



## HARTSBOURNE PRIMARY SCHOOL

Valuing Potential, Creating Opportunities

### **Behaviour, Anti-Bullying and Relationships Policy**

This policy to be read in conjunction with our ethos and mission statement and all other policies especially: Equal Opportunities Policy, Child Protection Policy, Lunch Time Behaviour Policy, Positive Handling Policy, PSHE Policy, Teaching and Learning Policy, Racial Equality Policy, Working with Parents Policy

**This policy has been written with contributions from staff, parents, pupils and governors.**

#### **RATIONALE**

All staff and governors at Hartsbourne Primary School wish to promote good behaviour in all pupils to maintain a healthy, happy, safe and effective learning environment. The quality of teaching and learning at our school depends upon a consistent and fair whole school approach to behaviour and relationships.

#### **AIMS OF THE POLICY**

It is a primary aim of our school that every member of the school community feels happy, valued and respected and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all. This policy also aims to promote good choices that lead to effective relationships so that everyone can support each other, work together and learn well. This will help children to become positive, responsible and increasingly independent members of the school community.

Central within the policy is choice: we will help children to make good choices (which lead to good consequences) rather than poor choices, which can lead to negative consequences. There are two key reasons for using the language of 'choice':

- To promote self-management and encourage reflection on the behavioural choices made.
- To avoid labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Therefore we aim to:

- Develop a moral and social framework within which responsibility, initiative, and sound relationships can flourish.
- To enable children to develop a sense of self worth and a respect and tolerance for others.
- To produce an environment in which children feel safe, respected and able to learn to the best of their ability.

#### **OBJECTIVES OF THE POLICY**

##### **For children to develop:**

- Self confidence, self control and independence
- Motivation for learning and ability to build friendly relationships
- Sensitivity and consideration for others, including a sense of 'fair-play'
- A pride in themselves and in their school

##### **For children to take responsibility for:**

- Their actions towards other children and adults
- Co-operating with school codes and rules
- Showing respect and tolerance for race, religion, gender, other lifestyles and opinions
- Some of their own learning and their learning environment

## **SCHOOL RULES**

These rules were agreed between school staff and children following our last behaviour review and they will be the 'umbrella' that keeps us all happy and safe and ensure that our children have a pleasant and stimulating environment in which to learn and play.

*We will:*

- *Understand each other's point of view.*
- *Make amends if we do something wrong.*
- *Behave safely everywhere in school.*
- *Respect differences and each other.*
- *Ensure equipment is looked after and resources are not wasted.*
- *Let other children learn without disruption and interruption.*
- *Look after each other.*
- *Always keep a positive attitude*

### **ON OUR PLAYGROUND**

#### **WE USE OUR HANDS AND FEET TO:**

- *Line up sensibly*
- *Keep ourselves and others safe*
- *Use equipment properly and safely*

#### **WE USE OUR MOUTHS TO:**

- *Apologise if we hurt people*
- *Use appropriate language and speak kindly*
- *Show kindness, manners and respect for all*
- *Be honest when things go wrong*

#### **WE USE EARS TO:**

- *Listen to adults and co-operate*
- *Listen to other children and respond positively*

#### **WE USE EYES TO:**

- *Look out for others and space to play safely*

#### **WE USE OUR MINDS TO:**

- *Think before we speak*
- *Treat others how we'd like to be treated*
- *Share and play fairly (no-one excluded)*
- *Keep control of comments, behaviour and temper*

## **COMMUNICATION AND KEY MESSAGES OF THE POLICY**

A copy of the Reviewed policy will be e-mailed to parents each year and updated on the website. The school rules and 'Think Before You Speak' Poster will be clearly displayed around school and in classrooms. The class-code will be agreed with pupils and e-mailed to parents at the start of the autumn term. The school rules and class code will be re-visited each term as a reminder to children.

The school newsletter will include regular reminders about the Policy and highlight pupils who have been selected as role models and for the Achievement Book. Assemblies and themed weeks will be used to address any trends noted or evidence of misunderstanding of the school rules.

The Head Teacher's Termly Report to Governors will include an analysis of all behaviour incidents and their categories, the number of letters received from parents regarding behaviour and number of exclusions for poor behaviour.

