioural choices and consequence – frames as a choice.</li> <li>Separation from the rest of the class within classroom – to remove distraction / opportunity and to be given time to calm down and reflect</li> </ul> <p><u><b>N.B. For Consistency</b></u></p> <p>Jewellery, toys, cards etc will be confiscated and returned to pupil in an envelope at the end of the day. – remind parents of policy</p> <p>Anything edible that is confiscated will be thrown away</p>	<p><u><b>Consequences:</b></u></p> <p>Non- punitive. Apply a natural consequence this should <u>not</u> take place during learning time. This will be managed by the year group staff. Should last 5-10 minutes.</p> <p>Examples of natural consequences:</p> <ul style="list-style-type: none"> <li>Revisit rules on using kind hands using visual aids to support. (Reception/year 1)</li> <li>Completing unfinished work / the agreed amount of work</li> <li>Discussion about the impact of the poor behaviour and what can be done differently next time</li> <li>A spoken or written apology to the affected person/people</li> <li>Repair or clean up the damage / mess</li> <li>Directed activities in the playground rather than free-joining in an adult structured game immediately, then a quick word about 'no playfighting'</li> <li>Restorative session with adult</li> </ul> <p><b>PLUS</b> Inform the class teacher of the incident.</p>	<p><b>NOT RECORDED</b> But re-occurring incidences to be discussed with SENCo or Phase Leader with a view to recording over a set period.</p> <ol style="list-style-type: none"> <li>Informal chat with parents to inform them of what's been happening over time</li> <li>Regular PHSE focus on negative behaviour e.g. kindness, using kind words and kind hands.</li> <li>Consider a chart – according to the child's needs.</li> <li>Consider supervised lunch time activity</li> </ol>

HIGH LEVEL BEHAVIOURS			
What this looks like.....	Initial response <b>RELATIONAL</b>	Possible follow up response <b>BOUNDARIES</b> (when child is calm)	Next Steps
<b>Repeated Mid level behaviour</b> OR <b>One-off</b> <ul style="list-style-type: none"> <li>Repeated swearing/ Offensive language.</li> <li>Physical aggression, scratching &amp; biting</li> <li>Threatening physical harm.</li> <li>Deliberately making others feel unsafe i.e. throwing objects, bullying or Spitting.</li> <li>Harming/hurting someone – bruising, leaving a mark, scratches &amp; drawing blood.</li> <li>Serious incidents, fighting, steaming, hurting intentionally.</li> <li>Damage to school/pupil property.</li> <li>Leaving class/space without permission</li> <li>Challenges to authority i.e. repeated refusal to do set tasks.</li> <li>Significant disruption to learning</li> <li>Harmful/hurtful/offensive name calling or gestures/directed swearing.</li> <li>Repeated forgetting or deliberately not handing in mobile phones or other electronic devices.</li> <li>Inappropriate use of technologies (in and out of school).</li> <li>Bringing the school into disrepute e.g. on public transport, road, online.</li> </ul>	<u><b>Tactics that can be used:</b></u> <ul style="list-style-type: none"> <li>Saying ‘Stop’ firmly with hand signal, give time to process and then repeat.</li> <li>State behaviour choice and consequence to others—when you hit it hurts me.</li> <li>Use of W, I, N, E (<i>I wonder....; I imagine....; I noticed....; Empathy</i>)</li> <li>Clarify expectations e.g. I am expecting you to use your mouth to eat food not to hurt me.</li> <li>Use resources to teach what positive behaviour is expected E.g. for biting - mouths are for eating, laughing, smiling etc.</li> <li>Direct them to a safe space to calm down</li> </ul> <p>IF a Child is putting themselves or other in danger, the class or child should be moved (staff should make an informed decision)—SLT must be contacted.</p>	<u><b>Consequences:</b></u> <p>Non- punitive. Apply a natural consequence this should <u>not</u> take place during learning time. This will be managed by the Senior Leadership Team. Should last &gt;10 minutes.</p> <p>With a member of <b>SLT</b> use restorative approach to jointly decide how to repair, e.g. mending broken items or completing missed work during child’s play, apologising Comic strip conversation/ drawing what happened</p> <ul style="list-style-type: none"> <li>Altered routine for next exposure to support the child in learning to manage emotions and feelings. E.g. not being on the main playground so that can focus work on managing emotions.</li> <li>Written reflection – for younger children this will be a discussion and then a picture of feelings or to apologise</li> <li>Apology letters.</li> </ul> <p><b>NB any kind of prejudiced based language is very serious.</b> Please consider the age and intent of the child, whether this is a repeat offence, before deciding upon a sanction.</p> <p>All such incidences must</p> <ul style="list-style-type: none"> <li>be recorded</li> <li>the parents informed</li> <li>be dealt with by SLT.</li> </ul>	<b>RECORDED ON SYSTEM</b> <ol style="list-style-type: none"> <li>Share with parent</li> <li>Seek support from Phase leader/SLT/SENCO</li> <li>What else does the child need to be successful in class/playground - proactive support, any external agency referrals</li> <li>Possible use of behaviour chart/pupil support plan or book for a limited period</li> <li>Persistent high-level behaviours – SLT complete a chronology of behaviour</li> <li>Children placed on the ‘at risk of exclusion register’</li> </ol>

