



**Broxbourne CE Primary School, EYFS & Extended
Schools (Voluntary Aided)**

Behaviour Policy

Ratified by Governors	September 2025
Date for Review	September 2026
Signed Chair of Governors	<i>J. King</i>
Signed Headteacher	<i>Paul M.</i>

Dream, Believe and Achieve with God

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Aims

At Broxbourne CE Primary School, our school's positive Christian Vision, Values and Promise, which have been agreed by children, staff, parents, and governors, help us ensure the safety, happiness, and wellbeing of the whole school community.

We work to create a positive, caring, and inclusive learning environment in which everyone can work together to achieve their full potential and **'Dream, Believe and Achieve with God.'**

We believe:

- Each of us has a distinctive contribution to make to the life of our school.
- Positive self-esteem and high expectations provide the foundation for successful independent learning.
- All our children have the right to feel safe and the right to learn.

The establishment of a welcoming, supportive, and inclusive learning environment, both within and outside the classroom, is vital in ensuring effective teaching and learning and supporting our children's emotional and social growth. We have high expectations of ourselves as a community.

Positive relationships are valued, nurtured, and developed between all members of our school family. A sense of community, belonging and acceptance leads to happier classrooms; better behaviour and more efficient learning for all children.

We actively promote close partnerships between home and school. It is crucial for parents, carers, and the school community to embrace the values of the school; to model appropriate behaviours and to work in conjunction with the school to provide the best support, help and nurture for our young people.

As followers of the 'Therapeutic Thinking' approach, we aim to provide therapeutic management of behaviour. By this, we mean an approach that supports and nurtures children; teaching them methods to manage their own behaviour and promoting 'valued feelings' i.e. feelings and actions that benefit individuals and society.

This policy aims to:

- Support a positive school ethos where everyone feels included, valued, and supported.
- Promote a high standard of behaviour, expectations, and management.
- Ensure the school community has a collective understanding of the school's behaviour expectations.
- Outline our positive behaviour strategies.
- Ensure that all members of the school community recognise that there will be consequences for inappropriate behaviour and that these will be consistently and fairly implemented.
- Define what we consider to be serious unacceptable behaviour, including bullying, and explain how the school will take action against this.
- Summarise the roles and responsibilities of the school community with regards to behaviour management

Our School Vision

In our school, we **Dream, Believe and Achieve with God.**

It is important for us that every child is given every opportunity to fulfil their potential, regardless of their circumstances.

We encourage all children to aim highly; to explore all possibilities and to challenge themselves to become the person God wants them to be.

We provide opportunities for children to succeed and celebrate these as well as teaching children how to learn from errors or mistakes in order to improve.

Our School Values



These values underpin our expectations for the school community. They are discussed, taught, and promoted within class, assemblies, and worship and in everyday communication.

With these values, we want our children to grow into confident, well-rounded global citizens who make positive contributions to society. The values and behavioural concepts they learn now will not just benefit their childhood but shape their adult lives.

Our School Promise

‘Everyone has the right to feel safe and the right to learn.’

I will always try to:

- Show respect and care for everyone and everything around me.
- Take responsibility for my own decisions and actions.
- Make good behaviour choices and challenge unkind or inappropriate behaviour.
- Make safe choices and help others to keep themselves safe.
- Treat everybody the way I wish to be treated.
- Ask for help when I need it and give help when I can.
- Always do my best and encourage and help others to do the same.
- Be the friend I want to have.

Our School Promise underpins the way in which all children, staff members, parents/carers and members of the wider school community are expected to behave at all times. All members of our school community are expected to be role models of good behaviour and adhere to this guidance.

This Promise is known and consistently applied across the school, during every part of the school day, by all members of staff. Every member of staff is responsible for ensuring that this is the case.

We display the Promise in all classrooms, and this complements our School Values, which are displayed prominently in our school hall. Both are referenced and discussed regularly so that everyone is familiar with them and understands the meaning of each aspect at an age-appropriate level.

