OAKDENE PRIMARY SCHOOL
POLICY TO PROMOTE POSITIVE RELATIONSHIPS AND BEHAVIOUR

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Document History	
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OAKDENE PRIMARY SCHOOL
POLICY TO PROMOTE POSITIVE RELATIONSHIPS AND BEHAVIOUR

Behaviour Policy o **Anti-Bullying Guidelines**
o**Cyberbully Guidelines** o **Anti-Racism Guidelines**

- **Reporting of racist or homophobic incidents**
- **Reporting of bullying incidents**
- **Reporting of Cyberbullying incidents**
- **Reporting of e-safety incidents**

Aims, expectations and principles:

At Oakdene Primary School we pride ourselves on the reputation we have for being a caring and welcoming school. Our school is a community where we believe it is vitally important that everyone is safe and happy. We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, social, cultural or religious background.

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community and the wider community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences, usually based around our system of sanctions). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and self-discipline, promoting reflection of what behavioural choices existed
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'. Positive behaviour is acknowledged and praised.

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Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time and Space' and / or 'Reflection' can be offered to children before an incident is dealt with.

Social Distancing
Due to the current pandemic COVID 19, strong sanctions will also be given for behaviour that may place staff or pupils at risk e.g. consistent non-compliance of social distancing procedures, not adhering to the one-way system, not adhering to hygiene routines, spitting, deliberately coughing, having to use positive handling.

These sanctions will be in line with our usual behaviour policy flow chart.
We will expect pupils to:
- follow routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
- follow instructions on who pupils can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, queuing etc)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it,
  bin it, kill it') and avoiding touching your mouth, nose and eyes with
hands
- tell an adult if they are experiencing symptoms of coronavirus
- follow rules about sharing any equipment or other items including drinking bottles/cups.
- amended expectations about breaks or play times, including where children may or may not play
- follow new expectations / rules for use of toilets
- follow clear rules about NOT coughing or spitting at or towards any other person
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Roles, Rights and Responsibilities:

Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships.

Class teacher
All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise

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good choices in order to reinforce good behaviour and positive relationships. With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- treat each child fairly and with respect and understanding
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves using **Cpoms**, involving parents/carers when necessary.
- liaise with external agencies to support and guide the progress of each child
- report to parents/carers about the child's social and emotional aspects of school life, including behaviour and relationships.

Support Staff
It is the responsibility of teaching assistants, office staff and all other adults in school to support the Executive Head Teacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved. This is a fundamental part of our school ethos.

Executive Head Teacher
In addition to the above, it is the responsibility of the Executive Head Teacher to:

- support the staff by implementing the policy and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- ensure the health, safety and welfare of all children in the school
- maintain record of all reported serious incidents. This Log is kept on our secure system CPOMs.
- issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The Executive Head Teacher may permanently exclude a child; both these actions are only taken after the Chair of Governors has been notified.

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Parents / Carers

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents/carers immediately if we have concerns about their child's welfare or behaviour. All parents / carers have signed a home school agreement and we expect them to buy into our culture and ethos. In addition to this, during the pandemic we have issued a parent/carer pledge which all parents/carers returned as school opened to all pupils.

We expect parents/carers to: (Extract taken from Home School Agreement):
As a parent/carer I will:
1. Support the school in its aims to educate my child.
2. Accept responsibility for my child's behaviour and support the school's polices.
3. See that my child attends school regularly and on time, informing school of reasons for absence.
4. Check that my child brings everything required for school.
5. Support my child with learning at home as stipulated in the Homework Policy.
6. Attend Consultation Evenings to discuss my child's progress.
7. Make sure that books and equipment are cared for.
8. Ensure that my child is dressed appropriately in school uniform.
9. Be aware of the school rules (See Appendix 1)

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Executive Head Teacher or Head of School, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Head Teacher in carrying out these guidelines. The Executive Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Head Teacher about particular disciplinary issues. The Executive Head Teacher must take this into account when making decisions about matters of behaviour.