**The following key messages will be developed and reinforced by all adults for pupils, staff and parents (in no particular order):**

- Similarities and differences will be celebrated.
- We all have choices and rights; with rights comes responsibility (you own your own behaviour).
- Our school promotes an ethos of respect for the rules and for each other.
- All of us need to feel that we belong and it's important to develop empathy.
- Our feelings are under our control and we THINK before we speak.
- We are a school where 'telling' is the norm.
- Feeling bullied can happen to anyone.
- Poor behaviour will always be addressed by adults and there will be consequences.

## **PROMOTING POSITIVE BEHAVIOUR**

At Hartsbourne we believe that positive behaviour in children will be helped by learning core skills through PSHE, assemblies and themed weeks, for example:

- Independence and organisation
- Self-image and self-esteem
- Attention, motivation and perseverance
- Reflection, self-control and honesty
- Fairness, co-operation, collaboration
- Sociability and empathy

All adults will use positive language such as 'please walk' rather than 'do not run'. All classes will participate in weekly PSHE lessons. In September each year group will agree a 'Class Code' and display this prominently in class. The school rules will be explicitly taught in every class and re-visited each half term.

Meal-time supervisors will be trained in 'peaceful problem solving' strategies and all staff will receive regular training opportunities.. The Head and a Teaching Assistant are trained in 'drawing and talking' techniques to help children reflect on their behaviour and a teaching assistant is timetabled for one session a week for individual or small group support with behaviour. The school buys the services of a play therapist for two sessions per week to help individual children experiencing difficulties (for example children coming to terms with bereavement, parental separation or an absent parent).

Children will be taught the THINK before you speak strategy:

**(T = Is it true? H = Is it Helpful? I = Is it Inspiring? N = Is it Necessary? K = Is it Kind?)**

## **Rewards**

### **House Points**

- All pupils will be allocated to one of four 'houses' (currently Sika, Fallow, Roe, Muntjac)
- Each house will be linked to a colour to help children with early reading skills and the organisation of sports activity day etc.
- Each class will keep a record of house points awarded to children.
- A member of each week's winning house will ring the School Gong during Achievement Assembly.

### **Class Rewards**

As well as House points, each class will use a system of individual/group/whole-class reward; eg marbles in a jar, raffle tickets with lucky dip, stars, rockets, Class Dojo or similar. NB: Rewards and House points will NOT be removed as a sanction for poor behaviour.

### **Achievement Book**

Generally one girl and one boy will be mentioned in the school achievement book each week. Other pupils (or the whole class) may be mentioned but not necessarily receive a certificate. Half-termly behaviour 'role models' will be recorded in the achievement book and receive a certificate and badge.

### **Other Certificates/Praise Postcards**

Other certificates and praise postcards will be used judiciously by staff (eg for themed week) and other certificates and trophies won out of school will be presented in Achievement Assembly.

## **End of year awards will be presented to individuals for:**

- HART award (Honesty, attitude, respect, teamwork).
- Spelling (KS1 and KS2)
- Omelia Cup for Sporting Achievement.
- Wood Trophy for Effort.
- Books/tokens/certificates for 100% attendance (Includes up to three days for religious observance).
- Progress certificates

## **Stickers/Behaviour Charts**

Stickers will be awarded by meal-time supervisors for good manners etc during lunch. Stickers will be used judiciously by other adults, but can be awarded for good effort in work when deemed appropriate. Behaviour charts will be used for individual children for a specified period of time.

## **Senior Leadership Team**

It is important that the Head and Deputy are clearly identified as people who like to celebrate good work and effort and individuals will be sent to a member of the SLT or Head to show good work or effort.

## **Other rewards include (in no particular order):**

- ✓ Specific descriptive verbal praise (excellent you are remembering to use finger spaces)
- ✓ Eye contact and smiling, clapping (applause), jokes, laughing
- ✓ Give yourself a 'pat on the back'
- ✓ Telling another adult, the class or parents, something positive (in child's hearing)

Inviting an adult into the class to observe learning

Playing whole class games, extra playtime, golden time, etc .

## **Sanctions**

A firm reprimand from a member of staff is expected to be sufficient to correct most errant behaviour.

