



Relationships For Learning Policy

The Policy sets out our overarching principles and provides specific guidance for Staff



The following policy is reflective of our deeply held Christian Vision and Values .

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together.

Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom , Community and Joy underpin all that we strive to achieve to enable our 'light to shine before others' Matthew 5 v 16

1. Our Principles

Our school vision is grounded in the desire to allow our community to “let their light shine before others.”

Selwood Academy is a successful school and its success comes from the very positive relationships that exist between staff and pupils. All members of the Selwood community work to create a respectful, safe and supportive atmosphere through the shared values of Wisdom, hope, community and joy. This positive behaviour is a fundamental aspect of learning and has a significant impact on standards and progress. By building, maintaining and repairing relationships it promotes a climate for excellent behaviour where staff and pupils can achieve the highest outcomes and allow their light to shine bright.

The importance of relationships for supporting the pupils skills for learning, emotional wellbeing, resilience, preventing harm and resolving conflict informs our approach to practice at all levels and is best achieved when all members of our school community – pupils, parents, trustees, non-teaching and teaching staff – feel involved, supported and cooperate with each other.

Relationships focus upon five core principles:-

- Everyone has a unique perspective and everyone is equally valued
- Our thoughts and feelings influence our behaviours
- Our actions have an impact
- We have needs that connect us to people and purpose
- The people best placed to find solutions are the people themselves

This promotes the development of self-control and the capacity for cooperation in our young people creating a learning environment where excellent behaviour can thrive.

2. Our Aims

To ensure that positive relationships, attitudes and good behaviour are encouraged and are rewarded appropriately by all staff.

To ensure that staff have shared, high expectations of positive relationships, attitudes and good behaviour of pupils.

To ensure that the vision, values and expectations of the academy are communicated clearly and consistently to all pupils.

To develop in pupils a sense of responsibility for their own actions.

To create an orderly community in which effective learning can take place, in which there is mutual respect between all members and for the school environment.

To ensure a commitment by staff to working with pupils, parents and outside agencies to bring about changes to relationships, attitudes and pupil behaviour where necessary.

3. Responsibilities

The Trust Board will support and uphold the high standards required by Selwood Academy of its pupils, in order to maintain good order and discipline to ensure a quality learning experience and positive relationships. The Trust Board will fulfil its statutory obligations to conduct disciplinary committees and appeal panels for exclusions.

The Headteacher will take responsibility for establishing positive relationships, attitudes and behaviour across the Academy. Clear boundaries and high expectations are established and resources are deployed appropriately promoting good order and discipline across the Academy. Exclusion will only be used as a last resort when other strategies to manage behavioural issues have been tried and the learning and or safety of other pupils has been compromised.

All senior leaders and other members of the wider leadership team will lead, manage and model appropriate relationship, attitude and behaviour management strategies within the school, implementing the standards of the policy with regard to repeated or serious infringements of the school rules. They will support the teams that they line manage to consistently apply the relationships for Learning Policy. The Assistant Headteacher with responsibility for inclusion will lead the inclusion provision and strategy.

The SENDCo will ensure that suitable programmes are planned and developed which are appropriate to individual needs and entitlements for pupils with educational needs related to behaviour, and liaise accordingly with specialist external agencies.

Pastoral Team Leaders will implement the Academy Relationships for Learning policy on procedures and consequences relating to discipline e.g. lesson checks, reports, take statements after incidents, detentions, exclusion processes and paperwork, ensure all pupil logs are kept up to date and that appropriate action is taken as and when required.

In addition they will:-

- monitor trends and patterns of behaviour and keep records of behaviour for certain individuals
- work with all staff to modify pupil attitudes and behaviour as necessary
- liaise effectively with the outside agencies to support pupils and parents
- model and maintain high standards of behaviour within the school
- ensure that positive relationships, attitudes and behaviour is modelled
- distribute rewards and apply consequences as necessary
- hold regular pastoral reviews
- meet parents with the pupil
- refer to the Senior Leadership Team for very serious incidents or if a pupil is failing to modify behaviour when all the strategies have been implemented

Heads of Faculty will lead, manage and model appropriate relationship, attitude and behaviour management strategies within their designated areas providing a point of referral if required.

In addition they will:

- ensure that the school rules are implemented consistently and fairly within their area
- follow the procedures in order to achieve good order and effective learning within their area
- Implement rewards and consequences as appropriate
- support staff as necessary when there are implementing the school rules
- take responsibility for the behaviour of pupils in their area

All teachers will set high expectations for establishing positive relationships, attitudes and behaviour towards learning. They will establish and maintain a good standard of discipline through well-focused teaching and through positive and productive relationships. Teachers will be positive role models for pupils and follow the procedures laid out in this Policy.

- Promote engagement of pupils
- Provide every individual with the opportunity to 'shine'
- Enable pupils to understand the nature of learning
- Enable pupils to recognise and take responsibility for the development of their own learning through engaging with learning activities and reducing the chances of disrupting others
- liaise with parents regarding pupil attainment, attitudes & behaviour
- follow behavioural procedures to achieve consistency across the school
- implement appropriate rewards & sanctions
- work with tutors, Pastoral Team Leaders, Heads of Faculty and SLT to implement the school rules fairly, consistently and effectively

All staff will fully implement and adhere to the 'Selwood Standards' as outlined in the Teaching and Learning Policy.

The tutor will:

- monitor behaviour of all members of the tutor group
- support the pupils verbally and by use of the pupil target report
- encourage and praise pupils for good behaviour
- give guidance on how to behave and build and maintain positive relationships
- liaise with parents as necessary
- work with class teachers, Pastoral Team Leaders and SLT to enforce the Relationship for Learning Policy fairly, consistently and effectively
- monitor Achievement Points and respond as necessary
- be involved in regular pastoral reviews

- check the Link book on a weekly basis to communicate with home

Teaching Assistants will set high expectations for establishing positive relationships, attitudes and pupil behaviour towards learning. They will maintain good order and a positive learning environment through focussed intervention and supporting teaching staff.

All pupils will be expected to familiarise themselves with, and abide by, the classroom and site expectations at all times.

- Arrive promptly for the beginning of each lesson
- Arrive at the lesson with basic equipment including pens, pencils, a ruler and a calculator
- Wait outside the classroom in a quiet, orderly line
- Be seated quickly, on entering the classroom, according to the teacher's seating plan which is non-negotiable
- Ensure that mobile phones are switched off during the school day and kept out of sight at all times – any mobile phones seen will be confiscated by staff

Families and carers are expected to support the Academy in maintaining positive relationships, good order and discipline. All families have a responsibility to:

- Encourage children to develop good habits of diet, sleep and a healthy lifestyle
- Comply with the school's attendance requirements and promptly report and explain absences and lates to the Academy
- Encourage children to develop effective study habits at home
- Participate in parent/carer/teacher meetings to discuss attainment, progress and welfare
- Ensure that children are dressed as outlined in the Selwood uniform list
- Discuss reports with their children and contact the school if necessary
- Bring to the attention of the school any potential problem that might affect their child's education
- Support the Academy's Relationships for Learning Policy including uniform and no mobile phone policies
- Keep the Academy up-to-date with home and emergency telephone numbers and other pertinent information
- Be responsible for the behaviour of children to and from the school
- Complete the Home-School Agreement on entry to Selwood

4. Our Approach

This focuses around building, maintaining and repairing successful relationships. This recognises that optimism and positivity has an energising impact on those around you. A warm, appreciative and enthusiastic manner with high expectations reflects back on the pupils. Staff who value pupils opinions, work and listen with interest and curiosity sustain strong relationships.

