



# Behaviour Policy

ALLEN EDWARDS PRIMARY SCHOOL



## Contents

<b><i>Our Vision and Aims of the Policy</i></b> .....	<b>2</b>
<b><i>Aims and Objectives</i></b> .....	<b>3</b>
<b><i>What we Expect of Staff, Parents and Children</i></b> .....	<b>3</b>
<b><i>How Outstanding Behaviour is encouraged</i></b> .....	<b>4</b>
<b><i>Whole School Rewards System</i></b> .....	<b>4</b>
<b>Certificates and Trophies:</b> .....	<b>4</b>
<b>House Points:</b> .....	<b>4</b>
<b>Strategies for Promoting Positive Behaviour at Allen Edwards:</b> .....	<b>5</b>
<b><i>Sanctions at Allen Edwards</i></b> .....	<b>5</b>
<b>Reasons for Exclusion</b> .....	<b>7</b>
<b>Internal Exclusion</b> .....	<b>7</b>
<b>External Exclusions</b> .....	<b>8</b>
<b>Fixed Term Exclusion (Suspension):</b> .....	<b>8</b>
<b>Permanent Exclusion:</b> .....	<b>8</b>
<b>Safeguarding</b> .....	<b>9</b>
<b><i>Playground Behaviour</i></b> .....	<b>9</b>
<b><i>Recording Incidents on CPOMS</i></b> .....	<b>9</b>
<b><i>Screening, Searching and Confiscation</i></b> .....	<b>10</b>
<b><i>Appendix 1</i></b> .....	<b>12</b>
<b><i>Appendix 2</i></b> .....	<b>13</b>
<b><i>Appendix 3</i></b> .....	<b>15</b>
<b><i>Appendix 4</i></b> .....	<b>17</b>
<b><i>Appendix 5</i></b> .....	<b>19</b>
<b><i>Appendix 6</i></b> .....	<b>20</b>
<b>Guide Lines for consequences at each stage</b> .....	<b>20</b>
<b><i>Appendix 7</i></b> .....	<b>21</b>

# Behaviour Policy

---

## Our Vision and Aims of the Policy

At Allen Edwards we aim to create a positive, safe and secure environment where everyone is treated with dignity and respect so that all members of the school community can excel and enjoy school life to the full. We encourage pupils to be responsible for their own behaviour and treat each other and all members of staff with respect at all times. We aim to build positive relationships with children and their families. We all believe that everyone in school is important and should be valued. We expect each individual to respect one another, their families, culture and beliefs. Our children aspire to be good citizens and demonstrate a strong moral purpose through a values-led school ethos. Our school values honesty, respect, tolerance, kindness and trust, along with the United Nations Convention on the Rights of the Child (UNCRC) Articles are at the heart of all school planning, policies and vision as a Rights Respecting School.

Children take responsibility for their own behaviour, learning from mistakes whilst developing a sense of moral purpose which supports them in making good decisions throughout their lives.

The UNCRC articles which inform this policy are:

**Article 2:** Non-Discrimination – The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 12:** Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

**Article 15:** Freedom of Association – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.

**Article 29:** Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

**Article 31:** Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

**Article 34:** Sexual exploitation - Governments must protect children from all forms of sexual abuse and exploitation.



## Aims and Objectives

- To have a whole school approach to behaviour and its management, where all staff are united in their values and beliefs.
- To have a whole school behaviour policy that reflects the educational needs of our pupils and promotes equity for all.
- To cultivate a culture of 'zero-tolerance' whilst ensuring support is in place when incidents do occur to support all children.
- To ensure that everyone who enters the school feels respected and valued during the time that they spend here.
- To have a real emphasis on the promotion of positive behaviour so that we create a safe and healthy environment where our children feel valued, respected and cared for.
- To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour.
- To encourage parents to share the responsibility of the school as a positive and responsible community.
- To ensure that equal opportunities are considered in all aspects of policy procedure.

## What we Expect of Staff, Parents and Children

### We want our school to be a place where:

- We value and respect each other.
- We care for others.
- We are honest and can be trusted.
- We are polite and considerate.
- There is a calm working environment in which thought and effort are put into work.
- Everyone is treated with dignity and respect.