Effective reprimands might include:

- ✓ A quiet word (public praise, private censure).
- ✓ Rule reminder to avoid escalation (Eg 'What is our rule about speaking to others?').
- ✓ Label the act or the behaviour **NOT** the child (eg 'that was unkind behaviour...').
- ✓ Acknowledgment of feelings ('I can see you feel..... but I need you to....').

Corrections will usually be followed with positive encouragement a minute or two later. However if this fails to correct the behaviour of a child the following procedures will be adopted:

## **Removal of adult attention through:**

- Time out/removal from the scene by working at a separate table.
- Reception and Year 1 will use a 'thinking spot' for 5 minutes time out.
- Working in another classroom (with arrangement by SLT) for short period of time.
- Missing a part of break or lunch play (NEVER left unsupervised).

## **At the end of 'time out', children will be encouraged to articulate what went wrong and why.**

If the above sanctions do not lead to a modification of behaviour then some or all of the following may be implemented:

- Discussion with parents
- Implementation of a Behaviour Support Plan
- Removal of privilege (eg use of play equipment/resources, class trip, monitor job)
- Exclusion from the right to represent the school (eg School Councillor, sports/quiz teams)
- In-school exclusion for a set period of time (eg an afternoon)
- Formal exclusion from school for a fixed period of time
- Permanent exclusion from school

Only the Head teacher can invoke the formal exclusion process and the Governors of Hartsbourne have agreed that the Hertfordshire County Council Exclusion Guidance will be followed by the school. This Guidance is intended to supplement the statutory exclusion guidance published by the Department for Education (DfE)<sup>2</sup>, “*Exclusion from maintained schools, Academies and Pupil Referral Units in England*”.

When sanctions are necessary staff will ensure that:

- Sanctions are given as soon as possible after the event
- The child understands why a sanction has been given
- Individual circumstances and needs of pupils are taken into account.
- The SENCO will be consulted for advice on individual children with emotional/ behavioural difficulties
- The SLT will be informed when appropriate to do so.

## **BULLYING, UNACCEPTABLE AND POOR BEHAVIOUR**

It is important to be clear about the difference between bullying and children not getting on together. The DfE define bullying as:

*‘Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally’.*  
(*Preventing and Tackling bullying, Oct 2014*).

Bullying behaviour generally involves an imbalance of ‘power’ between perpetrator(s) and target(s). A perpetrator may feel they are physically or mentally superior, have control of the relationship, or know what and how to upset someone. This can result in intimidation or isolation of the target(s).

Bullying behaviour can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual or perceived differences.

Unacceptable behaviour at Hartsbourne (bullying or otherwise) will include the following:

- Cyber or social media bullying, any inappropriate and/or mis-use of technology and ICT.
- Deliberate disobedience towards an adult.
- Emotional: tormenting, being unfriendly, excluding, threatening gestures
- Foul and/or strong language and swearing and/or making unkind remarks.
- Homophobic remarks, insults, verbal name calling
- Inappropriate physical contact or sexually abusive comments
- Joining gangs inciting others to ‘gang up’ on individuals or groups.
- Physical violence including: hitting, kicking, pushing, biting, spitting
- Religious intolerance, racist and sexist comments/ taunts, gestures (written or spoken)
- Refusal to follow any or all of the school rules.
- Running away, leaving the classroom/school premises without permission.
- Stealing, damaging and defacing property.
- Temper tantrums, answering back, rudeness or aggression to adults and others.
- Unfavourable, negative comments, gestures or actions relating to disability or SEN.

Stopping violence and ensuring immediate physical safety will be our first priority and for these reasons staff will work with both perpetrators and targets to improve attitudes and relationships.

**What Bullying is NOT:** Examples of behaviour that may not constitute bullying:

- Rough play / play fighting
- Falling out with friends
- Accidental Injury
- Loss of temper during playtime games and one-off arguments
- Teasing which stops when corrected

Whilst we recognise that sometimes pupils can feel hurt or upset when these things have occurred, it is also an important part of children's development to learn how to deal with, and develop the necessary social skills and resilience to deal with these situations. These incidents will not be treated as bullying (unless they have escalated), but will be managed in accordance with our policies.