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Consequences

Positive consequences
Each teacher and their class develop their own systems of reward and praise, based on the overall school principles set out in this policy and the School Rules that that was created by the School Council and Children in school working alongside the Executive Head Teacher and Governor representative. This will include individual and class rewards and typically, especially with older children, group rewards to promote interpersonal relationships. Positive consequences for the good choices and good behaviour include:
- Regular verbal feedback to reinforce positive behaviour
- Marvellous Me App
- Reference to good role models
- Children are congratulated
- Stickers or dojos
- Celebration of individual's achievement inside and outside of school in the class assemblies
- Written comments on a child's work
- Star of the week award (in weekly celebration assembly & Top Table - currently postponed until further notice)
- Receiving Bessie or Barney the bear. (currently postponed until further notice)
- Weekly newsletters
- Visit to another member of staff to highlight praise
- Informing parents/carers
- Weekly reading raffle
- Children's involvement in pupil voice groups such as eco, librarians, school council and the Rights Respecting Steering groups. Other opportunities include pupil ambassadors, play leaders and buddies.
- Sweets are not used as rewards; as a healthy school, we prefer to reward in other ways.
- Certificates
- Personalised postcards sent home from the Executive Head Teacher

Assemblies, especially our Friday and Monday assemblies, are an opportunity to publicly celebrate children in school. In addition, we celebrate achievements out of school in order to promote a wider range of interests and a broad outlook. Children are encouraged to bring in any trophies or medals gained during out of school clubs/activities to be acknowledged in assembly. Whole school/phase assemblies are currently postponed until further notice.

Negative consequences
At Oakdene Primary School we have a shared and agreed code of conduct (home school agreement). This has gone through school council and all

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children have participated in discussing and agreeing appropriate code of conduct elements. This encourages ownership and accountability. Staff at Oakdene Primary employ consistently and clearly a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish. Any form up unacceptable is recorded on CPOMS our secure information management system.

Unacceptable behaviour includes:

Behaviour Codes:
1. Disruption to learners
2. Refusing to follow commands
3. Name calling / verbal threats
4. Swearing
5. Racial / homophobic language
6. Vandalism
7. Talking without permission
8. Physical aggression
9. Leaving the teaching area/building/playground
10. Other

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour and choices with Class Teacher. De-escalation and restorative approaches applied.
2. Time out from child's class if behaviour is impacting the learning of other children. The Team Leader will also speak to the child.
3. Missed break / Lunchtime if negative behaviour occurs during time away from the classroom or the incident within the classroom / learning environment warrants such action.
4. If pattern of negative behaviour becomes regular or incident is deemed severe enough, then an individual plan will be created. The Executive Head Teacher, Head of School, Assistant Head Teacher and or SENCO will contact parents/carers to agree a way forward to reverse the cycle of negative behaviour.
5. If negative behaviour continues, the Executive Head Teacher then can implement an internal or fixed term exclusion. Fixed Term Exclusions must be agreed by the Chair of the Governing Body and followed up with a meeting with parents/carers.

Serious misbehaviour is very rare at Oakdene. Such behaviour would mean warnings are automatically by-passed and the Executive Head Teacher/Head of School becomes involved. Similarly, any pattern with incidents logged

means parents/carers are contacted. We contact parents/carers to keep them informed and to discuss ways to respond and gain a consistent message between home and school. We do recognise that there are occasionally overriding factors or circumstances, but variation from the sanctions system is rare. This is to maintain their effect and impersonal nature i.e. we aim to remove the personal judgement so children understand and accept the school rules.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. This is expanded on in more detail in the following section called 'Anti-Bullying Guidelines'.
All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Use of reasonable force: Advice for Head teachers, staff and governing bodies July 2013. The actions that we take are in line with government guidelines on the restraint of children. More details can be found in the school's Positive Handling Policy. All staff received recent de-escalation training. The Team Teach approach can be effective to de-escalate. Restraint is always a last resort, however, due to Covid 19, staff have been advised to avoid any restraint unless in exceptional circumstances.

Monitoring
The Senior Leadership Team monitor the effectiveness of this policy on a regular basis. The Executive Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents on CPOMs. The Executive Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial incidents must be reported to the local authority. Homophobic incidents are also recorded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Executive Head Teacher keeps a record of all serious behavioural issues linked to bullying, cyber bullying, racist incidents and homophobic incidents.

Equal opportunities
The school expects every member of the school community to behave in a considerate way towards others.   We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Rights Respecting School
Oakdene Primary School is a Rights Respecting Gold School. Weekly assemblies are held to promote the rights of a child and The Rights

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Respecting Steering Group play an active role in promoting the UNICEF values throughout the school. The school has a RRSA development plan is embedding this ethos and culture is all aspects of school life.

SMSC

At Oakdene Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop:
- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- and an appreciation of the diversity and richness of the culture

Anti-Bullying Guidelines

Bullying can happen in any school. At Oakdene Primary School, it is extremely rare. We have these principles and procedures in place to ensure that bullying, if it occurs, is quickly stopped.

Definition (DFE)
Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). There can be specific types of bullying, including lesbian**,** gay, bisexual or transgendered (**LGBT**) bullying. All are treated extremely seriously at Oakdene Primary School.

Aims and objectives

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable. Any such cases are dealt with promptly.

