

Relationships Policy



Stretton St Matthew's C.E Primary School

“Go, shine in the world and live as Jesus lived.” (Matthew 5: 14-16)

Work Together

Aim High

Shine Bright

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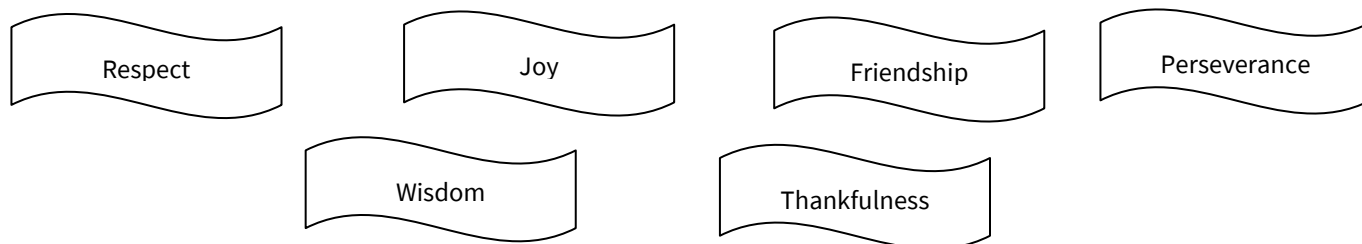
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment, allowing all pupils to learn and reach their full potential
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and ensures respect for all
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)

Our school is wholly Christian and the staff and children model our core Christian Values in all that they do. Our Christian Values are:



The purpose of this document is to establish what constitutes appropriate behaviour at our school and to make clear what strategies should be adopted to ensure that those expectations are achieved. Our primary aim is to build on the positive ethos established in our school and promote our Christian Values within the

children and model these as staff. We have corporate responsibility for the good behaviour of all pupils in the school – not just our own classes/ groups.

This policy impacts on all staff and pupils in the school at all times both on and off site. (See also Staff Handbook, Educational Visits Policy and Guidelines for Management of After School Clubs). It is incumbent upon staff to model good relationships- adult-to-adult and adult to pupil. All pupils will be dealt with fairly in line with our school's Equal Opportunities Policy.

2. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Behaviour in Schools: Advice for headteachers and school staff](#)
- [School Suspension and Permanent Exclusion](#)

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 pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

The aims set out within this policy are best achieved in the framework of a caring, secure environment in which children are encouraged to work together, aim high and shine bright both in the classroom and in extra-curricular activities. Staff attitude and conduct are central in determining a context of good staff/pupil relationships. Teachers are responsible for the behaviour of all children, and must set the right example in matters of dress, punctuality and caring commitment, recognising that their influence depends upon their attitude, character and teaching skills.

Inappropriate behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious inappropriate behaviour is defined as:

- Repeated breaches of the school/class rules
- Any form of bullying
- LGBTQ+phobic behaviour and language
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Threats of violence
 - Bringing in prohibited items
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Behaviour outside of school premises

School has the power to sanction pupils for inappropriate behaviour outside of the school premises to such an extent as is reasonable. For example –

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school;
- The could adversely affect the relationships of pupil to pupil, staff to staff or staff to pupil in school.

Including Online Behaviour

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect

the school culture. We will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school, if the behaviour could adversely affect the reputation of the school or the online behaviour outside of school threatens the relationships, wellbeing and/or safety of other members of the school.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the safeguarding/child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases when a member of staff or head teacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and St Matthew's will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further actions from school does not interfere with any police action or investigation.

4. Bullying

Bullying, in any form, is not tolerated at Stretton St Matthew's. We are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear. The Christian ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. Bullying can be defined in a number of ways such as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include...

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • LGBTQ+ Phobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Stretton St Matthew's is committed to preventing all types of bullying. It is entirely contrary to the values and ethos of our school. All members of the school community have the right to be educated in a safe and secure environment. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. All staff will work to ensure that bullying is not prevalent in the school community by implementing preventative strategies involving staff, parents and children and also the wider school community. We have a shared responsibility to safeguard all pupils. We aim to ensure a unified approach is practiced across our school when dealing with bullying and also to ensure consistency across all key phases with a wider purpose to enable children to thrive in a positive and safe learning environment.

Our Anti-Bullying policy outlines how we prevent bullying at Stretton St Matthew's by positively promoting the caring ethos of our school, in which everyone feels valued and secure; to celebrate differences; to foster self-esteem and to prevent conflict at an early stage.

St Matthew's makes it clear that that sexual violence and sexual harassment is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Staff challenge all inappropriate language and behaviour between pupils. Every member of staff strenuously advocates for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The governing board is responsible for monitoring this relationship policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this relationship policy
- Being highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Giving due consideration to the CDAT's Statement of Behaviour Principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Organising any appropriate training required for staff to meet their duties and functions within the behaviour policy
- Provide Staff with reminders of this policy through email, briefings or staff meetings.

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils by
 - Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared. We use visual timetables for whole classes to share what the day is going to include.
 - Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with individual children.
 - In order to help children to feel safe, as staff we will create an educational environment that provides nurture and structure.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the relationships policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and escalating to SLT where necessary
- Challenging pupils to meet the school's expectations

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

5.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's relationship policy and reinforce it at home where appropriate
- Support their child in adhering to the school's relationships policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following inappropriate behaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the policy following during their induction into the behaviour culture and annually at the start of every school year. They will be made aware of:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the relationships policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's relationships policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of this policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals. A child friendly behaviour policy is available.