### School will then be a place where we can:

- Learn to work together.
- Enjoy achievements.
- Find new friends.
- Feel safe and share ideas and problems.

### To promote outstanding behaviour, adults will:

- Match work to pupils' abilities.
- Treat people and property with respect.
- Think carefully about what they say and how it makes other people feel.
- Celebrate positive learning and attitudes with Dojos and House Points.
- Respond to negative behaviour in a fair manner.

### To promote outstanding behaviour, children will:

- Follow our 'Behaviour for Learning' guidelines, which include the school drivers and values.
- Work **collaboratively** with adults and pupils.
- **Communicate** their ideas, knowledge and feelings confidently.
- Be **resourceful**, using ideas, equipment and actions to support and enhance their learning.
- Working with, and for, all members of the school **community**.



- Striving to work to the best of their ability to recognise and achieve **possibilities**.
- Be rewarded for positive 'Behaviour for Learning' through the giving of Class Dojo points.

### How Outstanding Behaviour is encouraged:

We aim to create a culture of respect with every member of our school community. We believe that good behaviour is promoted through the organisation of the classroom and school, so that everyone understands what is expected of them. When problems arise, they are dealt with in a consistent and fair manner, whilst respecting different needs and backgrounds.

### Whole School Rewards System

Reward systems are a consistent and continuous process across school by all members of staff who work with our children. Our endeavour is that the most important reward that our children can receive is intrinsic: that our children will be challenged by our rich and inclusive curriculum so that they can strive to be the best they can be. We support this with our extrinsic reward system to build all of our children's self-esteem and create a positive climate for learning.

### Certificates and Trophies:

- Class Star of the Week certificate for achieving an aspect of the school drivers (Collaboration, Community, Communication, Resourcefulness and Possibilities) or the school values (respect, honesty, kindness, trust and respect). Parents are invited to this assembly to see their child receive their certificate.
- Class Attendance Certificate and Trophy – a class from each of KS1 and KS2 who have the highest percentage attendance over the week.
- Children with 100% attendance over a full term will receive a certificate and a badge. Bronze for the first term, Silver for the second term and Gold for the third term.
- Head teacher Awards given for showing an extremely high level of motivation and positive attitude towards learning and the school community. This will include homework and achievements outside of school.
- P.E. Certificate, which are awarded to two children each week for positive attitude and achievements during P.E. lessons.
- Times table/ Number Bonds award

### House Points:

Allen Edwards has a system of house points for all pupils. Every child is placed in a house (siblings are placed together).

The house system is there to promote collaboration and support amongst peers and continue to promote community.

There are 4 houses: Red, Blue, Green and Yellow. Children are given Dojos for showing adults and their peers kindness, collaboration, communication, community, honesty and resourcefulness. For every 10 Dojos, the children will receive one house point. Each week these points will be counted and a winning team will be announced in assembly. Then each term, the team that has earned the most house points will

take part in a celebration afternoon. Each house will have a house captain from year 6 and a vice captain from year 5 that will have responsibility for their houses.

Parents can follow their child on Class Dojo to see their achievements.

### **Strategies for Promoting Positive Behaviour at Allen Edwards:**

- We are a Rights Respecting School so our children learn about their rights and how to promote and protect them.
- Ensuring children's understanding of positive behaviours through the use of the Green (positive) and Red (dysregulated/ negative) Choices used across school with visual representations to support all children to access.
- Ensuring that as a school we celebrate diversity and support our children to learn about each other to foster an environment of respect.
- A trauma informed approach is used across school to support children to successfully access the classroom.
- Creating an ethos of 'zero-tolerance' amongst staff and pupils through learning and understanding positive behaviours and the impact of negative behaviours on others.
- Support is offered to pupils at risk of displaying negative behaviours to ensure they have the correct support to prevent these.
- Lots of praise, encouragement and smiles so positive behaviour is constantly reinforced.
- Class charters should be agreed and owned by the whole class and revisited during class time.
- Stickers and stamps where appropriate as another visual sign of accomplishment.
- An organised learning environment where everything is clearly labelled and there are great resources for every lesson which will enable our children to be independent and responsible learners.
- Visual displays of certificates, house point winners and fantastic learning in all class rooms to promote the positives of all children.
- Special jobs or responsibilities.
- Use of Class Dojo – dojo points will be awarded throughout the day for specific behaviours related to the school's drivers
- Sharing our learning with children across school, other teachers, members of SLT and parents and carers.
- Gold stars in children's books to indicate a Dojo has been given for a piece of work.