The role of children
- All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent/carer) if they are being bullied, or if they think they might be.
- Pupils are encouraged to tell us their honest views about school in regular PSHE lessons, School Council meetings, Worries Box and

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informal conversations with the Executive Head Teacher/Head of School. These views can be specifically about bullying but may also be about how safe they feel at school.

- All Pupils fully know and understand the UNICEF 'Rights of a Child' philosophy and endeavour to practice this ethos in everyday school life.
- They also aim to stop the problem: for the child who has bullied, there is also the possibility of some form of exclusion in extreme circumstances. Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - adults will be vigilant about monitoring the child's choices and well-being.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- All teachers and teaching assistants should implement PSHE sessions centred on anti-bullying and how people can stop bullying if there are any signs of someone being bullied in school.
- They should follow the principles set out in this policy and in our **Ethos and Mission Statement** in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

The role of the Executive Head Teacher, Head of School and Assistant Head Teacher
- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at Oakdene Primary School. Assemblies are used to reinforce this to the whole school.
- The Executive Head Teacher keeps a record of bullying, including any homophobic and online bullying; she reports incidents, if any, to the Governing Body on a termly basis. The Executive Head Teacher reports to the Governing Body about the effectiveness of the policy on request.

- **The role of parents / carers**
- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- Parents / carers concerned about bullying should contact their child's class teacher or the Executive Head Teacher / Head of School/ Assistant Head Teacher straight away.

•   They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else.

The role of governors
•   The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately. Any incidents of bullying will be taken very seriously and dealt with appropriately.
•   It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Executive Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of ant bullying strategies.
•   It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Cyberbullying Guidelines

Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DFE 2007.

There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:
•   **Text messages** that are threatening or cause discomfort
•   **Picture / video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
•   **Mobile phone calls**: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
•   **Emails**: threatening or bullying emails, often sent using a pseudonym or somebody else's name
•   **Chatroom bullying**: menacing or upsetting responses to children or young people when they are in a web based chatroom
•   **Instant messaging** (IM): unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (although there are others)
•   **Bullying via websites**: use of defamatory blogs, personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter

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How is cyberbullying different?

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

• Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously

• Cyberbullying can occur on vast and rapid scale

• Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation

• Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident

• 'Bystanders' can easily become perpetrators

• The 'profile' of a cyberbully or a target varies – age / size is not an issue

• Cyberbullying incidents can be used as evidence

• Cyberbullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'

• Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe

• Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (eg the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL – Tell You Later); this makes it difficult for adults to recognise potential threats.

At Oakdene Primary School, we take this form of bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal reprimand. It will result in a discussion between school, parents/carers. Clearly, more serious cases will result in further sanctions.

Key advice to pupils

Adapted from DFE guidance, the following points are taught to pupils on a regular basis, especially when teaching about internet use. The children and staff also work in conjunction with Pam Gartland (Safeguarding Consultant) and Dave Dixon (CEOP trainer).

• Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control

• Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends

• Learn how to block or report online bullies or anyone behaving badly!

• Always respect others – think about what you say online and what images you send / post

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- Don't retaliate or reply.
- Save the evidence – text messages, online conversation, pictures etc
- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider e.g. website, mobile phone company, school or police
- If you see cyberbullying take place, then support the victim and report the bullying

There's a wide range of valuable online advice on how to react to cyber bullying. For example, **www.kidscape.org** and **www.wiredsafety.org** have some useful tips.

Advice to pupils if they are being bullied online:
- You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.
- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
- Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime

Key advice for parents / carers
Adapted from DFE guidance, the following points are frequently communicated to parents / carers in newsletters:
- Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone
- Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- Remind your child not to retaliate

•   Keep any evidence of cyberbullying – emails, online conversations, texts etc
•   Report the cyberbullying
•   Contact the school so they can take action if it involves other pupils
•   Contact the service provider e.g. website, phone company etc
•   If the cyberbullying is serious and a potential criminal offence has been committed, then consider contacting the police

Anti-Racism Guidelines

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity.
At Oakdene Primary, it is extremely rare, however, we have these principles and roles in place to ensure that racism, if it occurs, is stopped.

Definition

The Stephen Lawrence Enquiry Report defines **racism** as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A **racist incident** is defined as 'any incident which is perceived as racist by the victim or any other person'.

Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group are present or not.

Racist behaviour in an educational institution can include:
•   physical assault because of colour and / or ethnicity;
•   derogatory name-calling, insults and racist jokes;
•   racist graffiti;
•   provocative behaviour e.g. wearing racist badges / insignia;
•   bringing racist materials e.g. leaflets, magazines into school;
•   verbal abuse / threats;
•   incitement of others to behave in a racist way (whether or not the ethnic group are aware or not);
•   racist comments in the course of lessons;
•   ridicule of cultural differences e.g. food, music, dress etc;
•   refusal to cooperate with other people because of their colour and / or ethnicity.