High levels of routine and rigour with consistent high expectations leads to success!

Promoting Positive Behaviour at Selwood

At Selwood we work towards pupils developing an understanding of rewards offered by:

- a stimulating curriculum
- positive attitudes
- aspirational role models
- mutually respectful relationships
- pride in the outcome
- Providing short, medium and long term reward targets

To ensure that Selwood appreciates the success of all our pupils in the areas of:

- effort
- achievement
- citizenship
- demonstrating the school values of: Wisdom, Hope, Community and Joy

We use a range of rewards to:

- encourage pupils to repeat behaviour because they have positive outcomes
- contribute to self-esteem – nurturing their emotional, social and academic development.
- help to establish and nurture positive relationships between teachers and pupils.
- to motivate and create lifelong learners

Recognition includes:-

- a) Non – verbal praise - consists of smiles, thumbs up, stickers, stamps etc.
- b) Verbal Praise - this can range from a quiet word to more ‘public’ recognition in class, or in assemblies. Verbal praise can be given to, and by, everyone.
- c) Display of Pupils’ Work – The WOW wall has been set to recognise the outstanding work that pupils complete to show pupils, staff, parents and visitors that we value the work and the pupil, and are proud of their success, in addition to this pupils work is also displayed within each department.
- d) Role of Monitors - to show pupils they are trusted to be capable and responsible within each tutor group, monitors can be given position of responsibility. There are also a variety of monitor posts in each year group.
- e) Sharing - Pupils may share a particular task or behaviour with others: tutor group or set group, tutor, a chosen adult, Pastoral Team leader, Member of the Leadership team.
- f) Certificates - Range of certificates from Tutors, Pastoral Team Leaders and Leadership Team and Headteacher awards to acknowledge the specific success.

- g) Achievement Point System – Student of all ability are celebrated and can benefit from the consistent application of our rewards process across all faculties and year groups. Pupils are awarded achievement points for anything positive; with rewards being given out based around our core values of Community, Hope, Joy and Wisdom.

Once a pupil reaches the target in one of the 4 values they will receive a “Stage” lapel badge and a raffle ticket for the end of term prize draw.

Achievement points will **be awarded in one of 4 categories in line with the values of the school** as outlined below.

If a pupil achieves all 4 Badges they can trade them in for a Selwood Spirit Lapel badge and will be invited to afternoon tea with the head teacher and a free ticket to the end of term event. For every additional 25 achievement points a pupil will receive an entry to the end of term draw.

<u>Wisdom</u>	<u>Community</u>	<u>Joy</u>	<u>Hope</u>
Problem solving	Taking part with a positive attitude	Enthusiasm	Ambition
Questioning	Politeness	Resilience	Optimism
Seeking help	Empathy	Self-Belief	Positivity
Listening	Respect for others	Creativity	Risk Taking
leadership	Supporting others	Pride in achievement/work	Learning from failure and completing tasks.
Self Control	Praising others	Love of learning	Independent work

This will run concurrently over the 4 years children attend Selwood.

Stage 1 Selwood values awards – stage 1 Lapel Badges If all 4 are achieved these badges can be returned for a stage 1 Selwood Spirit badge.

Stage 2 Selwood values awards – stage 2 Lapel Badges If all 4 are achieved these badges can be returned for a stage 2 Selwood Spirit badge.

Stage 3 Selwood values awards – stage 3 Lapel Badges If all 4 are achieved these badges can be returned for a stage 3 Selwood Spirit badge.

Stage 4 Selwood Values awards – Stage 4 Lapel Badges If all 4 are achieved these badges can be returned for a stage 4 Selwood Spirit badge.

These targets are long term (over 4 years) and it is unlikely Stage 4 will be achieved until year 7/8.

Alongside the key value rewards pupils will receive a postcard or certificate when awarded a set number of achievement points. These will be handed out by PTL’s in block hall assemblies. In addition, a letter will be sent home to inform parents, signed either by the tutor, PTL or Headteacher. Staff are expected to record a minimum of one achievement point per lesson, and to keep consistency staff will not award more than 10 achievement points per lesson (unless there is exceptional widespread achievement) .

Praise Postcard	25 Achievement Points
Merit Certificate	50 Achievement Points
Bronze Certificate	100 Achievement Points
Silver Certificate	150 Achievement Points
Gold Certificate	200 Achievement Points
Platinum Certificate	250 Achievement Points

- h) Celebration Assemblies - These will take place three times a year (Christmas, Easter and Summer) where Individual Subject, Tutor, Pastoral Team Leader and Leadership Awards will be presented. Achievement, effort and progress across the curriculum will also be recognised.
On a monthly basis a tutor cup will also be awarded for the tutor group in each year group that has the greatest number of average points /pupil.
- l) Star Pupil - to recognise those pupils who consistently work hard and put in maximum effort within the classroom.

Once a term each tutor will nominate two pupils. Pupils names will be displayed on the school website, in reception and in the newsletter. They will also receive a certificate.

The rewards policy is under review and will be updated as required.

To **support and promote positive relationships, attitudes and behaviour** we operate a three staged **Support Framework:-**

- Stage 1- Universal-** Low level behaviour, isolated incident, lower impacts on self and others. (Green)
- Stage 2- Focused-** More serious behaviour or more persistent behaviour with moderate impact on self and others. The need for targeted intervention and support by more than one member of staff. (Yellow)
- Stage 3- Personalised-** Very serious or continually persistent behaviour with high levels of impact on themselves and others. Bespoke support is in place. (Orange)
- See section 5

5. Practice and Monitoring

Quality Assurance:

SLT and middle leaders will support staff in promoting learning and positive engagement with learning by regularly visiting lessons and by their presence in and around the school building. They will affirm and note good behaviour, lesson engagement and excellent work. They will strengthen staff management of poor behaviour and if necessary, escalate action to bring it under control.

At least one member of staff: usually senior/middle leadership, will be visiting lessons during every lesson of the school day.

Daily Review:

The Assistant Head with responsibility for pastoral systems meets at the end of every day with the Heads of Year to review significant recorded incidents on a case by case basis to ensure that appropriate levels of intervention or support will be in place as required. The schools aim for a consistent application of the Relationship for Learning Policy. The Daily Review and Quality Assurance helps us to maintain a high level of consistency.