### **Sanctions at Allen Edwards**

Sanctions for poor choices in behaviour and learning are intended to be clear and staged. Each classroom has a display for the whole school behaviour management system based around Green (positive) and Red (dysregulated/ negative) Choices. This is a system developed to ensure that every child can access it regardless of their individual needs.

For EYFS, year one and our children with special educational needs (where appropriate):

- If children make 3 red choices or a serious red choice they complete a reflection sequence with an adult in the calm corner.

- Adults take children through a series of steps which encourage children to reflect on their behaviour and feelings in order to develop children's self-awareness and model self-regulation strategies.
- Adults also model and suggest alternative actions and ways to build and repair relationships.
- Over the course of the academic year children are encouraged to complete these steps independently.



From year 2 – 6:

- Verbal warnings are clear and specify the behaviour that is disrupting learning. Children will be directed to the Red and Green Choices and asked, “Have you made a red or green choice?” This will allow the child to recognise that their choice of behaviour needs amending. \*see appendix 4.
- **A Yellow Reflection:** If the behaviour continues, the child will complete a yellow reflection at the reflection table in their classroom for 10 minutes (see appendix 3).
- **An Amber Reflection:** If the child has returned to their learning and the behaviour continues, a time out in their partner class is given. They will complete an amber reflection and return to class after 10 minutes (see appendix 4).
- **A Red Reflection:** If after each of the previous steps has been completed and the child's behaviour continues to be unacceptable, they will be asked to complete a red reflection. A red reflection will mean that the child will need to be brought to the SLT office. The children must bring their yellow and red reflections so these can be discussed with the child (see appendix 5). For instances of child on child abuse, children will complete a red reflection with a member of SLT immediately.

We use a system of reflections so all children are able to communicate their views on an incident and use this time to calm down after an incident. If a child is unable to write their reflection, they may be asked to draw or given a scribe.

\*see appendix 5 for types of behaviour that might be seen at each stage.

All Red Reflections must be recorded on CPOMS, our school communication system. Class teacher will then need to arrange to meet parents to explain the incident and consequences given.



- Children can, in extreme circumstances, advance straight to a Red Reflection. At this point, a member of SLT must be involved (extreme behaviour includes fighting, swearing, serious defiance or disrespect to adults). There will be a meeting with a parent to discuss this behaviour.
- When a child has more than 3 Red Reflections in a half term then a meeting will be arranged with a parent or carer with a member of SLT and the class teacher to discuss their child's behaviour.
- If behaviour continues, a report card agreement will be drawn up as a way of monitoring a child with different issues which may impact on their behaviour and self-esteem. This is to increase verbal contact daily between the child and an adult about their learning. Targets will be created at a meeting with a member of senior leadership (SLT), the class teacher, parents and the child and will be monitored every day by SLT. Consequence steps will be agreed in a report card meeting with parents, cares and SLT.

\*All formal meetings with parents are to be recording on CPOMS

Possible further sanctions could include:

- Restorative justice e.g. litter picking or helping around school where the incident relates to school property being mistreated.
- Detentions, which are supervised at break times and lunch times. Timings are at the discretion of the teacher. The children will be given a comfort break to go to the toilet and have water. During this time, children will complete their learning or write out the code of conduct. During a detention, children should write out the Golden Rules or complete unfinished learning.
- Time out from class
- Internal exclusions.
- Fixed term external exclusions.
- Off-site direction.
- Referrals to the PRU.
- Permanent exclusions.

