



'Aim High Be Happy'

Behaviour and Inclusion Management Policy

Policy Control	
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Responsible Governor Team:	Personal Development, Behaviour and Welfare
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Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values
With *kindness* in our hearts,
we find **enjoyment** in our learning and
seek **challenge** in all that we do.

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

This document is a statement of the aims, principles and strategies for Sandhurst Primary School Policy. It should be read in conjunction with the SEN policy, anti- bullying policy, anti- racism policy, child protection policy and the policies for learning and teaching.

Rationale

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

Education should be a positive partnership with parents, governors and the school working closely together and supporting each other.

The school wishes to promote and build further the excellent behaviour that is the norm for most of our pupils. Parents play a vital role in the development of positive behaviour patterns and attitudes in their children and the school appreciates this.

We expect all members of the school community to treat each other with respect and courtesy and to take responsibility for their own behaviour.

Aims

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work.

The aims of this policy are to: -

- To ensure appropriate behaviour and language throughout the school, expecting only the highest standards of behaviour of our pupils where trust, politeness and good manners are evident.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to positive behaviour management that is used and approved by all the staff in the school: teaching and non-teaching staff and school council.
- To ensure that parents are informed and are aware of the disciplinary procedures.
- To ensure a safe and happy school.
- To promote self-discipline.

Success Criteria

If the aims of this policy are successful this will lead to:

- A calm, purposeful and happy atmosphere in the school
- Positive, caring attitudes towards everyone where achievements at all levels are valued
- Pupil self- esteem raised
- Pupils, staff and parents have a sense of direction and a feeling of common purpose

Principles and rights

Every child has the right to feel safe, secure and happy to achieve this we believe the child must:

- Have clearly defined boundaries within school
- Feel valued, appreciated, and know people who will listen to them
- Be fairly treated
- Be spoken to with respect and courtesy
- Have a learning environment of good quality that is conducive to learning

Adults working in the school have a right to:

- Be treated with respect and courtesy
- Feel valued and appreciated
- Receive appropriate training to enable them to carry out the roles expected of them

We believe that praise is the vehicle by which our pupils will appreciate the value of good behaviour.

Positive Behaviour Rules

- I will do as all adults in school ask me, the first time I am asked.
- I will keep hands, feet and all objects to myself.
- I will listen carefully and stay on task and be an active learner.
- I will move politely and quietly around school.
- I will only say kind things and keep unkind thoughts to myself.
- I will look after my possessions, respect other people's property and take care of the school environment.

The Framework

The framework of the Behaviour Policy is based on four components.

- **Values** which form the 'codes' by which we agree to behave.
- **Rules** which are jointly agreed by children and staff.
- **Positive recognition** for pupils who follow the rules and take responsibility for their own behaviour and demonstrate the shared values.
- **Consequences** that result when children behave inappropriately are shared with staff, children and parents.

Responsibilities

All members of the school community - teaching and non-teaching staff, parents, pupils and Governors - works towards the school aims by: -

- Providing a well-ordered environment in which all are fully aware of behaviour expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers can confiscate pupils' property.

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Pupils' conduct outside the school premises

When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos. Before setting out on a trip pupil should be reminded to: -

- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them

What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

At Sandhurst Primary School we will respond to all criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. We will involve parents and if necessary the police or other outside agencies.

Consequences will be imposed for:

Any misbehaviour when the child is:

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

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

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

Liaison with Parents

'Meet the Teacher Meetings' are held at the beginning and end of each year and our approach to behaviour management and our expectations are outlined. Regular updates and reminders are added to newsletters throughout the year.

Throughout the year, parents are kept informed about their child's behaviour.

We have an 'open door' policy and parents are encouraged to come into school and discuss any issues concerning their child's education/behaviour with staff.

Parents' responsibilities

- to make children aware of appropriate behaviour
- to encourage independence and self- management
- to show an interest in all their child does in school
- to support the school in implementing this policy
- to be aware of the school rules and class discipline plans
- It is the aim of the school to inform parents about their child's positive behaviour.

Positive feedback is given to parents through a range of strategies:

- telephone calls
- Class dojo
- verbal feedback
- Certificates and stickers
- Star of the week

If there is concern about a child's behaviour, parents will be invited to talk to the class teacher.