Promoting Positive Behaviour

We believe that good behaviour should be automatic and is the responsibility of the individual as well as the school. Positive behaviour- behaviour that is beneficial to the individual and society- should be demonstrated by all those associated with the school within the classroom; on school grounds and outside of school.

Whilst it is an individual's responsibility to behave appropriately, it is important that, as a school, we teach and model valued behaviour so children can truly understand what is expected from them. It is key that we are consistent in our expectations and application.

We will:

- Display and reference the School Promise and Values
- Clearly model, teach and explain valued behaviour and attitudes.
- Create and maintain a stimulating environment that encourages children to be engaged and to behave appropriately and in line with school expectations.
- Develop a positive relationship with children, which includes:
 - Valuing children as individuals and caring about them as people.
 - Establishing clear routines and expectations
 - Communicating and modelling high expectations of behaviour
 - Highlighting, promoting, and reinforcing valued behaviour.
 - Being consistent, dependable, and fair in relation to behaviour management
 - Using positive reinforcement and restorative justice to resolve concerns
 - Being proactive not reactive so situations do not escalate.
 - Seeking advice and support if necessary
 - Focussing on the behaviour not the child

- Recognising, understanding, and supporting individual needs

Our Early Years practitioners and Key Stage 1 may operate an age-appropriate staged visual approach so that the children have a representation to help them track their behaviour. This uses sun and rainbow symbols.

Rewards

The vast majority of our children take pride in their own positive behaviour and behave in an exemplary manner most of the time. We wish to teach children to make good choices for their own benefit and for the good of others, rather than for extrinsic reward. There are, however, times when it is appropriate to acknowledge and reward children who live out the School Values and School Promise.

As such, we regularly use the strategies detailed below:
Positive behaviour will be recognised in a variety of ways:

- Children are given verbal and non-verbal praise.
- The Senior Leadership Team acknowledge special effort by children, either in work, behaviour or in living by the school's values, through the Friday Celebratory Assembly. Children can be nominated by any member of staff. The child will then receive a certificate to note this event to share with parents/carers at home.
- Positive attitudes to learning and thoughtful behaviour are rewarded by cups awarded at the end of each term.
- Good behaviour at lunch times is rewarded by the selection of one child from each year to sit on the *Good Manners Table* with a friend each Friday.
- Teachers choose in-class strategies to recognise good behaviour and positive choices (these may include marble jars, table behaviour points or an equivalent)
- Children may receive recognition from a member of staff or senior leader in the form of a conversation, note, phone call or letter either directly to the child or to their parent/carer.
- House points will be given by members of staff which will contribute to a house reward at the end of each term (additional break time or a non-uniform day).

Addressing slips in behavioural standards

We believe that some children need to be taught how to behave appropriately in much the same way as they learn other skills. Equally, we recognise that we all make mistakes at some time. Often, the best thing to do, if a child does not achieve the expected standard of behaviour is simply for them to recognise their error; say sorry; learn from this mistake and try not to do it again.

We encourage and teach children to be disciplined (to have self-control and choice over their actions) rather than controlling them by discipline (using punishments to

control behaviour). We do, however, endorse the concept of natural consequences and think it is important that children understand that an action causes an effect that may be positive or negative.

Our preferred school approach is one of restorative justice, whereby children are taught to learn from their mistakes and can make better choices in the future. When behaviour is inappropriate, a staff member will discuss this with the child/ren, to enable them to understand why their behaviour is unacceptable and how matters can be improved or resolved. Following this approach, an appropriate, relevant, and fair sanction may be implemented when necessary.

Staff will consider the age, awareness and needs of any child when determining the severity of any behaviour and aligning sanctions. Consideration will be given to children with additional needs and those with mitigating circumstances so that sanctions are appropriate for individual children.

For examples of unacceptable behaviour and potential expected consequences, please see **Appendix 2**.