Recording of incidents:

In order to quantify and subsequently analyse behaviour, the school tracks both positive and negative patterns of pupil engagement with learning using the School Information Management System (SIMS) database. This data is used to identify and respond to behavioural patterns of individuals and groups and to support effective intervention. Staff must log all behaviour incidents and complete the necessary actions required in line with the Relationships for Learning Policy.

Selwood Intervention and Support Framework Overview

	Universal (Class Teacher, tutor, HOFs, PTL, Parent and carer)	Focused (HOFs, PTLs, Inclusion Team, SENCO, Parent and Carer)	Personalised (HOFs, PTLs, Inclusion Team, SENCO, SLT, Parent and carer)
Building	<p>Attune, validate, contain, soothe and regulate*</p> <p>Knowing subject and pupils well</p> <p>Positivity and optimism</p> <p>High routine and rigour</p> <p>Clear communication</p> <p>Metacognition- Well prepared, varied and differentiated lessons</p> <p>Consistent modelling of Academy values- Wisdom, Hope Community and Joy</p> <p>Responsibility, resilience and receptiveness</p> <p>Fully implementing the Selwood Standards</p>	<p>In addition to stage 1:-</p> <p>Data use to inform groupings and action.</p> <p>Deployment and assigning of key staff</p> <p>SMART targets to ensure visible progress</p> <p>Establishing a relationship with parents</p> <p>Consistent and clear communication of vision and values by Faculty's and Year group.</p>	<p>In addition to Stage 2:-</p> <p>Personalised learning programmes and intervention</p> <p>Restorative meetings</p> <p>Pastoral Support Plans, teacher</p> <p>Strategy Meeting</p> <p>One to One mentoring</p> <p>Early Help Assessment- Referral to outside agencies level 3 and 4 services</p> <p>SEND register</p> <p>Educational Psychologist</p> <p>Educational Health Care Plan</p> <p>FLP- PEVP</p> <p>Education Safeguarding Service</p> <p>Fixed Term Exclusion</p> <p>Managed Move</p>
Maintaining	<p>Affirmation through celebration of success, regular, effective feedback and display of pupils' work</p> <p>Organised calm and positive environment</p> <p>Visible progress in learning</p> <p>Clear and consistent communication</p> <p>Fully implementing the Selwood Standards</p>	<p>In addition to stage 1:-</p> <p>Data analysis to identify cross faculty patterns</p> <p>Regular meetings to moderate and share good practice</p> <p>Pupil voice</p> <p>Identify focus groups and actioning support and intervention</p> <p>Contingency plans in place</p>	
Repairing	<p>Use of restorative practice</p> <p>Informal conversations/ Parent</p> <p>Catch up sessions</p> <p>Setting clear targets for improvement which are shared with pupil, teachers, HOFs, PTLs, Inclusion and send staff</p> <p>Review of targets to assess progress and impact</p> <p>Willingness to accept support and open to advice and new ideas.</p> <p>Fully implementing the Selwood Standards</p>	<p>In addition to stage 1:-</p> <p>Targeted intervention</p> <p>Restorative meeting (See Appendices)</p> <p>Monitoring reports(tutor, faculty and PTL)</p> <p>Pupil progress review (PTL) to include peer grouping and classes, parent meeting, support plan, staff support</p> <p>Behaviour support plan</p> <p>Link with SEND team- Learning need assessment and intervention</p> <p>Thrive/ ELSA/ oasis/ forest school/ Shared Earth</p> <p>Link with FLP Level 2 support- Team Around the School, FSP, PFSA</p>	<p>* To positively contribute to a significant relationship with a young person we must:</p> <p>Attune: be alert to how the young person's emotion.</p> <p>Validate: be alert to the young person's experience.</p> <p>Contain: be alert to how young person is feeling – catch and understand pitch/intensity, quality of feeling.</p> <p>Soothe: soothe and calm their distress – need to be repeated experiences before they can do it themselves.</p> <p>Regulate: catch the emotion, match it and help young person regulate the feeling up or down.</p>

Classroom Expectations

The 10 basic expectations below provide the framework for positive relationship and attitudes to *learning and a climate for learning at our school and all staff should insist on them at all times:*

1. *Pupils should aim for a 'Personal Best' in all work. Students' books will be treated with care and school books will be handled carefully and not defaced.*
2. All necessary equipment is brought by pupils to the lesson.
3. Pupils are not permitted to use electronic devices throughout the school day.
4. Pupils do not 'shout out' or interrupt the teacher/other students, but will listen with respect.
5. Pupils who behave well consistently will receive praise.
6. Pupils wear uniform correctly. Outdoor clothing must not be worn within classrooms.
7. Pupils and teachers speak to each other politely throughout lessons.
8. Pupils should expect to be involved as active participants in lessons.
9. Pupils who misbehave, after being warned, must expect appropriate consequence to be taken.(Exit to Compass Centre)
10. Pupils are expected to use the toilet at social times and between lessons, but not during lesson times (unless in exceptional circumstances). Pupils are not to eat or drink in lesson time, except water.

Around School Expectations

When pupils are not in lessons they are expected to abide by the expectations below at all times:

1. Be organised and on time.
2. Be proud of your school and yourself. Always wear full school uniform. Take pride in your uniform and appearance. Look after the school respecting property and keeping it free of litter.
3. Respect every member of our school community – teachers, pupils, teaching assistants, support staff, caretakers, catering staff and visitors.
4. Respect other people's property and personal space. No rough play, unwanted physical contact.
5. Bullying is behaviour towards other people that causes emotional, physical or psychological suffering and is totally unacceptable. Bullying, whether verbal or physical, will not be tolerated at Selwood. If you are a victim of bullying, or see someone being bullied, you should talk to an adult as soon as you can. (See Anti Bullying Policy Appendix I)
6. You are not allowed to smoke in school or on the way to or from school, or when in uniform. This includes e-cigarettes and vapes.

7. Bringing or using harmful/illegal substances to or in school is forbidden and can be punished by exclusion except in exceptional circumstances.
8. For security and safety reasons, never bring valuable items to school *e.g. laptops, iPods, computer games, large amounts of money*. Mobile phones are brought onto school property at your own risk and must remain in school bags.
9. For safety reasons, when moving around the school, please walk and never run. Keep to the left when using the corridors. Movement around corridors should be orderly and quiet and adhering to the one way system where it is in operation.
10. For security reasons, you are not allowed to leave the site. If it is necessary for you to leave school during the day *e.g. for a dental appointment*, you must inform your tutor and also get permission to leave from Reception. This must be supported by a signed letter, or email from your parent or carer.

Teacher Management of Classroom Learning Environment

Class teacher has full ownership of the management of the learning environment. Teachers will be required to exercise their professional judgement when implementing the procedures laid out in this policy and should ensure that as stated earlier in the policy:-

'This focuses around building, maintaining and repairing successful relationships. This recognises that optimism and positivity has an energising impact on those around you. A warm, appreciative and enthusiastic manner with high expectations reflects back on the pupils. Staff who value pupils opinions, work and listen with interest and curiosity sustain strong relationships'.