#### **Possible signs that a child is being bullied might include:**

- Sudden changes in behaviour (aggressive/tearful/clingy), avoiding eye contact
- Deterioration of work, poor concentration, task refusal
- Refusal to go out at playtime
- Inexplicable tummy-aches, feeling unwell, loss of appetite
- Increase in anxiety about going to school
- Uncharacteristic desire to be with an adult
- Unexplained injuries, bruises, marks
- Loss of or damaged personal property

### **CYBERBULLYING**

At Hartsbourne Primary School, we take this bullying as seriously as all other types and will deal with each situation individually. An episode may result in a simple verbal warning and/or a parental discussion. Clearly, more serious cases will result in further sanctions. Some of the more common types of cyber bullying are:

**Text messages** that are threatening or cause discomfort

**Picture / video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed

**Mobile phone calls:** silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible

**Emails:** threatening or bullying emails, often sent using a pseudonym or somebody else's name

**Chatroom bullying:** menacing or upsetting responses to children or young people when they are in a webbased chatroom

**Instant messaging (IM):** unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (there are others)

**Bullying via websites:** use of defamatory blogs, personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter

### **BREAK AND LUNCH TIME BEHAVIOUR** (See the Lunch-time Behaviour Policy)

Adults on playground duty will walk around the playground 'keeping ears and eyes open' – early identification of potential problems is crucial. Lunchtime supervisors will complete the incident records for each zone. (See example of record keeping forms in Appendices).

### **ROLES, RIGHTS, RESPONSIBILITIES**

#### **Pupils**

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

#### **Class teacher**

All staff in our school have high expectations of the children in terms of relationships, choices and behaviour. A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships – 'catching' pupils behaving well is vital (public praise, private censure). Specific responsibilities of the class teacher are to:

- Offer explicit, specific praise on individual / group basis (eg which rule they have followed)
- Follow our warning/time out system, making explicit why (the rule that was broken).
- Treat each child fairly, with respect and understanding
- Be a positive role model by demonstrating positive relationships with everyone in school
- Keep records and any relevant notes for incidents of poor behaviour

- Seek help and advice from colleagues, parents and external agencies.
- Report to parents about their child's behaviour, attitude and relationships.
- Implement a behaviour plan, IEP, home-school diary, reward chart or similar.
- Hold regular review meetings as required.

### **Support Staff**

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

### **Head Teacher**

It is the responsibility of the Head Teacher to:

- Support the staff by consistently implementing the policy and by setting the standards of behaviour throughout the school.
- Ensure appropriate training opportunities are identified and implemented
- Report to governors on its effectiveness to ensure the health, safety and welfare of our pupils
- Maintain a record of all reported serious incidents of misbehaviour
- Issue exclusions to individual children for serious acts of misbehaviour

All staff at school will implement a range of strategies to prevent the escalation of poor behaviour. However, There may be occasions when an exclusion from school is seen to be the only step forward; in which case the school will follow DfE and local authority guidelines.

### **Governors**

The Governing Body supports the school in all principles and roles as set out here and has designated a Governor to link with the school for monitoring of behaviour incidents and reviewing the effectiveness of this policy. It does not condone any form of bullying which will be taken very seriously and dealt with appropriately. Governors will respond to any formal complaint from a parent / carer in line with our complaints procedure.

### **Parents (See also 'Working with Parents' Policy)**

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school has a right to expect that parents will give their full support in dealing with their child's behaviour.

### **We Would Like Parents to:**

- Reinforce the school rules at home through discussion and support.
- Empower their child to report incidents in school as soon as they happen.
- Support the school's decision to impose sanctions.
- Keep us informed of behaviour difficulties at home.
- Inform us of any trauma that may affect their child's performance or behaviour at school eg: separation of parents, bereavement, and death of a pet.
- Inform us about their child's health and any absences connected with it.
- Inform the class teacher quickly if they are concerned about bullying.
- Inform the Head if they are not satisfied with the class teacher's response.

(See also the school's Care, Concerns and Complaints Policy on the website).

### **The School will endeavour to achieve good home/school liaison by:**

- Publishing our Home School Agreement and a Behaviour Matters leaflet.
- Keeping parents informed through regular communication and celebration.
- Promoting a welcoming environment within the school.
- Regular constructive and positive comment(s) on their child's work and behaviour.
- Encouraging parents to come into school on occasions other than parent's evenings.