Supporting needs

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being disadvantaged. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's special educational needs co-ordinator (SENCo) and SEND team will work alongside class teachers and other members of staff to evaluate a child who exhibits challenging or anti-social behaviour to determine whether they have any underlying needs that are not currently being met. If this is the case, an ISP (Individual Support Plan) or Pupil Passport will be put into place. The child and parents/carers will be involved with target setting within the plan. The purposes will be clear and achievable.

In order to help certain children, a 'behaviour support programme' such as Circle Time, Warren Club (the School's Nurture Club) or Circle of Friends, may be used. Similarly, programmes such as Strength in Mind, Lego Club, HABS and DSPL4 support are used to support the emotional and mental wellbeing of identified children.

When acute needs are identified in a child, we will consult with external agencies and plan support programmes for that child. This may lead to an EHCP (Education, Health, and Care Plan). We will collaborate with parents and professionals to create the plan and review in line with SEN guidance.

Some children, as part of their Individual Support Plan, may have an individual behaviour programme. If this is the case, the child and parents/carers will be fully involved with the development of this plan and will be clear about the targets set. Similarly, if children need their behaviour monitoring more closely, a report card may be introduced. This will be shared regularly with parents/carers and is intended to be used short-term.

Where necessary, support and advice will also be sought from specialist teachers; an educational psychologist; medical practitioners and/or other external professional, to further identify or support specific needs.

In the event of a child exhibiting behaviours of concern, appropriate strategies will be used, for example: a Risk Assessment Management Plan (RAMP); specific Home-School Agreement or Safety Support Plan.

Transition

To ensure a smooth transition to the next school year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to ensure needs are met and understanding is maintained even over transitional periods and to ensure as much consistency as possible.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues will be transferred to relevant staff at the start of the term or year.

Information on behaviour issues will also be shared with new settings for those children transferring to or from other schools.

Off-site behaviour

The expectation for positive behaviour is maintained off-site as much as it is within the school grounds. During any official school visit, whether a day trip or a residential, our school expectations apply as usual and if these are not upheld, the expected sanction- or an appropriate equivalent if necessary- will be applied.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.

Bullying is unacceptable behaviour. Unfortunately, it happens in all schools occasionally, but we are committed to preventing as much as possible and treating any that does happen in a timely and effective manner so that all children are safe, happy, and able to learn.

Bullying can include:

Type of bullying	Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial, Homophobic, Sexist, Disablist, Religion-based	Taunts, graffiti, gestures (See Appendix 2)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing bullying are set out below:

- Children are frequently reminded through assemblies and class lessons of the school's values (RESPECT) and to tell adults if they, or anyone else in our school community, are being bullied.
- Teaching and assembly time is given to promoting positive behaviour and discussing the impact of inappropriate behaviour. A range of approaches are used, including reference to the school promise and values; class discussions; PSHE lessons and discussing various scenarios using stories and poems and learning to express more difficult thoughts and feelings.
- All staff and governors have received appropriate training to recognise and deal with bullying in the school.
- All staff, including the MSA team are trained annually regarding effective behavioural management including bullying as a specific topic.
- All staff observe children's behaviour as closely as possible but recognise that they are not able to see everything.
- The Kingfisher Council is used to explore issues of concern for the whole school community and provide suggested solutions to deal with concerns.

- There is a 'Worry Box' in the library in which children can post anonymous messages or request named support. This is mentioned in assembly at the start of each term (as a minimum) and is checked regularly by senior staff. Classrooms also have class-specific worry boxes monitored by their teacher.

All members of our school community have a duty to report any bullying concerns they may have as soon as they are able.

If any person is concerned about bullying:

- The child who feels bullied should report it to any adult they feel they can speak to
- Any child who feels someone is being bullied should report this to any trusted adult.
- Any parent should inform the class teacher, in the first instance, if they have any concerns regarding bullying.
- The school staff will be alert to any signs that a child is being bullied or is bullying others.

The staff member to whom any bullying concern is reported has the responsibility to inform the Headteacher or Deputy Headteacher as soon as possible.

When bullying does occur, the school will keep records of incidents; investigate carefully and work to ensure that the child who has been bullied feels safe and supported.