This is embedded in a 'Thrive to Learn' approach:-

"SHINING A LIGHT" on relationships

To positively contribute to a significant relationship with a young person we must:

Attune: be alert to how the young person's emotion.

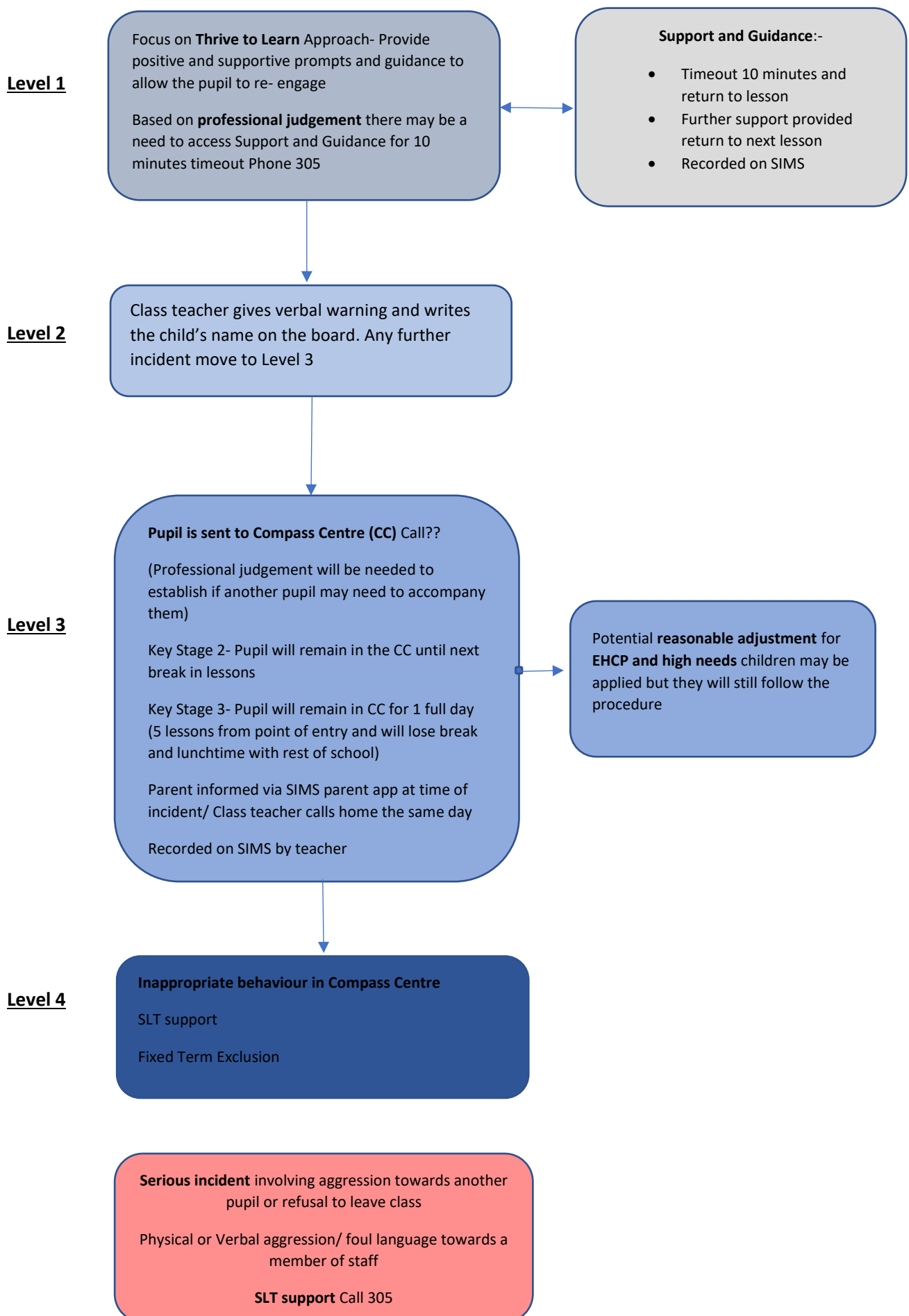
Validate: be alert to the young person's experience.

Contain: be alert to how young person is feeling – catch and understand pitch/intensity, quality of feeling.

Soothe: soothe and calm their distress – need to be repeated experiences before they can do it themselves.

Regulate: catch the emotion, match it and help young person regulate the feeling up or down.

Procedure for response to Inappropriate Behaviour in the classroom



6. Consequences

Principles:

Pupils are more likely to accept the schools' Classroom and Around School Expectations if they are clearly understood, consistently and justly applied and shown to be reasonable, sensitive and effective. Younger pupils especially are confused by too much variety of attitude and expectation. They need to see that rewards and consequences are used consistently and fairly.

It is the responsibility of each member of staff to foster positive relationships with the pupils and to ensure that the atmosphere both in lessons and in school generally is conducive to good order and learning. Pupils are encouraged to take responsibility for their own behaviour.

The Compass Centre (CC)

This is the most commonly used sanction. The Compass centre is used for:

- Defiance- defined as 'repeated failure to follow simple, reasonable instructions'
- Disruption to learning- defined as 'behaviour that interrupts learning or prevents a teacher from carrying out their duties'
- To prevent a fixed term exclusion
- To support a pupil who is struggling to engage in a certain aspect of the curriculum.

And following all reasonable alternatives may also be used for:

- Persistent uniform infringement- defined as 'an avoidable, deliberate and repetitive breach of the uniform policy'
- Failure to attend the Senior Detention
- Truancy
- Bullying- exclusions may be actioned following investigations made by staff

The school does not tolerate disruption to learning or defiance because these behaviours can compromise the learning of other pupils or compromise the safety of pupils and staff. Pupils therefore have a responsibility to ensure that they conduct themselves in a safe and compliant manner that allows themselves and others to learn.

Procedure **for Compass Centre referrals KS2 and 3 are outlined as above** (Procedure for Response to Inappropriate Behaviour in the Classroom)

Whilst in Compass Centre, pupils are expected to work hard and in silence. If a pupil fails to successfully complete a day of isolation due to further disruption or defiance in the isolation room, a fixed-term exclusion will be issued.

At the end of the school day the teacher who sent the pupil to the compass centre will phone home to make parents aware of the consequence and the behaviour that led to the sanction being imposed. The teacher will log the incident on the SIMS database on the day the incident took place.