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Aims and objectives

Our school is a safe and secure environment where everyone learns irrespective of their nationality, ethnic background or faith. It is not possible to achieve this if anyone faces prejudice or hostility. Racism is wrong. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equality of opportunity is fundamental.

We want to:
•   make our school safe and welcoming for all pupils, parents and carers;
•   sustain an environment in which racist assumptions, attitudes and behaviour are not tolerated;
•   sustain an environment in which we all recognise and celebrate our similarities and our differences;
•   provide a curriculum which emphasises the positive aspects of all cultures and of a multi-cultural society;
•   give all pupils, parents and staff the confidence that racism can and must be eradicated from our society;
•   ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language etc;
•   ensure staff directly intervene when they are aware of racist incidents.

The role of children

•   All pupils should know that racism is wrong.
•   Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school.
•   Pupils are encouraged to tell us their honest views about school in regular PSHE lessons, Socially distanced School Council meetings, Worries Box and informal conversations with the Executive Head Teacher. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

The role of teachers and other staff in school

•   All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at Oakdene Primary School and in society.
•   All racist incidents will be dealt with no matter how trivial they may seem to be.
•   If staff are aware of racism, they should refer it to the Executive Head Teacher or Head of School directly.
•   Adults fully support the victim of racism. Time is spent to restore the victim's confidence, happiness and other aspects of health.

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- They also aim to stop the problem. For the child who has been racist there is also the possibility of some form of exclusion. Time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his / her actions are unacceptable
- For a member of staff who has been racist, disciplinary procedures will be pursued. For a parent / carer, legal advice will be sought.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- All teachers implement PSHE and Circle Time activities on a weekly basis; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs.
- They should follow the principles set out in this policy, our **Ethos and Mission Statement** and our **Equal Opportunities Policy** in order to continue our school climate of mutual respect and praise, so making racism less likely.

The role of the Executive Head Teacher, Head of School and Assistant Head Teacher
- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that everyone in school knows that racism is wrong and unacceptable.
  Assemblies are used to promote tolerance and respect of others and good citizenship.
- In the case of serious incidents, an assessment must be carried to find out whether the whole school community must be informed ie whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the police.
- If there is an allegation against a member of staff, it should be dealt with under the Whistleblowing Policy (adopted by our school).
- The Executive Head Teacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism.
- The Executive Head Teacher reports to the Governing Body about the effectiveness of the policy on request.
- The Executive Head Teacher keeps a record of all racist incidents. The Executive Head Teacher has overall responsibility for dealing with racist incidents and recording the action taken; she reports to the Governing Body and local authority any incidents of racism on a termly basis.

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The role of parents / carers

• Parents / carers have the responsibility of supporting this entire policy.

• Parents / carers concerned about racism should contact their child's class teacher or the Executive Head Teacher / Head of School immediately. They might be worried that their child is a victim of racism, but they should also contact school if they suspect their child may have been racist to someone else.

The role of governors

• The Governing Body supports the school in all principles and roles set out here. Any racist incident will be taken very seriously and dealt with appropriately.

• It monitors incidents of racist and reviews the effectiveness of this policy. It requires the Executive Head Teacher to keep accurate records of all incidents of racism and to report to the governors about the effectiveness of anti-racist strategies.

• It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Support

It is recognised that victims of racism may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a caring, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress.

PREVENT Strategy

The school also has a stringent radicalisation policy which covers many aspects linked to racism. Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE provision is embedded across the curriculum, and demonstrated most clearly in our teaching of SMSC which underpins the ethos of the school. It is recognised nationally that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

British Values

Here at Oakdene Primary School we strive to promote and secure British values throughout our curriculum and ethos. This statement demonstrates our

OAKDENE PRIMARY SCHOOL
POLICY TO PROMOTE POSITIVE RELATIONSHIPS AND BEHAVIOUR

commitment to not only promoting British Values, but also celebrating and embracing them.

Fixed-term and permanent exclusions Guidelines

Exclusions are very rare. Only the Executive Head Teacher has the power to exclude a pupil from school. The Executive Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Executive Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The Executive Head Teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the Executive Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Executive Head Teacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Head Teacher

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from their class. School staff would consult with parents/carers but do not need to report this.

Rights Respecting Schools
Article 28 At Oakdene Primary School, we recognise that every child has 'the right to a good education'. This article is upheld to encourage positive behaviour so that learning is not disrupted. It also ensures that we remain focussed on removing barriers to children should they present with challenging behaviour.