This will allow the teacher to find out if there are any factors that might be affecting the child. The teacher and parent can then work together to try to put measures in place to improve the child's behaviour.

Throughout this procedure parents are kept informed. Sometimes if behaviour is monitored, a home/school contact book/sticker chart may be started.

It is hoped that the child will make progress but sometimes if unacceptable behaviour continues, more support will be needed. The class teacher will then discuss ways to improve this child's behaviour with the SENCO and Headteacher. An 'Individual Behaviour Plan' will be written and discussed with the parent and child.

If any pupils present an ongoing behaviour problem, all staff involved with the child will keep a detailed log of the issues, including third party interventions and all strategies used on CPOMS. These will be regularly reviewed by the Headteacher, SENCo and SLT).

A Personal Support Plan, positive handling plan, specific risk assessment plan or Individual Education Plan may be agreed between pupil, staff and parents and a date set for evaluation.

Outside Agencies

Any worries about any pupil should be discussed with the SENCo. There are times when the advice of outside agencies will be required. This will be the result of discussions between the Class Teacher, SENCo, and Head Teacher, or as the result of discussion at a Group School Conference. Any outside agency will need information; therefore, staff need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include: Specialist Teaching Service, Educational Psychologist, Speech Therapist, Physiotherapist, School Nurse and Social Services.

Teaching positive behaviour

At our school we believe it is easier to behave well when you feel good about yourself.

We have a supportive school with a caring ethos. We also acknowledge that many of our pupils come from situations that are not. Therefore, we actively promote good relationships and positive views of others and ourselves through each class using:

- Zones of Regulation
- PHSE and Circle time at least once a week to actively teach core skills
 - Encouraging pupils to discuss their feelings
 - Teaching right and wrong, respect, support and consideration

We also believe that it is the duty of all the staff to actively teach these core skills throughout the day by:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for pupil behaviour
- Showing empathy and understanding of pupils
- Listening to pupils
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to pupils
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage inappropriate behaviour

Whole School Behaviour Rules

As part of having a shared vision of behaviour in the school, whole school rules are shared and displayed within the school community. At the beginning of each academic year, the school will review the Behaviour Policy. Children will have an induction period to ensure the behaviour rules are fully embedded and are revisited at the beginning of each term along with our values.

We hold the value of respect as a core value for behaviour:

R – Remember to use your manners

E – Everyone should be included

S – See the good in everyone

P – Put others first

E – Encourage everyone to do their best

C – Care for others

T – Take care of other people's belongings

Alongside this we teach children about our school values of kindness, challenge and enjoyment.

Behaviour Policy

The behaviour policy will be reviewed and updated annually. Good to be Green and Zones of Regulation are part of this plan. Rewards and consequences will be issued according to this plan.

Zones of Regulation

Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports lesson or football match, they would need to have a higher state of alertness than when, for example, they were reading quietly in the classroom.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation' and this strategy is embedded within our school life.

Rewards

The school praises and rewards children for good efforts in their work, for appropriate behaviour and for keeping to the school rules. There may be some slight differences between the year groups as we recognise the gradual maturity of the children; what appeals to an Early Years child as a reward, is not necessarily appropriate for a Year 6 child.

Rewards are used to:

- encourage good behaviour

- create a positive environment
- help teach behaviour and establish positive relationships
- to increase self- esteem

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive rewards. Children's success both in their work and behaviour will be measured against their previous performance.

A wide range of achievements are celebrated through: -

- Verbal praise
- Written feedback
- Dojo's
- Head Teacher Stickers
- Star of the Week
- Class treats
- Raffle tickets
- Stickers
- Sandhurst Stars
- Golden Time
- House points via Class Dojo
- VIP Bounce

Golden Time

Golden Time forms part of the Behaviour Policy implemented by the school. Children have an incentive to follow the rules and are rewarded for good behaviour by having 'privilege' time. Rules are frequently discussed and revised during Circle Time and PHSE activities. If a child chooses to break rules consistently throughout the week the teacher may take away all or part of Golden time/Enrichment time.

House System

The children in school are split into four Houses: Bodiam, Hever, Leeds and Dover. House points are awarded both in class and generally around school by all school staff via class dojo points. The House Cup is awarded to the House with the most points during our weekly Celebration Assemblies.