In addition, we recognise the need for the child who has bullied to be educated to understand the implication of their actions; given additional behavioural support and guided to make more appropriate behavioural choices in the future.

If an incident of bullying occurs:

- Any concerns will be carefully and thoroughly investigated. All parties involved will be listened to, including both the bullied person and those accused of bullying. Any circumstances that may have contributed to the situation will also be considered. Every effort will be made to get a full and fair understanding of the issues.
- Following investigation, appropriate action will then be taken. Anyone who bullies will be made aware of the effects of their actions. It will be made clear to them that they are bullying; that their behaviour is unacceptable and that it needs to stop.
- Contact will be made with parents/carers of the children involved to convey the outcome of the investigation and the school's response. Sanction guidelines are detailed in section 7.2.
- A record of incidents reported as racist, sexist, bullying, homophobic or transphobic is maintained by the Headteacher.

Malicious allegations

Where a child makes an accusation against a member of staff and after investigation, that accusation is shown to have been malicious, the Headteacher will discipline the child in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Confiscation

If a child is in possession of any item that can reasonably be considered dangerous or inappropriate, it will be confiscated and will only be returned to a parent or carer- not the child.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the child after discussion with senior leaders and parents, if appropriate. This may include any mobile phone that is switched on within the school grounds. All children who have mobile phones in school are expected to have signed the mobile phone agreement alongside their parent/carers.

The school reserves the right to pass on any item or device to the police if there is any chance of a criminal act having been committed. In such circumstances, items will only be returned once the police have decided that this is appropriate.

If necessary, searching and screening of children or their belongings will be conducted, in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Physical restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Hurting themselves or others

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded in the child's behaviour log and reported to parents.

Roles and responsibilities

15.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

15.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body considering the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with behaviour that does not meet the expectation of the school. The Headteacher will also ensure that staff are adequately and regularly trained in all aspects of behaviour management and safeguarding.

15.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents in a timely manner as required by the school.
- Undertaking appropriate training when required

The senior leadership team will support staff in responding to behaviour incidents.

15.4 Parents

Parents are expected to:

- Support the school regarding all behaviours of their child.
- Support their child in modelling the School Values of RESPECT and in adhering to the School Promise
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Training

Our staff are provided with training on managing behaviour as part of their induction process and receive frequent updates on this training through in-school discussions and attending external training.

Behaviour management will also form part of continuing professional development. A record of all training undertaken is kept by the school and regularly reviewed by the Governing Body each term via the Headteacher's report.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full Governing Body every 2 years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full Governing Body every 2 years.

Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Attendance policy
- SEND policy.
- Equalities statement.
- Whistleblowing policy
- Reducing the Need for Restrictive Intervention in Schools policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- Mental Health

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate childrens' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate childrens' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

Appendix 1: written statement of behaviour principles

Broxbourne Church of England Primary School, EYFS and Extended Schools.

Governors' Statement of Behaviour Principles 2025-2026

Rationale & Purpose

This statement has been drawn up in accordance with the Education and Inspection Act 2006 and Department for Education (DfE) Guidance (The School Behaviour Policy: The role of the Governing Body). The purpose of this statement is to provide guidance for the Senior Leadership team in drawing up the Behaviour Policy for Broxbourne Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline, rewards, and sanctions and how to use them. Staff should be confident that they have Governor's support when following the guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the policy for the school. The Headteacher must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in the DfE publication *Behaviour and Discipline in Schools: a guide for Headteachers and school staff*.

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school website.

This statement and the associated policies have been developed in line with the school's mission and visions:

Dream, believe and achieve with God

"We will achieve this at Broxbourne CE Primary through developing and fostering a love of learning; a love of life and a love for each other."

Principles

- Every child has the right to learn, but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Broxbourne CE Primary is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation, and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults - staff, volunteers, governors, and parents – will always set excellent examples to the children.