Procedure Response to Curriculum Matters

	Stage 1- Universal	Stage 2- Focused	Stage 3- Personalised
Late to Lesson	Ask and discuss with pupil the reason.	Ongoing lateness. PTL to contact home and discuss concerns and offer support. Detention put in place to make up the time if there are no underlying issues.	Persistent and significant lateness will result in meeting with parent and potential for referral to Education safeguarding
No Homework	Ask and discuss with the pupil the reason. Teacher may contact home. Plan to address the situation established Teacher detention	Pattern continues and emerges across subject a meeting is set up with parent led by HOF/PTL/ Form Tutor HOF detention	
Missing Equipment	Ask and discuss with the pupil the reason. Teacher may contact home. Plan to address the situation established	Pattern continues a meeting is set up with parent led by PTL/ Form Tutor	
Lack of Work/ Effort	Class teacher explores the situation with the pupil. Continue to monitor. Catch up time set	Pattern continues. Complete work in a detention	Alternative support and plan in place through liaison with Compass Centre Lead/ HOF and PTL

Procedure Response to Misbehaviour Out of lessons

	Stage 1- Universal	Stage 2- Focused	Stage 3- Personalised
Rudeness/ defiance to staff	Respond with calmness and control, removing yourself from the conflict situation. Report to Support and Guidance for Tutor/ PTL action- Lunchtime detention / Restorative conversation	Parents informed. Restorative meeting led by PTL or Inclusion team. After school Detention/ Compass centre.	
Verbally abusive/ Swearing at staff	Respond with calmness and control, removing yourself from the conflict situation.		Swearing at a member of staff should be treated as a serious incident, due to its far

			<p>impact. If a pupil swears at a member of staff they may initially be sent to the compass centre to have a period of reflection. A formal restorative meeting should be set up within a specified amount of time between the teacher and pupil involved, led by PTL or SLT. Parents will be contacted, and they may be invited to the meeting if appropriate. If the incident happened in a lesson, the pupil should not return to said lesson until the damage has been repaired. Persistent events will require a parent meeting and as a last resort a FTE</p>
<p>Verbally abusive/ threatening towards others</p>	<p>Listen to the perspectives of the pupils involved. Calmly diffuse situation by removing pupils from conflict, if applicable and appropriate. A more detailed exploration, using the relevant parts of Restorative practice would need to be undertaken. Relationships with the pupils involved would be the deciding factor in identifying the member of staff to follow up. Consequence agreed</p>	<p>A meeting may need to be arranged between the two parties. This kind of Restorative work may be led the PTL and/or Inclusion Team. A thorough exploration of the impact of actions is essential. Parents may be contacted and the incident recorded. Consequence agreed.</p>	<p>Serious or persistent instances of threatening words or actions may be supported by formal restorative meeting with parental involvement or, as a last resort, fixed term exclusion.</p>

Physical towards others	Respond in a calm manner, separating the pupils if safe and necessary to do so. Explore the incident briefly with pupils to be able to give information to PTL. Parent contacted and informed. Consequence Agreed	There may be many different types and levels of altercation between pupils; however the guiding principles of dealing with incidents of this nature are the same. As always, the exploration should begin with a Restorative approach as to what happened to gain the perspectives of all pupils involved. The pupils may be asked to spend some time in the Compass Centre to reflect on events. Parents will be contacted and a formal restorative meeting will be held to restore the relationship between pupils.	A serious incident may lead to a fixed-term exclusion to allow school time to create a bespoke package of support.
Break/ Lunchtime incident	Address the incident immediately to ensure safety of students. Explore incident briefly with pupils to be able to give information to Support and Guidance and PTL.	Speak to PTL for pupils and always follow up with an email for to the tutor. Incident <i>recorded on SIMS</i> .PTL to explore an unpick incident with pupils involved. Parents to be informed as necessary and plans to make amends put together. Consequence agreed.	
Bringing in inappropriate items	Ask firmly for the item to be handed to a member of staff. If this request is not met, liaise with a PTL or SLT.	A PTL or member of support staff will usually be the best placed person to explore an incident like this in full. This will be facilitated by time in the Compass Centre. Parents will be informed and a	Serious instances of bringing an inappropriate item into school actions may be supported by formal restorative meeting with parental involvement or as a last resort, fixed term exclusion.

		detailed exploration of impact should be undertaken.	
Unkind words directed to another pupil, face-to-face or through technology or social media	Listen to the perspective of the pupil and note down the detail of the incident. Ask to see any text/ messages / statuses on Facebook etc. if appropriate and with pupil's consent. If the unkind words are one-sided, persistent and involve an imbalance of power, a bullying issue may be occurring. (See Anti-bullying policy for guidance).	Ensure that information is shared with support and guidance, FT and PTL. If incident is between pupils in the same TG, FT is best placed to follow up using appropriate parts of Restorative practice supported by Support and Guidance. All information to be recorded. If incident is between pupils from different TGs, PTL/support and guidance may be best placed to support.	If incident is of a discriminatory nature, it must be reported to the local authority See Anti Racist Policy (Appendix II).
Smoking on school site	Address issue with Pupils and ask them to move away from the area that they are in and stop smoking. Take names of pupils. Inform PTL, Compass Centre.	Parents to be informed of incident. FTE	
Drug Related Concerns	Ensure safety and welfare of the pupil. Pupil to go to Compass Centre whilst incident is investigated.		Report any concerns regarding drug use to PLs and safeguarding officer. Parents may be informed and referrals of external agencies.
Damage to equipment in school	Explore briefly the perspectives of those involved, using appropriate parts of Restorative practice	Actions will depend on circumstances and nature of incident and will probably involve parents and PTL or Faculty Leader. Focus should be given to the impact of the actions and how the pupil will restore the	In the event of serious incidents a FTE may be required.

		damage caused, possible through financial reimbursement or community service.	
Taking something without permission	Explore briefly the perspectives of those involved, using appropriate parts of Restorative practice	Actions will depend of circumstances and nature of the incident and will probably involve parents and PTL or Faculty Leader. Focus should be given to the impact of the actions and how the pupil will restore the damage caused, possible through financial reimbursement or community service. Consequence established accordingly.	
Leaving school site at break or lunch	If any pupils seen leaving the site, they should be challenged to ensure their safeguarding.	Teacher to inform Reception and Attendance. SLT informed immediately and relevant PTL informed. Parents called. When resolved see if pupil has a reason for leaving school site. If there is no good reason, PTL / FT to discuss incident with pupil, using appropriate parts of Restorative practice. Consequence agreed.	
Truancy	All staff should notify attendance officer if a pupil has not arrived to their lesson and has been marked present earlier in the day. This is a legal requirement and an essential element of safeguarding.	Attendance notify SLT and Support and Guidance. Begin investigation. Parents notified and PTL/ FT informed. IFT/ PL or member of support team to discuss with pupil involved to explore reasons for truancy. This will be conducted	If a pattern of truancy occurs, a PSP and referral to Educational Welfare Service may be appropriate.

		in the Compass Centre. A meeting will be set up with either teacher of the lesson truanted or FT / PTL, depending on circumstance, to explore reasons for truancy and ensure appropriate support is in place to avoid further instances of truancy. Consequence agreed.	
Use of Mobile Phone in school	All pupils should keep mobile phones in their bag.	Use of the mobile phone in school leads to the confiscation of the phone which is handed in to reception. Pupil collects at the end day. Parent informed by FT/ PTL	Further repeat phone is confiscated. Parent required to collect the phone from reception. Meeting with PTL to be held.
Uniform Issue	Pupil goes to the compass Centre:- Pupil is offered uniform to comply with Policy. Parents are called to bring in uniform and pupil waits in the compass centre.	FT to make time later to enquire as to Reason. FT/ PTL as appropriate liaises with home.	If still unresolved a Parent meeting supported by SLT may be required.