Consequences/ Sanctions

When pupils choose to break rules a whole school system of appropriate sanctions are used according to the Behaviour Plan. These sanctions or consequences are organised into a discipline hierarchy which is progressive. The sanctions then become gradually more substantial.

Good to be Green

We operate a 'Good to be Green' behaviour management system. We believe that children can make choices about how to behave, and we reflect that through our practice. Children are encouraged to take ownership of their own behaviour and work to correct poor choices.

GOLD

Children can move from Gold back down to green, yellow, orange or red if their behaviour deteriorates. They might lose their end of term treat if this becomes a regular occurrence.

GREEN	All children start every session on green.
YELLOW	If children make wrong choices and break class/school rules, they will move to Yellow and will sit away from others in the class for a period of 5 minutes or miss 5 minutes of the next playtime in Key stage 2. This may be 3 minutes for younger or SEN children.
ORANGE	Continual wrong choice of behaviour means that children will move to orange. The child will be sent to another class for the rest of that session – Potter to Nightingale (R – 1), Nightingale to Darwin (Y1-Y2), Darwin to Pankhurst (Y3 - 4), Pankhurst to Shakespeare (Y4-Y5), Shakespeare to Holmes (Y4-Y5), Holmes to Churchill (Y5 – Y6) Churchill to Potter (Y6 – YR). At times, it may be more suitable that a child works in a separate learning area with the class adult, rather than in the designated orange classroom. During this time children should be accompanied by an adult from their class who will deescalate any tensions and settle them to ensure that the child understands the expectations of that session – usually to complete the work required in their own classroom. They will also be encouraged to reflect on their actions and make amends if needed at the end of that session. At the end of the session it is the responsibility of a member of staff to collect the child and return with them back to their class and ensure they are ready to begin the next session in a positive manner. There is no need to inform parents at this stage unless it is felt that the child would benefit from them knowing. An orange session takes place during the lesson or breaktime that it occurred in. If an orange happens at the end of a session then it must be the next available session – this could be a play or lunchtime.
RED	<p>Persistent wrong choices, verbal or physical abuse of any kind, will result in being sent to the Headteacher or a member of SLT if unavailable. An internal exclusion will occur for the rest of the day or if the incident takes place at the end of the day, the internal exclusion will take place the next day. If the Red incident occurs on a Friday and it is felt to be detrimental to the child's well-being, then this could be finished on the Friday. It is not always suitable – especially in the case of a child with identified SEN needs - to carry this over the weekend. Parents will be informed by the class teacher by telephone or face to face if a pupil goes to Red. There will be no Golden Time for any child who gets onto red during the week. They must miss the whole time in class and if disruptive sent to the Head or SLT. During a Red session, a child must be accompanied by a member of their class staff team and suitable work which matches, as near as possible, the work in class, must be provided.</p> <p>If Reds occur on a regular basis then a Pastoral Support Plan / specific risk assessment or Positive Handling Plan may be implemented by the SENCo and Class Teacher in consultation with the Headteacher, Senior Leadership Team, pupil and their parents.</p>
GREY	At this stage, parents will be asked to come into school to work alongside the teaching staff and other agencies in ensuring positive behaviour outcomes.

Record Keeping

For pupils causing concern a record of instances of misbehaviour will be logged using CPOMs. For some Children reward type charts are also completed. Records are reviewed by the SENCO and SLT.

Individual Behaviour Plans

For pupils causing significant behaviour concerns, an Individual Behaviour Plan will be formulated and agreed with all appropriate parties including the child and parents. The School rules will still need to be followed but adjustments will be made in terms of expectations, rewards, treats and sanctions. The plan will be reviewed weekly or fortnightly if there has been progress, the programme will be stopped. If progress has been very slow then a referral might be made to an outside agency such as LIFT (Local Inclusion Forum Team)

Exclusion

- The Head Teacher can exclude a pupil but can only do so in line with the requirements within the current Government guidelines and following any other amendments from the LA. For all exclusions, the Exclusion Officer must be informed.
- If a pupil's behaviour continues to be disruptive or violent and is identified as being a serious breach of this policy, in spite of applying all the suggested and agreed measures, and is undermining the quality of teaching and learning for other pupils and, if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school then procedures for the exclusion of the pupil will commence.
- Parents will be notified of the reason for the exclusion and invited to discuss the matter with the Head Teacher and SENCo. Before the child is re-admitted to school, a meeting between the parents, school and any other outside agencies that are involved will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour pattern is not repeated. A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in the school's record and one sent to the parent.
- The Headteacher will inform the governors of fixed term exclusions of more than 5 days.
- Parents have the right to make representation about all exclusions to the governors.
- Governors' Discipline Committee meets to consider a fixed period exclusion of more than 15 days in any one term.