- We seek to give every child a sense of personal responsibility for their own actions.
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect and prevent all forms of bullying amongst children; it also provides guidance on the use of reasonable force through the Therapeutic Thinking process.
- Where there are significant concerns over a child's behaviour the school will collaborate with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions.
- The school's Behaviour Policy will set out the disciplinary action that will be taken against children that are found to have made malicious accusations against school staff.
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regards to Health and Safety at Work Act 1974 and related regulations.

Policies

This statement serves as guidance for a suite of policies under the umbrella of Behaviour and Discipline. These include:

- Code of Conducts (for staff and governors)
- Home-School Agreement
- School Promise
- Complaints Policy

Appendix 2: Examples of unacceptable behaviour and the school's response to these

Examples of Unacceptable Behaviour	Examples of Sanctions (If in bold, this <u>will</u> occur)
Level 1 • Not following the School Promise • Talking in assembly • Interrupting • Inattentiveness in lessons • Spoiling others' games • Avoiding work / wasting time • Inappropriate noise • Inappropriate wearing of uniform inside school building • Distracting others • Cheekiness/ Answering back • Teasing, name calling (apart from bullying/ racist /homophobic/sexist /disability comments) • Pushing in the line • Lack of co-operation • Running inside school • Unwanted physical contact (minor) • Swinging on chair • Being inside school without permission/good reason • Play fighting	Unacceptable behaviour dealt with by all staff • Reminded of School Promise/Values • Positive re-direction • Highlighting the good example of others • Re-positioning within the group / classroom • Be spoken to about the consequences of their behaviour by a member of staff • Asked to stop • Finishing work at break time/at home

Level 2 • Persistent Level 1 behaviour • Deliberate disruption • Deliberately disrespecting another child • Leaving class without permission/good reason • Lying • Refusal to follow instructions • Spitting • Throwing/kicking resources or equipment in the classroom/playground • Unwanted physical contact (more serious) • Disrespecting property/defacing	Unacceptable behaviour dealt with Class Teacher(s) • Parents informed by class teacher via email. • Incident recorded electronically by the Class Teacher • Loss of the next breaktime/discussion with staff member • Written apology during the next available breaktime. • Having to reflect on the consequences of their behaviour with a member of staff • Time out in another class for the rest of the session • Report card monitoring a child's work and behaviour if this occurs regularly.
Level 3 • Persistent misbehaviour from Level 2 • Continuous, deliberate disruption • Deliberately disrespecting an adult/visitor • Blatant dishonesty • Spitting at someone • Deliberate swearing	Unacceptable behaviour dealt with by Deputy Headteacher or Headteacher • Parents informed by DHT or HT • Incident recorded electronically by the Class Teacher • Loss of lunchtime – having to reflect on the consequences of their behaviour with a senior leader • Written apology completed at home and signed by parents • Exclusion from after school activities or school representation

Level 4 • Persistent misbehaviour from Level 3 • Proven Bullying • Verbal abuse towards another person • Aggression towards another person or property • Intimidation, tormenting • Fighting • Causing physical harm to another • Intentional graffiti/vandalism • Dangerous refusal to follow instructions • Using swear words /gestures to offend someone • Stealing • Leaving school without permission • Use of a mobile phone on school premises • Sexualised behaviour or language	Unacceptable behaviour dealt with by Deputy Headteacher and Headteacher • Meeting with parents. • Incident letter given to parents (copy kept on the child's file) • Internal exclusion for the remainder of the day or if at the end of the day, the next available day • Incident recorded electronically by the Class Teacher • Loss of break and lunchtimes within the exclusion period • Having to reflect on the consequences of their behaviour with a senior leader • Written apology completed at home and signed by parents • Exclusion from after school activities or school representation • Confiscation of item used (e.g. phone) • If on a residential, it is likely that the child will require collection by their parent or carer.
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Level 5 • Serious physical violence towards another with intent to injure (whether provoked or not) • Possession of, with intent to use, a dangerous item • Physical attacks on others including staff • Abuse related to a protected characteristic (including racial, social, cultural, sexist, disability, homophobic or religious abuse) • Sexualised behaviour or language towards or about another person (with understanding) • Sexual harassment or abuse of another child or adult	Unacceptable behaviour dealt with by Deputy Headteacher and Headteacher • Meeting with parents. • Incident letter given to parents (copy kept on the child's file) • A minimum of a day's internal or external exclusion. If repeated, likely to escalate. • Incident recorded electronically by the Class Teacher • Parent to meet with Headteacher and child • Individual Behaviour Support Plan devised between the child, parent and teacher with specific targets and time scale. • If repeated or extreme, Fixed Term Exclusion or Permanent Exclusion. Timed alternative provision may be sought if this is felt appropriate.
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Please note: The above is not an exhaustive list and in the case of unmentioned behaviours occurring, staff will be trusted to act appropriately. Staff will consider the age, awareness and needs of any child when determining the severity of any behaviour and aligning sanctions. Additionally, the context and circumstances of the incident will also be considered. Consideration will be given to children with additional needs and those with mitigating circumstances so that sanctions are appropriate for individual children.