EXTREME LEVEL BEHAVIOURS			
What this looks like.....	Initial response <b>RELATIONAL</b>	Possible follow up response <b>BOUNDARIES</b> (when child is calm)	Next Steps
<p><b>Repeated high level behaviour</b> OR <b>One Off</b></p> <ul style="list-style-type: none"> <li>Repeated / pro-longed biting</li> <li>Actual significant physical harm to self or others.</li> <li>Very serious challenge to authority/class being evacuated.</li> <li>Persistent bullying.</li> <li>Extreme danger or violence e.g. throwing large objects like chairs or tables, computers, ipads etc.</li> <li>Running out of school/truancy.</li> <li>Possession of a weapon considered to be dangerous by an adult at the school.</li> <li>Serious fighting &amp; intentional physical harm to other children.</li> <li>Child on child abuse (up skirting, unwanted and inappropriate touching, issues involving consent).</li> <li>Prejudiced based incidences – verbal abuse threats of violence, hate speech.</li> <li>Stealing, vandalism &amp; graffiti</li> <li>Malicious use of technologies both within school in and out of school.</li> <li>Possession of illegal drugs</li> </ul>	<p><b><u>Tactics that can be used:</u></b></p> <p>See strategies above to make the immediate situation presenting, as safe, If behaviours are dangerous to self or others, use of Restrictive Physical Intervention to safe space (<i>please refer to Positive Handling Policy</i>)</p> <p>After:</p> <ol style="list-style-type: none"> <li>Time out with SLT immediately</li> <li>Immediate investigation</li> <li>Full write up with factual statements from all involved over what occurred.</li> <li>If restrictive physical intervention used – complete review as per the policy detailed below</li> </ol> <p><i>Please refer to the <a href="#">Brook traffic light system</a> and the <a href="#">Simon Hackett continuum</a> when discussing the seriousness and possible response to such behaviour</i></p>	<p><b><u>Consequences:</u></b></p> <ol style="list-style-type: none"> <li>Child removed from others to stay with SLT whilst the investigation is happening.</li> <li>Child to write down what happened from their point of view</li> <li>May include an internal or external suspension, removal from groups of children (lunch or break time) or restorative actions.</li> <li>Reintegration meeting with parent if exclusion has been used as a sanction.</li> <li>During this completion of Reducing Anxiety and Management Plan <a href="#">RAMP</a> (Brook for harmful sexual behaviour) or positive handling plan.</li> <li>If the behaviour could be classed as criminal the police may need to be called.</li> </ol>	<p><b>RECORDED ON SYSTEM</b></p> <ol style="list-style-type: none"> <li>Same day phone call to parents.</li> <li>Inform parents of the sanction after investigation has happened.</li> <li>Seek support from SLT/SENCO/external agencies – contact any agencies that have received referrals to chase and ask for further support urgently.</li> <li>What else does the child need to be successful in class/playground - has absolutely everything that could be done in-house, been done?</li> <li>SLT complete a chronology of behaviour to ascertain what other support must be put in place urgently to avoid exclusions.</li> <li>Children may be placed on the 'vulnerable pupils list'.</li> </ol>

## Prejudiced-based incidences

At Lyndhurst Primary school these are considered high level or extreme and are dealt with by senior members of staff, who will ensure a thorough investigation is conducted.