Search Powers and Confiscation (DfE advice January 2018)

Searching with consent

School staff can search pupils with their consent for any item. Staff are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy. (A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty).

Searching without consent

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

(Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Sandhurst Primary School the

Headteacher and authorised staff can search and confiscate a pupil's mobile phone if it has been used during school time or has been used inappropriately, causing distress to another pupil or adult.

(The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.)

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Confiscation

Confiscation after a search with consent

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Confiscation after a search without consent

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Please read the DfE guidelines relating to the disposal of any items. (Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies January 2018)

Power to use Reasonable Force (Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013)

All members of staff have a legal right to use reasonable force to control pupils or restrain them, as set out in Section 93 of the Education and Inspections Act 2006. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force described above, headteachers and authorised

- staff can use such force as is reasonable given the circumstances to conduct a search for the following
- "prohibited items"- see above

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The Use of Force to Restrain or Control Pupils: What the law says:

The law recognises that there are situations where some restrictive physical intervention is necessary as an act of care. Restrictive Physical Intervention refers to a situation where a member of staff uses force intentionally to restrict a child's movements against his or her will.

Section 93 of the Education and Inspections Act 2006 gives all school the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- *Committing an offence.*
- *Causing injury, or damage, to a person or the property of any person (including the person themselves).*
- *Prejudicing the maintenance of good order and discipline in the school or among pupils receiving education in the school, whether during lessons or elsewhere*

Use of Physical Restraint

Physical restraint is only used to prevent a pupil causing harm to himself/herself or others, seriously damaging property, or committing an act which risks harm to people or property. Alternatives to physical restraint and de-escalation strategies **MUST** always be considered and tried prior to handling a child. Some of the key points are listed below, but staff must also refer to the Positive Handling Policy.

- Only the minimum necessary force should be used and every effort made to avoid injury to the child – a red card alert should be issued and a member of the SLT present.
- Physical contact and restraint should never be used in anger
- Restraint should continue for no longer than is necessary
- Where at all possible, more than one adult should be present
- No adult should be expected or required to restrain a child, if by doing so they will put themselves at risk
- Children who require complex or repeated physical management will have a written positive handling plan which has been agreed by parents and relevant external agencies
- All incidents will be recorded by individual staff on CPOMS and the child will be asked to record a written reflection of their behaviour
- Staff dealing with such children should be trained in proper and safe methods of restraint.

Reduced Timetables (Working together to improve school attendance DfE guidance May 2023)

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

Exceptional circumstances include:

- There's a specific need for a pupil- e.g. medical condition
- It's in the pupil's best interests
- It's on a temporary basis
- A family bereavement
- A pupil joining the school has significant needs and it is being used for transition

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full time, either at school or alternative provision.

There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In

agreeing to a part time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

Dealing with Allegations Against Staff Including Malicious and Unfounded Allegations

The Headteacher has details of the DfE Guidance on dealing with Allegations of Abuse and will contact the Local Authority Designated Officer (LADO) for further advice. If the allegation is determined to be deliberately invented or malicious, the Headteacher will consider whether disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he/she was not a pupil.

Bullying and Racist incidents

Bullying is any persistent behaviour which makes someone else feel unhappy, including not speaking to them, making faces, name calling, and sometimes even physical assault. Bullying will be treated as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

Racist incidents will also be dealt with as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

All incidents of bullying and racist incidents are recorded using the KCC Digital Front Door.

Bullying and racist incidents are monitored by the Governors.

Opportunities for Children to Discuss Appropriate Behaviour

- A programme of personal, social and health education designed to promote mutual respect, self-discipline and social responsibility.
- A clear focus for work on relationships and feelings as part of the PSHE work throughout school.
- The agreement of a set of rules by each class at the beginning of Term 1.
- Knowledge of school rules, other than the classroom.
- Social skills groups are run for targeted children when appropriate.

Monitoring

The policy will be reviewed at the end/ beginning of each school year. Staff will also be kept updated with the policy at the beginning of each school year and also through our Induction training.