In certain cases, the Headteacher or Deputy Headteacher will determine the level of consequence and appropriate sanction. In so doing, the individual circumstances around any scenario and incident will be taken into consideration. In all circumstances, the Headteacher may determine the final sanction and level of consequence if necessary.

Appendix 3: Additional school guidance on dealing with incidents involving racism, sexism, homophobia, or abuse or any other protected characteristic

All members of the school community (staff, children, parents, and visitors) have a right not to experience racism, sexism, homophobia, or any other abuse at school, whether or not this is directed at them. Broxbourne CE Primary School values all children and seeks to ensure that they learn that challenging hurtful behaviour and discrimination is an important part of our school ethos.

Racism, sexism, homophobia, and discrimination are evident in wider society and therefore inevitably will occasionally occur in schools. These incidents can occur in any school setting, including our school. At Broxbourne CE Primary School we work actively:

- To develop a climate, which is intolerant to racism, sexism, homophobia, and discrimination.
- To ensure a climate in which children and families feel valued, listened to, and feel confident that their concerns will be heard and addressed.

Children are taught about racism (including anti-Semitism), sexism, homophobia, and other forms of discrimination; that they are unacceptable, and that discrimination diminishes us all.

As a school we aim to recognise and value diversity by ensuring that:

- All children have an equal and strong sense of belonging within the school community.
- Children are taught a representative and inclusive curriculum in the classroom and in the wider school.
- Any incident of discrimination against a protected characteristic is dealt with quickly, effectively and with sensitivity.
- Children from different backgrounds mix and get on well with each other.

What is a racist incident?

Schools are required to use the following definition for recording and responding to racist incidents: **“Any incident which is perceived to be racist by the victim or any other person.”**

The Home Office Code of practice explains that “The purpose of the definition.... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis.”

The same above definition will be applied in defining sexist and homophobic incidents.

In recording incidents under this definition, it is not the intention to label individuals as racist, sexist, or homophobic. Records of incidents are recorded using the school's online system and if in the case of a staff member, on an adult's personnel file. By recording all incidents, the school is able to:

- Demonstrate that they have dealt satisfactorily with incidents.
- Monitor trends and patterns of behaviour if they exist.
- Provide meaningful educational responses to any behaviour that is of concern.

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded, and monitored as such.

In investigating any incident as defined above, the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group, religion, gender, or identity. In some incidents it may be found that the motivation was to cause harm or offence; in others, it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, were a child to unwittingly use offensive language which they do not understand and did not intend, this would be considered differently to another who chose to use the same language with knowledge of its meaning and potential impact.

It is important to note that racist/sexist and homophobic incidents and bullying can be subtle and may not always be explicit. These kinds of incidents (often called 'microaggressions') can be just as damaging to victims as explicit racism/sexism/homophobia. Children may also suspect the motives and intent of their fellow children when, what appears to be, socially acceptable language or actions are being used.