## **SUPPORT FOR PUPILS AND FAMILIES**

A variety of strategies will be used at Hartsbourne to support children's relationships at school and all staff will develop and reinforce positive values, emotional intelligence and higher order thinking skills for themselves and the pupils in their care.

Specific support for pupils who have been the target of poor behaviour and/or negative attention as well as the perpetrators of such behaviour may include:

- PSHE lessons, Circle of Friends or similar
- Behaviour plans, adapted timetables
- 1:1 sessions (eg drawing and talking)
- Play therapy/counselling
- Behaviour Support Team and other external agencies as appropriate.

Developing appropriate behaviour and social skills is a learning process and once resolution of an incident has been achieved, and children have been made aware of the consequences of their choices, they are entitled to a 'fresh start'. This is to prevent 'labelling' of specific pupils and ensure that incidents do not 'drag on' indefinitely.

## **MONITORING OF THE POLICY**

A designated Governor for Behaviour will monitor the effectiveness of this policy and report to the Governing Body each term. This policy will be reviewed annually by the Strategy Committee of the governing body.

**Date of Review: December 2014**

**Date of next Review: December 2015**



## **BEHAVIOUR MANAGEMENT GUIDELINES**

Children can be very quick to pick up bad habits, especially strong language. Pick up on any aspect of swearing and bad language and follow through by pointing out clearly to children that this is not acceptable. If a problem persists, let the child's teacher, Head/Deputy/Assistant Head know.

### **Why do some children use negative behaviour with their peers?**

- Being part of a group ('in' with a specific crowd).
- Being respected and 'top dog'.
- For fun, jealousy, anger or envy.
- Power and control.
- It's a method for getting what you want!
- 'Everyone else' does it (normalising).
- They are copying behaviour that has happened to them.
- Attention seeking (any attention, even negative)
- They are 'acting out' negative feelings about another issue (eg divorce, sibling rivalry).

### **DISRUPTIVE / NEGATIVE BEHAVIOUR**

<b><u>LOW LEVEL</u></b>	<b><u>MODERATE LEVEL</u></b>	<b><u>SERIOUS LEVEL</u></b>
Fiddling/fidgeting	Tapping, banging, scraping items	Throwing items, disruption
Dropping resources on floor	Hiding resources from others	Breaking resources
Whispering/chatting	Talking when others are talking	Repeatedly calling out
Off task, time wasting	Too little/no work completed	Work refusal
Walking around the class	Running around the class	Leaving the room
Borrowing items without permission	Hiding equipment/resources	Stealing
Telling fibs to 'cover up'	Deliberate lies to mislead	Malicious lies about others
Refusal to tidy up	Stopping others from tidying up	Disrupting others
Pushing in the line	Shoving, grabbing	Hurting others deliberately

### **POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES**

Strategies for avoiding conflict when dealing with unacceptable behaviour:

- We expect children and adults to speak to each other with respect.
- Adults will speak to a child from close proximity rather than shout from distance.
- Always offer time to calm down/think about what's happened.
- Never label children, only the behaviour. 'That was an unkind thing to do', not 'you are unkind'.
- No one 'wins' in a situation of confrontation and these should be avoided wherever possible.
- It is important to get the point of view of perpetrator and target. to ensure clarity and fairness.
- Try to focus on positive behaviour and discuss an alternative way of behaving/responding.

#### **Do:**

- ✓ Stay **CALM**, short and to the point - ('I'm not going to argue with you' – then turn away)
- ✓ Address the behaviour (eg 'I don't like it when you behave in this way')
- ✓ Avoid excessive eye contact (standing sideways is less threatening)
- ✓ Adopt the principle of 'public praise, private censure'.

#### **Don't:**

- ✓ Over-service attention-seeking or power seeking behaviour (try and ignore/use time-out)
- ✓ Use sarcasm, embarrassment, belittling or persistent criticism (or other over-bearing tactics)

**Ask direct questions that focus on external events:** (Avoid 'why did you...' INSTEAD TRY:

Adult: What are you doing?

Pupil: Nothing

Adult: What are you meant to be doing?

Pupil: Writing a story.

Adult: Get on with that then, I'll come and see you in a minute to see how it's going.

**Give 'I' messages and acknowledge feelings:**

('I want you to...' 'I need you to....' 'I feel that....' 'I'm sure that....' 'I understand – but...')