\*No exclusion will be permitted unless all other avenues have been exhausted.

After all incidents, we ensure that restoration has been carried out between those involved, this may be a conversation after the incident, a session to repair relationships or several sessions with a learning mentor, ELSA or member of SLT.

### Reasons for Exclusion

- Serious breach of the school's rules or policies.
- Risk of harm to the education or welfare of the child or others in the school.

Once other strategies/ sanctions have been used, or in the event of more serious incidents (see below), the school may be left with no alternative but to exclude a student. Exclusions may take the form of internal or external exclusion.

### Internal Exclusion

Internal exclusion is a planned strategy in response to an incident, where a child has:

- Demonstrated significant defiance towards an adult.
- Reached Stage 4 of the Behaviour Policy ladder.
- Been verbally or physically aggressive towards adults of pupils.





- Continually disrupted the learning of others.
- Child on child abuse: physical, sexual or prejudiced or discriminatory e.g. racism, homophobia, sexism.

The aim is to avoid a formal exclusion with the intention that the consequences of violent behaviour and disruption are managed confidently and consistently within the school setting.

Internal exclusions remove a pupil from their usual timetabled lessons and place them apart from their peers. Work will be set for pupils, which may not always be the same as their peers within the lesson. Parents will be informed of the sanction and a letter will be sent.

## External Exclusions

### Fixed Term Exclusion (Suspension):

A fixed term exclusion is put into place for serious breaches of the school rules and behaviour policy. In such cases, the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. Parents will be informed as soon as possible and the decision will be confirmed in writing. Work will be provided for the child to do at home.

All students returning from a fixed term exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the student, parent and school. If the headteacher is off-site, the deputy headteacher will step in and complete the investigation and decide on next steps. They will have the authority to exclude in these instances.

### Permanent Exclusion:

A permanent exclusion is a very serious decision and the Headteacher will consult with the Deputy Headteacher and the Governing Body before enforcing it.

A permanent exclusion can be used after at least two temporary exclusions have failed to have an effect. However, in certain circumstances, the Headteacher may decide to impose a permanent exclusion for a serious one-off incident.

As with temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies such as:

- Serious threats or violence against another pupil or a member of staff.
- Persistent bullying
- Persistent racial harassment
- Possession or use of an illegal drug on school premises
- Instances of child on child abuse that are ongoing or serious

Parents will be informed immediately in writing. Parents will also be informed of their right to appeal.

Please see Exclusion Policy for further information.

## Safeguarding

An exclusion will not be enforced if doing so may put the safety of the child at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school or, in more severe circumstances, the school may contact Social Services and/or the police to safely take the pupil off site.

## Investigation

If there is an incident in school, this will be investigated thoroughly by the senior leadership team and all children involved will be given an opportunity to give their account. Children may be placed separately in another classroom or in one of the senior leadership team's offices whilst an investigation is carried out. No blame will be placed on any of the children until the incident has been fully investigated. If the incident happens at the end of the day, school may decide to inform parents that the incident will be investigated the following day.

## Playground Behaviour

To provide continuity from the classroom for the children, we continue to use a yellow, amber and red reflection system in the playground.

The playground is set up into zones where there are different activities taking place. Adults are assigned to these activities and will have stickers that display our school drivers and values that they, alongside the house and vice captains, will hand out to children who display them. When the children go inside, a monitor will log house points given in the playground based on the stickers that children are wearing.

If our playground rules are not being followed by a child, then sanctions will be given in the playground. Children are treated with dignity at Allen Edwards at all times.

Step One: Children will be asked if they have made a red or a green choice. This will act as a warning and reminder to the child of the appropriate choices.

Step Two: If the behaviour continues, the child will be asked to leave the activity and play at another activity.

Step Three: If behaviour continues, children a member of SLT will be called for to remove the child from the playground where they will complete a red reflection.

There are circumstances in the playground where children will be asked to go straight to a member of SLT. See appendix 7.