Detentions:

Detentions are used as a key disciplinary tool and consequence for inappropriate behaviour. This is because young people need to learn from their mistakes. We expect all pupils to complete all detentions so as to maintain consistency and fairness.

The system will be a graduated response determined by the Stage at which the incident and or situation has reached in the staged 1-3 system (Universal, Focused or Personalised)

Stage 1 Universal:- Teacher/ Tutor Detention- 30 minutes

Stage 2 Focused:- Head of Faculty/ Pastoral Team Leader Detention- 1 hour after school

Stage 3 Personalised:- Senior Leadership detention- 1 hour detention after school on a Friday

Failure and refusal to attend at a particular level will result in an escalation to the next stage.

The school does not, in law, have to give parents notice of after-school detentions or tell them why a detention has been given. However at Selwood Academy we want to work in partnership with our parents and will give 24 hours' notice regarding detaining a pupil after school. This will be in the form of a phone call to parents. For a Senior detention parents will also receive a text message reminder on the day of the detention.

Vandalism

Pupils will be charged for property that they wilfully damage as well as receive appropriate consequences.

Report Cards:

Pupils failing to respond to staff requests or follow school policy may be issued with a report card:

- Stage 1: reporting to their Form Tutor
- Stage 2: reporting to their Head of Year
- Stage 3: reporting daily to a senior member of staff

Parents/carers will be informed and involved in reviewing and signing the report daily to implement rewards and consequences at home to support the actions being taken by the school. Pupils will face further planned action if they do not respond to the targets detailed on their report card.

It is the pupil's responsibility to ensure that the report is signed every lesson. Failure to ensure that the report is signed every lesson will result in time being spent in the Compass Centre the following day. Consideration will be given to raising the report to the next level.

Fixed-Term Exclusion:

Exclusion is the ultimate sanction that the school can use. Exclusion will only be used in response to a serious breach of the Relationship for Learning Policy or if it is believed that allowing the pupil to remain in the school would seriously harm the education of the pupil or others in the school.

Only the Headteacher can agree a fixed-term exclusion (or Deputy Headteacher in the Headteacher's absence). The Headteacher will consider all exclusions in line with current DfE regulations. Where exclusions are issued, a telephone call and a letter will inform parents/carers of the nature of the incident, the length of the exclusion and the date and time of the re-integration meeting prior to the

pupil being re-admitted into school. During days one to five of an exclusion parents/carers are responsible for their child's whereabouts, with the possibility of a penalty notice if the child is found in a public place during school hours without reasonable justification. Schools will provide work for pupils who are excluded, usually by Google classroom.

A fixed-term exclusion can be set at anything between one and five days. Any exclusion longer than five days requires the school to provide additional educational provision from day six.

Pupils may be excluded for:

- Failing to attend isolation within a reasonable time (10 minutes) or without good reason.
- Any incident that compromises the physical or emotional well-being of any of the school staff, pupils or visitors
- Persistently disrupting the learning of others
- Failing to meet the criteria detailed in a Behaviour Contract
- Persistent defiance and disregard of the school rules
- Damaging school property or the property of others: in these cases, the cost of any damage will be placed with the parent/carer and the police may be informed
- Theft
- Possession of illegal or controlled items
- Persistent disruption or defiance in isolation

Pupils returning from a fixed-term exclusion will receive a reintegration meeting with their Head of Year and/or SLT member plus parents/carers. This is a restorative and constructive process that enables discussion about the nature of the exclusion and any other contributory factors as well as any additional support that may be beneficial from home, the school or external agencies in order to prevent further exclusions.

Managed Move to another school/Alternative Provision at another educational establishment

These consequences will be used in extreme situations where the school no longer feels that it can meet the needs of the student.

A Managed Move involves placing a pupil in another local school following a meeting of Headteachers and/ or Senior Leaders at the Frome Learning Partnership Panel for Excluded Pupils' (PEVP) meeting. PEVP meetings take place at least once per half term. The Academy may also seek to negotiate a managed move directly with another school when supported fully or by the request of the parent of the pupil concerned.

In situations where a Managed Move is not successful, the pupil will be considered and if appropriate and possible placed in an Alternative Provision which is better placed to support and meet the educational needs of the individual.

External Exclusions and Fixed Term Exclusions

In all cases of exclusion Selwood Academy will adhere to the most current protocols and guidance provided by the DFE.

A Headteacher may exclude a pupil for up to 45 days in a school year in response to a serious breach or persistence breach of the Relationships for Learning policy or where allowing a pupil to remain in school would seriously harm the wellbeing of the pupils within the school. Behaviour outside of school can result in exclusion. For the first five days of an exclusion work will be provided for completion at home and parents will be informed of their legal responsibility to ensure that their child is not seen in a public place during school hours. Failure to ensure this could lead to a fixed penalty notice being served. On the sixth day of provision the local Authority the Academy and Frome learning partnership will be collectively responsible for Educational provision for the pupil.

Permanent Exclusion

If a pupil is involved in a one off serious incident or if they have a cumulative record of consistently poor behaviour which disrupts the well-being and learning of other pupils, the Head teacher may decide to exclude a pupil permanently from the school.

7. Mitigation

We recognise that this Relationship for Learning Policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001 and the 2005 amendment. Schools must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, for example: autism, Asperger's Syndrome and Tourette's Syndrome, the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

We firmly believe, however, that it is our responsibility to support and help such pupils to behave in a socially acceptable manner and that affecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

The school will ensure all staff are aware of individual needs regarding Social, Emotional and Mental Health (SEMH). Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone, nor will we accept, violent or abusive behaviour towards staff or other pupils and any such incidents will be the subject of close scrutiny. In very rare cases we may be unable to impact positively on behaviour where violence and abuse are major concerns. If such pupils have an EHCP then a review of their provision will be held to determine if it is still appropriate to name Selwood Academy as their school. If no EHCP exists then the process for an SEN assessment will be undertaken. However we envisage such circumstances to be very rare and would never be undertaken this lightly or without due consultation with parents, Governors and the child. With regard to sanctions, staff follow DfE guidance with regard to equality mitigating circumstances.

8. Support for Pupils (See Selwood Intervention and Support Framework- Section 5)

If a pupil is receiving referrals on a regular basis, the pastoral team will provide support to help make the changes needed.