The definition of a prejudiced based incident is when behaviour towards others is motivated by prejudice, based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance (for example those characteristics that are protected in the Equality Act 2010).

## Examples of prejudiced-based incidences

- Physically hurting someone
- Derogatory name calling / comments in lessons
- Hate graffiti
- Wearing hate badges or insignia
- Bringing hate materials into school or sharing/promoting such materials online
- Encouraging others to look at hate material or be part of a gang or group that promotes prejudice and hate
- Ridicule of an individual for cultural or other differences e.g. food, music, dress, appearance
- Refusal to work with someone because of a protected characteristic e.g age, gender, race, religion, sex, disability & sexuality.

It is helpful to note that some language is inherently and always hurtful. Responding to such language is straightforward. Other words are perfectly acceptable if used positively and correctly, e.g. black, lesbian, gay, transsexual, woman and girl. Misuse of these words to be negative (as in 'it is just a joke, just banter, just boys being boys etc) is always unacceptable and young people need to learn that this is prejudice. Words that individuals choose to describe their identity should be respected and never used to be negative or hurtful.

The examples described above are unwanted, offensive and affect the dignity of the individual or group of individuals. These incidences could be intended/described as 'banter' or in 'jest'. Whatever the motivation, they are considered serious and not tolerated.

At Lyndhurst Primary school we will deal with such incidences by:

- **Challenging** prejudicial behaviour, including setting standards of acceptable behaviour and a culture of trust and respect. Challenge includes explanation and information to help those responsible understand the impact and reflect but may also result in disciplinary action.
- **Supporting** all those affected by the incident (the target, person responsible, witnesses, participants, bystanders, families, staff and governors) to mitigate the impact and effect a change in behaviour including following up to ensure the incident has been effectively dealt with.
- **Recording** what has happened and report to relevant people. This will include informing the parents
- **Monitoring and analysing** reports to look for patterns to help direct further preventative measures and **Evaluating** the intervention to learn and improve practice

Our taught curriculum (particularly PHSE) that expands pupils' understanding of and value for diversity, we aim to prevent such incidences from occurring. The curriculum

- embeds representation of diverse groups across the curriculum
- teaches about and against prejudice
- identifies and challenges stereotypes
- broadens the range of what is deemed 'normal'
- develops young people's capacity for empathy

### **Restorative practice**

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.

Restorative justice techniques are used to positively resolve conflict that arises in the classroom and the playground in order to uphold a positive learning climate.

Information and guidance about the approach including materials to support staff when engaging in restorative conversations after high level or extreme incidences please visit

[Restorative Justice 4 Schools Ltd Implementation Pack](#)

### **Exclusions & Suspensions**

#### **Internal Suspensions**

This is a sanction for repeated high-level incidences or one-off extreme incidences. It involves the pupil being separated from the peers for the day in order to reflect on the incident that has occurred and to plan the restorative approaches with a senior member of staff. This is not recorded as an official exclusion as the pupil is in school.

#### **External exclusions & Suspensions (fixed term or permanent)**

At The Charter Schools Educational Trust (the 'Trust'), we understand that good behaviour and discipline is essential for promoting a high-quality education. As a Trust, we do not wish to suspend or permanently exclude any child from any of our schools but on rare occasions, this may be necessary.

Our aims are to ensure that:

- The process is applied fairly and consistently
- The process is understood by Trustees, local governors, staff, parents and pupils
- The Trust and its schools maintain a safe and caring environment in which all pupils can learn and succeed
- Rigorous Early Help strategies are used to support pupils to reduce the need for any suspension or permanent exclusion

Amongst other disciplinary sanctions, our schools recognise that the exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. The exclusion a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, exclusion of a pupil will only be used as a means of last resort.

Please refer to the Charter Schools Educational Trust exclusions policy on the website

#### **Other policies and documents to refer to**

- Child on child abuse
- RAMP
- Safety Plan
- Positive Handling policy
- Positive handling recording form
- Confiscation and Search policy
- TCSET exclusions policy