## Recording Incidents on CPOMS

- This should be logged under the main student involved. In an incident where other children are involved, their names can be linked to the report. Then the appropriate category will need to be marked, for example, racism, defiance etc.
- Where the incident took place.
- Where applicable, the reason why force was needed to ensure the safety of the child, peers or staff.
- How the incident started and developed including details of the pupil's behaviour, what was said by each of the parties, the steps taken to diffuse the situation.



- The pupil's response and outcome of the situation.
- Details of any injuries suffered by the pupil, other pupils, a member of staff or property.

\*On the playground, the incident can be recorded on the designated iPad for the playground on CPOMS by the member of staff dealing with the incident.

### **Behaviour Off School Site including Online**

When wearing school uniform or if the pupil is identifiable as being an Allen Edwards pupil, incidents that occur off-site may be managed in line with our behaviour policy this includes incidences on electronic devices. These may include verbal harassment and sharing of inappropriate images. If children's online behaviour is not inkeeping with the school's behaviour policy, the school may choose to manage this in line with our behaviour policy.

### **Malicious Allegations Against Members of Staff**

If an allegation is made by a pupil against a member of staff and is proved to be unfounded or malicious, the LADO may decide to refer the child to Children and Families' Services for assessment as a child in need. Malicious allegations made by pupils may also be dealt with under our behaviour policies if this is more appropriate. Malicious allegations may warrant an exclusion depending on the severity.

### **Screening, Searching and Confiscation**

It is the responsibility of the pupils who have mobile phones to hand them in to the school office before the bell goes for the beginning of the school day. Once a mobile phone has been confiscated, the parent/carer must collect it from the office.

Certain items are prohibited from site.

List of banned items:

- Gaming equipment
- Jewellery or personal adornments that do not fit with the uniform code e.g. bracelets, chains, earrings that are not studs
- Football or any kind of trading cards
- Sweets and gum
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, e-cigarettes and vapes
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property

School have a duty to report illegal items such as knives and pornographic images to the police. Under common law, school have the right to search pupils for any items if



the pupil agrees. If staff have reasonable grounds for suspecting that the pupil is in possession of a prohibited item a search can be made.

With the pupil or parent's consent, school may search electronic devices. If staff have good reason to suspect that there is something on the device that data or a file on the device could cause harm, undermine the safe environment of the school and disrupt teaching or be used to commit an offence, they can search the device without consent.

If data is found that is likely to constitute a criminal offence, it must be handed to the police.

Where there are images or data on the phone, school staff can online delete them if the parent or child refuse to do it themselves.

**Related Policies:**

- Positive Physical Handling
- Exclusion Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Staff Code of Conduct
- Whistle-Blowing Policy
- Low-Level Staff Concerns Policy



## Appendix 1

Name of child:

Class:

Date W/C:

Targets

- 1.
- 2.
- 3.

On report to: \_\_\_\_\_

	Session 1			Session 2			Break			Session 3			Session 4			Assembly			Lunch			Session 5			End of Day			On report to:
Mon																												
Tues																												
Weds																												
Thurs																												
Fri																												

Aim: % /135

Consequences:

- If .....gets 2 crosses in a session, he will get a time out in Year 3 for the rest of the session.
- If ..... gets 2 time outs in one day, he will get an internal exclusion for the rest of the day. If this happens in the afternoon, he will get an internal exclusion for half of the next day.

If ..... does not co-operate fully with an internal exclusion, he will have to repeat it the following day.



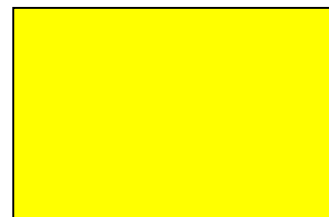
## Appendix 2

### Yellow Reflection

Name:

Class:

Date:



What happened?	
What red choices were made?	
What would you do differently next time?	
Apology to the person that was affected by the incident.	