- Initially support will be provided by the Form Tutor (Stage 1- Universal) who will provide mentoring and advocate for the pupil where necessary.
- If this proves to be ineffective, the Pastoral Team Leader can provide further support (Stage 2- Focused) such as meetings with parents, incentive schemes and a Report Card. In most instances, no further intervention is required beyond the level of the Pastoral Team Leader.
- However, it is important to note when this does occur, specialist support is requested from the SENDCo to establish whether there is a SEMH (Social, Emotional or Mental Health Needs) affecting behaviour or other learning difficulties. The SENDCo can instigate a range of additional support strategies such as social skills teaching, additional adult support or bespoke learning programmes and in extreme circumstances begin statutory assessment for an EHCP (Educational Health and Care Plan) where there is not already an EHCP in place (Stage 3-Personalised). The SENDCo also attends all reintegration meetings where a pupil with SEND needs has been excluded to ensure that appropriate amendments to provision are made.

Pastoral interventions can be escalated if the tutor and Pastoral Team Leader strategies have little or no impact. A referral can be made to the Pastoral Support Team to initiate additional support at any point.

9. Confiscation of Inappropriate Items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from students:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property and protects them from liability for damage to, or loss of, any confiscated items including mobile phones. Pastoral team Leaders will pass confiscated items to the main reception unless obliged to hand them to the police.

2) Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444053/Searching_screening_confiscation_advice_Reviewed_July_2015.pdf

What the law says:

- 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.

- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Who can Search?

The Headteacher, or a member of school staff who is authorised by the Headteacher

- a) You must be the same sex as the pupil being searched; and authorised by the head teacher. But:
- b) There must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

10. Physical Restraint

Part 7 of the Education and Inspection Act 2006, Chapter 1, Section 86 (1) outlines the powers of members of school staff to use force. The Act states that:

“Staff may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely –

a) Committing an offence.

b) Causing personal injury to, or damage to the property of any person (including the pupil himself/herself), or

c) Prejudicing the maintenance of good order and discipline at the schools or among any pupils receiving education at the school, whether during a teaching session or otherwise.”

At Selwood Academy, reasonable force will only be used if no alternative can be sought. Members of staff should be aware of their own personal safety at all times. Staff are reminded that they have an ongoing duty of care and a collective responsibility for maintaining good order and health and safety and should always work to diffuse rather than escalate a situation.

Some examples of situations where reasonable force might be used are:

- *To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more students;*
- *To prevent a pupil causing deliberate damage to property;*
- *To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;*
- *To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;*
- *To prevent a pupil behaving in a way that seriously disrupts a lesson; or*
- *To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit”*

From “Use of force to control or Restrain Pupils– A Summary of the new DCSF guidance – REF No. DCFS-00368-2010”

Any incidents where a member of staff is required to use reasonable force must be recorded in the Restraint Log.

11. Monitoring

An analysis of behaviour trends will take place 3 times a year with a focus on these key areas:

- Year group differences. We look at the year group trends such as: the number of points given in each year; the number of behaviour points; and the proportion of low, moderate and high level behaviour.
- Vulnerable group trends. We look at how vulnerable groups such as disadvantaged students, pupils with special educational needs and pupils with English as an additional language perform compared with other students.
- Subject analysis. We look at which subject areas reward pupils the most and subjects that record the most behaviour points. This helps us to intervene and support colleagues.
- Behaviour type analysis. This involves looking at the most prevalent type of behaviour incident that we see across the school and the variance throughout the year.

- Exclusion and isolation data. We look at the number of fixed-term exclusions and isolations each term and the number of repeat offenders in order to track trends.
- In addition, the support provided by the Pastoral and SEND teams will be evaluated to assess the efficiency of the full range of support programmes.

Appendix I

Anti-Bullying Policy

1. Rationale

This policy adopts the definition of bullying agreed by the Frome Community Learning Partnership: “Bullying is a wilful, conscious and repeated act which aims to hurt, threaten or frighten someone.” Bullying will not be tolerated.

2. Aims

- 2.1 To promote co-operative and sensitive behaviour.
- 2.2 To create a climate in which pupils feel safe to talk about bullying.
- 2.3 To ensure a consistent whole-school approach to tackle bullying.
- 2.4 To engage parental support and assistance.

3. Objectives

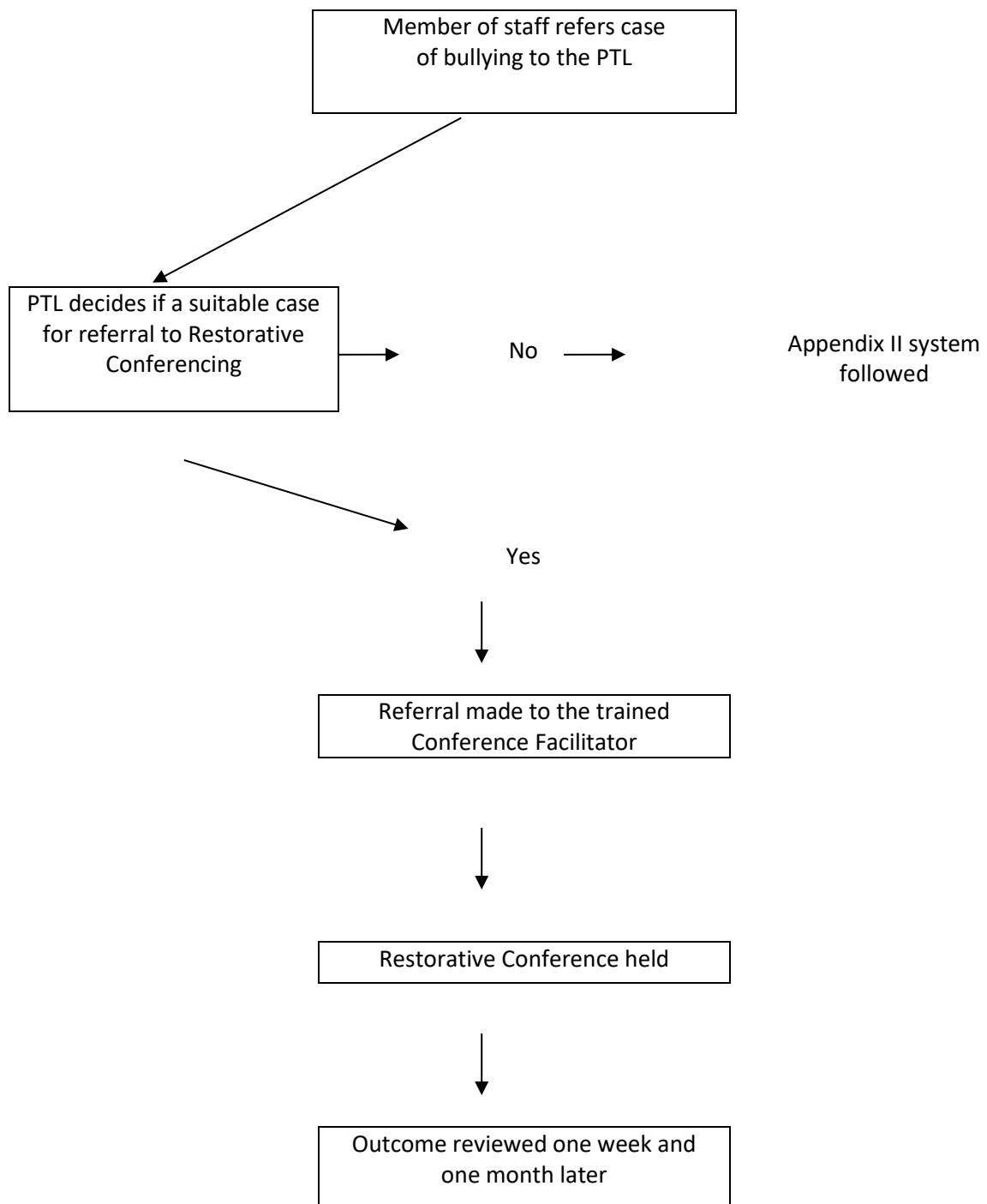
- 3.1 To include a programme of behaviour education throughout the curriculum.
- 3.2 To give opportunities for pupils to discuss behavioural matters.
- 3.3 To nurture trusting relationships between pupils, parents and Academy staff.
- 3.4 To provide information and training for staff to achieve consistency of approach.
- 3.5 To work closely with parents through the home/school partnership and a clear statement of commitment and guidance in the Academy prospectus.