Importantly, wherever offence is caused, it needs to be understood and resolved and where it concerns elements related to colour, culture, ethnicity, or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition, racist, sexist, and homophobic incidents can occur without a victim or target being present, for example telling a racist, sexist, or homophobic 'joke' or making derogatory remarks about a particular ethnic community/gender or group. Such incidents will also be recorded and resolved.

Some incidents of discrimination may involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups based on their colour, culture, ethnicity, religion, gender, or identity. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist/sexist/homophobic incidents may include:

- Threats or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls, or books)
- Distributing racist literature
- Wearing of badges or symbols belonging to known racist organisations
- Name calling
- Teasing in relation to language, religion, cultural background, gender, or identity

- Expressions of prejudice calculated to offend or to influence the behaviour of others.
- Intimidation
- Isolation and spreading of rumours.
- Inappropriate and hurtful humour

N.B. This list is not exhaustive.

Roles and Responsibility

1. The Headteacher is the member of the staff responsible for:

- Ensuring incidents are thoroughly investigated where this is required.
- Overseeing the application of the policy across the school
- Monitoring the effectiveness of the policy
- Reporting to governors.

The Headteacher will report to governing body every term through the Headteacher's Report.

2. All staff are involved in dealing with racist incidents and maintaining good race relations. All staff will provide equal opportunities for all children.

3. Teachers, wherever necessary, will:

- Immediately address any child's negative, stereotyped, or racist response to difference related to any of the protected characteristics.
- Provide support to any child who has experienced offence from another person.
- Refer language or behaviour that has been hurtful to the Headteacher for further investigation and resolution.
- Provide educational opportunities to ensure that children develop the knowledge and skills necessary for living in multi-ethnic, multi-cultural, multi-faith society with people who have different lives and experiences.

4. All staff will always be vigilant and open with children about experiences of racism, sexism or homophobia being ready to listen and to take reports seriously.

Distressed children will be supported, and all incidents will be reported to the appropriate member of staff.

Expectations of children

All children, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviours. It is understood, however, that it may be difficult for children who are the targets of racism to report it.

Expectations of parents

If parents report an incident of discrimination (including racism or homophobia), the school will always take these concerns seriously and undertake an investigation.

The school expects parents to ensure that their children display appropriate and acceptable behaviour in and out of school.

The school expects parents to model appropriate and acceptable behaviour in school and in front of children.

When problems arise in school, we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to avoid such an incident occurring again in the future.

Responding to incidents

1. In responding to incidents that may occur the school will aim to:

- Deal with any unacceptable behaviour.
- Provide appropriate support to children.
- Prevent discrimination (including racism)
- Re-establish good relations across the school.

2. Support will be given to anyone who has experienced offence. Their concerns will be listened to.

3. An investigation will look into the details of what has occurred.

4. The cause of the offence will be clearly identified, and an educational response provided where appropriate.

5. Where offence was intentional, children will be subject to disciplinary procedures and sanctions. Where offence was unintentional, children will need to understand how offence was caused and be supported to make any changes necessary in their behaviour. A high priority will be placed by the school on resolving any breakdown in relationships and ensuring that children can move on positively from the experience.

6. Children who have experienced racism or discrimination and their parents will be kept informed of developments throughout the investigation and told the resolution of the incident.

Recording and Reporting Incidents

As required by the Local Authority and Home Office Code of Practice:

1. All incidents will be recorded, including the date; the names and ethnicity of the perpetrators and victims; the nature of the incident and action taken in response.

2. Where racist or homophobic incidents occur which involve any of the following, the advice of the relevant Local Authority adviser will be sought:

Physical violence or serious damage to property

Repeated or orchestrated harassment, including text messaging and cyber-bullying.

Links with extremist groups, including the distribution of racist/homophobic literature.

Racist graffiti

Absence related to a racist/homophobic incident.

Exclusion related to a racist/homophobic incident.

Monitoring

All racist, sexist, or homophobic incidents or other incidents of discrimination are reported to the Governing Body each term via the Headteacher's Report.