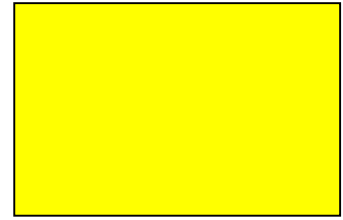


Yellow Reflection

Name:

Class:

Date:



<p>What happened? Draw a picture</p>	
<p>Explain what happened to an adult and they will write brief notes here.</p>	



### Appendix 3

#### Amber Reflection



Name:

Class:

Date:

<p>Why have you been asked to reflect in your partner class?</p>	
<p>What red choices have you made?</p>	
<p>What would you do differently next time?</p>	
<p>Apology to the person that was affected by the incident.</p>	



Amber Reflection

Name:  
Class:  
Date:



<p>What happened? Draw a picture</p>	
<p>Explain what happened to an adult and they will write brief notes here.</p>	

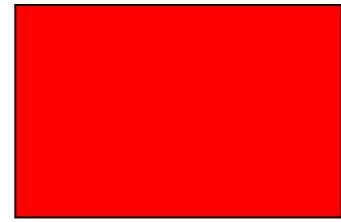
## Appendix 4

### Red Reflection

Name:

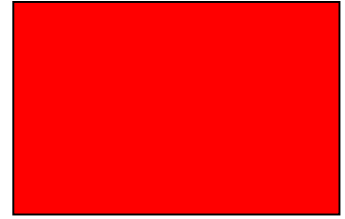
Class:

Date:



What has happened for you to be sent to a member of the Senior Leadership team?	
What red choices did you make?	
What will you do differently next time?	
Apology to the person that was affected by the incident.	

Red Reflection



Name:

Class:

Date:

<p>What happened? Draw a picture</p>	
<p>Explain what happened to an adult and they will write brief notes here.</p>	



## Appendix 5

Additional strategies for supporting positive behaviour with SEND Pupils:

- Movement breaks
- Working away from the whole-class setting with an adult
- A job or task to distract or provide a break
- Fidgets
- Sensory room or tent
- Calm voice and demeanour
- **Time** to process, explain
- Looking for patterns, triggers
- Use of rewards chart
- Use of first and next
- Use of visuals to support understanding
- An adapted classroom environment
- Regulation boxes
- Following individual support plans
- Following individual Positive Handling plans
- Zones of Regulation

## Appendix 6

### Guide Lines for consequences at each stage

Stage	Behaviour	Examples of Possible Actions based on a school staffs understanding of the individual child.
1	Low level disruption, which includes: <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Wandering around the classroom</li> <li>• Silly noises and tapping</li> <li>• Not following instructions</li> <li>• Talking</li> </ul>	Positive reinforcement of expected behaviour. Reference to red and green choices. Verbal warning. Parents are not contacted. NO record required on CPOMS.
2	Low level disruption is continuous or higher level disruption, which includes: <ul style="list-style-type: none"> <li>• Refusal to work</li> <li>• Unacceptable output</li> <li>• Deliberate disruption</li> <li>• Minor damage to property</li> <li>• Repeatedly annoying other pupils</li> </ul>	Child moved to avoid interactions with other children. Detentions may be given at this point (5-10 minutes). Moved to the reflection table to complete a yellow reflection. Parents may be informed at the end of the day when they collect their child or in a phone call by teacher. Yellow reflection is to be completed. NO record required on CPOMS.
3	Persistent disruption and adverse behaviour that is affecting the learning of others, which includes: <ul style="list-style-type: none"> <li>• Deliberately throwing objects with the intention of harming or breaking</li> <li>• Deliberate damage to property</li> <li>• Harmful/offensive name calling</li> <li>• Swearing</li> <li>• Deliberate rudeness or defiance of adults</li> </ul>	If a child's behaviour continues to be unacceptable, an amber reflection will be given. An amber reflection will mean that the child will need a time out from the session in the partner class. Parents are informed in a meeting at the end of the day or via a phone call (this must take place in the classroom and be more formal than a comment in the line). Reflections to be sent home to parents. Log required on CPOMS.
4	Serious disruption to learning, which includes: <ul style="list-style-type: none"> <li>• Intentional physical harm to other children</li> <li>• Fighting</li> <li>• Throwing large dangerous objects</li> <li>• Verbal abuse/swearing at a child or adult</li> <li>• Vandalism</li> <li>• Prejudice incident e.g. Racist incidents, Homophobic, misogynistic</li> <li>• Bullying</li> </ul>	Pupil is sent to SLT Prejudice related incident record form will be completed where appropriate Record is put onto CPOMS Red card reflection to be completed with SLT. Parents are phoned/ meeting arranged or informed by letter with SLT and class teacher. Internal Exclusion (a letter must be sent to parents for all internal exclusions).
5	Significant disruptive behaviour, which includes: <ul style="list-style-type: none"> <li>• Extreme danger or violence</li> <li>• Very serious challenge to authority</li> <li>• Running out of school</li> <li>• Physical abuse to staff</li> </ul>	Pupil is sent to SLT Recorded on CPOMS Parents are requested immediately into school for a meeting. Child does not return to class that day. Fixed term External Exclusion with reintegration when the pupil returns.
6.	Child on Child Abuse: <ul style="list-style-type: none"> <li>• Bullying including cyberbullying, prejudice-based and discriminatory bullying</li> <li>• Physical abuse including hitting, kicking, shaking, biting, hair pulling or otherwise causing harm purposefully</li> <li>• Sexual violence</li> <li>• Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment</li> </ul>	Pupil is sent to SLT Recorded on CPOMS Parents are requested immediately into school for a meeting. Child does not return to class that day. Fixed term Internal or External Exclusion with reintegration when the pupil returns.
7.	Malicious allegations made against staff	This will have been investigated according to our Low-level concerns and whistleblowing procedures with the support of the LADO. If the allegations are deemed to be unfounded or malicious, we will liaise with the LADO regarding next steps. This may include: a referral to social care, FTE or Permanent exclusion depending on the allegation.