4. Procedures and Practice

- 4.1 Opportunities to promote responsible behaviour will be identified throughout the curriculum and particularly through Citizenship and Acts of Worship.
- 4.2 Any reported bullying will always be taken seriously.
- 4.3 Staff will report cases of bullying to the Year Head.
- 4.4 The Pastoral Team leader will follow the appropriate course outlined below
 - a. If the ‘bully’ accepts responsibility a Restorative Conference is set up (Appendix I).
 - b. If the ‘bully’ does not accept responsibility, the route outlined in Appendix II is followed.
- 4.5 The statement of commitment and guidance in the prospectus will be reviewed annually.

Appendices: Appendix i – Bullying flowchart
Appendix ii– Guidance on dealing with bullying

Anti-Bullying Policy Appendix i



Guidance on dealing with bullying Appendix ii

Research suggests that the following approach is most likely to achieve a long-term change in behaviour:

- 1 Take an account from the victim and really listen/ empathise. The details may be less important than the approach. Note down the feelings and allow the victim to express these at length. Inform the appropriate Pastoral Team Leader (PTL) and decide who will deal with the situation. Contact the parents, explain the process that will be adopted and seek to encourage their support.
- 2 Convene a meeting of those involved with the bullying - no more than six to eight pupils. Where one or two are the instigators include observers and any who collude by failing to intervene. Always allow the victim to be accompanied by a supporter.
- 3 Explain the problem as seen by the victim and recount their story in a way that clearly communicates their distress and any other feelings.
- 4 Do not attribute blame but state that you know members of the group are responsible and can do something about it.
- 5 Ask all the group members if they can make some suggestions about ways in which they might help. Older children could use a problem-solving approach while younger children might find it more helpful to think of ways in which the story might have a "happy ending". List all the ideas and leave it there. Work towards an assurance of more caring behaviour to others in the future.
- 6 After a week meet with key members of the group individually to gauge how things are going. If there are continuing concerns liaise with the appropriate PTL. PTLs will liaise with the member of LMT with responsibility for pupil behaviour. Keep parents informed of progress.
- 7 A principle to be conveyed throughout this process is the belief that the pupils involved are not "bad", are capable of kind behaviour and they will help the person who has been bullied.
- 8 The PTL, in consultation with the AHT, may choose to issue a sanction depending on individual cases.

1. Rationale

Our Academy is committed to racial equality and justice. The Race Relations Act makes it unlawful to discriminate against someone, directly or indirectly in the field of education. This policy supports the Academy's equal opportunities policy.

2. Aims

To tackle all forms of racist prejudice, harassment and discrimination.

3. Objectives

- 3.1 To eliminate unlawful discrimination.
- 3.2 To promote equality of opportunity and good relations between persons of different racial groups.
- 3.3 Racist behaviour or harassment will not be tolerated whether or not intentional.
- 3.4 To encourage children to report racist behaviour.
- 3.5 To raise awareness and understanding of the impact of racism.
- 3.6 To ensure policy and procedure are known, understood and implemented fully by all staff.
- 3.7 To maintain a written record of any racist incident.
- 3.8.1 To promote the appreciation of ethnic diversity.

4. Procedures and Practice

- 4.1 All staff to be vigilant in dealing with overt or hidden racism.
- 4.2 Commission for Racial Equality (CRE) guidelines (see appendix I) will be used to classify any racist incident.
- 4.3 Any report of a racist incident will be taken very seriously and recorded.
- 4.4 Any racist incident will be dealt with following a standard procedure (see appendix II).
- 4.5 A copy of the record will be passed to the Headteacher.
- 4.6 Staff training will be made available for effective implementation of this policy.
- 4.7 Through the curriculum, children will be encouraged to appreciate ethnic diversity and global citizenship.
- 4.8 The Academy will promote equal opportunity and overtly condemn racism in all its forms.

Types of Incident: CRE Suggested Guidelines**LEVEL**

- I Physical attack of a racist nature
- II Physical threats of a racist nature (including damage to property)
- II Verbal abuse including name-calling, racist jokes and offensive mimicry (intentional and repeated)
- II Incitement of others to behave in a racist way
- II Racist graffiti or any other written insults
- II Provocative behaviour, such as the wearing of racist badges or insignia
- III Bringing of racist materials, such as leaflets, comics or magazines into the Academy including accessing materials from the internet
- III Refusing to work with, excluding or undermining people because of their ethnic origin or

- background
- III Verbal abuse, including name-calling, racist jokes and offensive mimicry (unintentional/one off)
 - III Any disrespect towards difference, eg food, music, dress or customs
 - III Comments of a racist nature unrelated to the immediate subject matter in the course of discussion during a learning activity

LEVEL I and II are deliberately racist and therefore more serious. A pupil responsible for LEVEL I and II and repeated LEVEL III incidents must be referred to the Headteacher.

Anti-Racist Policy Appendix I

Standard Procedure

INCIDENT REPORTED: immediate action to ensure safety and well being

INVESTIGATION:

LEVEL I AND II: report details to the Pastoral team Leader

LEVEL III: warn and record on SIMS, Record in Racist Log on My Concern (CD), Inform Pastoral Team Leader, AHT and the Headteacher

ESTABLISH RACIAL INTENT:

Non- racial: see DEALING WITH OFFENDER below

Racial: establish whether recurrent, intentional or unintentional

SUPPORT FOR VICTIM: involve and inform victim of action: consider apology from offender: where recurrent or intentional consider a support group, parental involvement and counselling

DEALING WITH OFFENDER:

Non racial or unintentional: treat as LEVEL III above and inform of consequences of recurrent behaviour

Recurrent or intentional: inform relevant staff: parental involvement: consult with Headteacher if exclusion or police referral possible outcomes

RACIAL HARASSMENT INCIDENT FORM: to be used for all recurrent or intentional incidents and a copy sent to EDS

VICTIM FOLLOW UP: within 1 month and again in 6 months - record of meeting kept