**Acknowledge feelings:** I can see you were only.... But I need you to.... Maybe you were, but

**Demonstrate acceptance:** I like the way you.... I think you have.... How do you feel....?

**Show appreciation:** Thank you – that helped me... I enjoyed it when you.... I appreciate your...

**Recognise effort:** Well done, you are playing nicely – you tidied up quickly etc

## **DESCRIPTIVE PRAISE**

Most praise is evaluative, eg 'well done' 'that's great', 'super' etc. However, the very pupils we try to encourage and motivate with this kind of praise are the ones least likely to believe they are super or wonderful. This kind of praise does NOT help children improve. Descriptive praise is a technique that consists of noticing and mentioning every tiny step in the right direction:

- Minor improvements in behaviour or learning, or social skills
- Behaviour that is OK or that you take for granted in others
- The absence of negative behaviour.

Descriptive praise can be a short, one-sentence response, a bit longer and more specific, or a whole 'speech' that involves repetition for maximum impact. Descriptive praise improves all aspects of behaviour and learning:

**Following Instructions:** You did what I asked you to do, thank you.

**Concentration:** You've worked for ten minutes without chatting or stopping that is good concentration.

**Learning:** You've written four sentences and three of them start with a capital; you're beginning to remember the rule!

**Misconceptions:** That word has all the right letters but they need to be in a different order.

**Presentation:** Every letter is on the line, I can read this easily.

**Helpfulness/Teamwork:** I saw people doing things they didn't want to for the sake of the group.

**Social Skills/Behaviour:** You didn't laugh at someone's mistake; that's real friendship.

**GENERAL:** Use descriptive praise when you are tempted to criticise.

People generally take in only 30% of what they hear so be brief! When using descriptive praise, keep the use of pronouns to a minimum (helps speech to sound more important). Say 'That was...' or 'that shows...' rather than 'you are....'. Use body language that conveys authority (no casual slouching or sitting on furniture).

## **HERTFORDSHIRE COUNTY COUNCIL EXCLUSION GUIDANCE**

The Government supports Head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.

Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

Where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a pupil has special educational needs (SEN), all parents have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.



**HARTSBOURNE PRIMARY SCHOOL**  
**Integrated Bullying and Racist Incident Record**

**Focus of Perpetrator:** (Tick all elements that you believe apply):

	<b>Definitely Applies</b>	<b>Possibly Applies</b>		<b>Definitely Applies</b>	<b>Possibly Applies</b>
Ability			Ethnicity/Race		
Age/ Maturity			Religion/Belief		
Appearance			Institutional Racism		
Class/Socio- economic			Gender		
Disability			Homophobia		
			Sexualised		

**Manifestations of Bullying/Harassment (indicate those that apply)**

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

**Those involved – (pupils and/or adults as targets or perpetrators)**

<b>Targeted/wronged/distressed person/s (including ethnicity)</b>	<b>Person/s giving offence (Perpetrator) (including ethnicity)</b>

**Description of incident(s)**

Places, date, times and any witnesses. Attach further information (e.g. pupils' accounts, witness accounts, notes of meetings).

**Actions Taken**

Record all steps (including meetings, letters, investigations, sanctions)

**Summary of those notified and/or involved**

	✓	
Head Teacher		
Chair of Governors		
Class teacher		
Senco/Inclusion Manager		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Advisory staff		
Police		
Others (specify):		

7. Date for monitoring progress of those involved and check that all parties are progressing well academically and socially

Date.....

8. Reporting member of staff:

Name .....

Date.

## PLAYGROUND INCIDENT FORM

X	INCIDENT	ZONE	
	Excluded from a game		
	Teasing / name calling		
	Rudeness to others		
	Pulling faces at others		
	Rough/play fighting		
	Arguing, shouting		
	Physical aggression (kicking, hitting, pushing, shoving, pinching, grabbing)		
	Coercing (you're not my friend if you don't...)		
	Mimicking		
	Following / intimidating		
	Mis-use of equipment		
	Running off / refusing to listen to/ co-operate with an adult		
		Year	Perpetrator(s)
		Year	Victim(s)
		Adult	
<b>OUTCOMES</b>		YES / NO	
Class teacher informed			
Parents informed			
Head teacher informed			