## Appendix 7

# Prejudice-Related Incident Recording Form

**A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person. All prejudice-related incidents will be dealt with by a member of the Senior Leadership Team.**

When responding to a prejudice-related incident, the aim should be to secure the best possible outcome for everyone involved. Therefore, interventions should be restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring.

Details of prejudice-related incident		
<b>Name &amp; role of person reporting the incident:</b>		
<b>Date/location of incident:</b>	<b>Date:</b>	<b>Location:</b>
<b>Victim's name/class/year:</b>		
<b>Type of incident: (Tick applicable category/categories)</b>	Homophobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.</i>	Sexism: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or view about someone based on their sex.</i>
	Transphobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender.</i>	Disability or health condition: <input type="checkbox"/> <i>A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.</i>
	Racism: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origins.</i>	Islamophobia: <input type="checkbox"/> <i>Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.</i>
	Biphobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or view about bisexual people.</i>	Other (specify): <input type="checkbox"/>
<b>Names of people who have been informed:</b>		
<b>Person who committed the</b>	Pupil: <input type="checkbox"/>	Teaching staff: <input type="checkbox"/>

<b>offence: (Include their name/class/year (if pupil))</b>	Visitor: <input type="checkbox"/>	Parent: <input type="checkbox"/>
	Other staff: <input type="checkbox"/>	Governor: <input type="checkbox"/>
	Other (specify): <input type="checkbox"/>	
<b>Description of the incident:</b>		
<b>Was this a physical or a verbal incident?</b>		
<b>Were physical injuries sustained? If yes, specify the extent and to whom:</b>		
<b>Names of other people involved, including bystanders:</b>		
<b>Has the offender been involved in previous prejudice-related incidents? Review CPOMS. Does this impact on the level of severity?</b>	Yes or no  Yes or no	
<b>Level of severity of the incident. Please highlight on scale.</b>	<ol style="list-style-type: none"> <li>1. No offence was intended or taken.</li> <li>2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.</li> <li>3. Hurt or distress was caused and the pupil(s) responsible had previously been warned and had input explaining that their behaviour was unacceptable.</li> <li>4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.</li> </ol>	
<b>What action will be/has been taken?</b>		
<b>What measures are in place to prevent a similar incident from occurring again?</b>		