6. School Behaviour Curriculum

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally." (Behaviour in schools' guidance, 2022)

Pupils learn how to behave through –

- ❖ Looking at the pupil friendly relationships policy
- ❖ Reminder prompts in classroom (reference to pupil friendly relationships policy from staff (during the school day)
- ❖ Through out behaviour management procedures –
 - Positive praise for showing desired behaviours
 - Wider recognition of positive behaviours - certificates, dojos and stickers
- ❖ Verbal / signal reminder to correct inappropriate behaviours
- ❖ Use of other sanctions for repeated or more severe inappropriate behaviours
- ❖ Escalation to senior members of staff
- ❖ Vision and values (learning and reflection in collective worship linked to our vision 'Work Together, Aim High and Shine Bright' this encompasses all the positive behaviours to ensure everyone works in conditions indicative of achieving their best, we allow all to learn in a safe environment and ensures high standards that we all try our best at all times.
- ❖ Children also learn about a value each half term – Respect, Joy, Perseverance, Wisdom and Thankfulness. All of these values encompass and promote the positive learning behaviours we expect.

- ❖ We also have a strong PSHE curriculum which teaches about protecting our hearts, the hearts of others, our behaviour and its consequences, how to process negative emotions, how to be resilient and how to be forgiving and compassionate.
- ❖ The children have been taught about Zones of Regulation. They develop an understanding of negative emotions and how we can communicate this appropriately.
- ❖ Rainbow Flag – our work on the rainbow flag again allows the children to develop an understanding of acceptance, inclusion and respect.
- ❖ Safeguarding Class Workshops – allows us to respond to school, local and national issues (inappropriate behaviours and how to keep ourselves and others safe.)
- ❖ Bespoke interventions for children that need it through our Mental Health Link team and Mrs Watson, and if needed, coaching and mentoring from SLT.
- ❖ ELSA interventions
- ❖ Children learn best from being surrounded by good role models. Adults in school will always demonstrate kind, calm, consistent adult behaviour.

At Stretton St Matthew's, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

*If children behave inappropriately **four times in a two week period**, please ensure you refer this to the Key Stage Lead – Miss O’Gorman / Mrs Calder (Mrs Ball).

If a child is referred twice in a half term to the Key Stage Lead, this will be escalated to the Mrs Hazeldine and then Miss Simcock.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

We pride ourselves in our pastoral support programme. We base our pastoral programme around ‘**The Zones of Regulation**’ framework and curriculum which develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. The curriculum provides the children with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once the children understand their feelings and zones, they can learn to use tools/strategies to manage their different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. We believe this is vital as the foundation to our Behaviour Curriculum and support the mental well-being of our children.

Our PE providers, Thrive, also work with children on mental health awareness through sport. They learn how to manage uncomfortable situations and feelings and how develop resilience in practical tasks.

Sanctions are, if appropriate, applied when a child chooses not to observe a class / school rule. Negative consequences must not be psychologically or physically harmful, demeaning or humiliating. If a consequence proves ineffectual for an individual child, the next consequence should be applied. The rules and consequences are to be discussed with, taught and consistently applied to all children. Consequences apply only for the morning/afternoon/day/playtime/ session on which they are administered. Once given, a consequence must not be withdrawn. Consequences must provide opportunity for reflection and restoration and a learning opportunity.

We understand that each child will need time to reflect, repair, restore. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. The purpose is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion.

- What happened?
- How were you thinking / feeling and how did it make others think and feel?
- Who has been affected and how?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time?

At St Matthew's we use a resolution book which is a restorative reflecting tool used after serious or repeated negative behaviours. It supports children in understanding their actions, taking responsibility and repairing relationships so they can return to acting positively. It is not a punishment but a structured opportunity to reflect, reset and restore. The resolution book is used for the following reasons:

- To ensure a consistent relational approach to behaviour management.
- It encourages reflection and responsibility.
- Helps children understand emotions, triggers and better choices.
- Supports repairing harm and restoring relationships
- Builds emotional regulation and problem solving skills
- Provides a record for follow up and sharing with parents if needed.
- Gives children involved the opportunity to reflect and share.
- Reduces repeated behaviours by addressing the cause.

6.1 Mobile Phones

The enhanced functions of many mobile phones are of most concern and are most susceptible to misuse. Misuse includes the taking and distribution of indecent images, exploitation and bullying. Mobile phones can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others. When mobile phones are misused, it can impact on an individual's dignity, privacy and right to confidentiality. Such concerns are not exclusive to children and young people; hence there is a duty to protect the needs and vulnerabilities of everyone. It can be difficult to detect when such devices are present or being used, particularly in relation to enhanced functions, such as cameras. The use of all mobile phones is, therefore, limited, regardless of their capabilities.

Children in Y6 (and Y5 children in the summer term) may bring a mobile phone on to the premises but **must** deposit it with the class teacher at the start of the day and collect it at the end of the day. Parents and carers need to be aware that whilst there are obvious benefits to pupils having a mobile phone in terms of personal safety there are also some associated risks such as potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons.

We would also like to alert parents and carers to the risks that using a mobile phone has while walking to and from school. Children who are concentrating on using their phone can have reduced general safety awareness which may result in road accidents and/or injury if a child is not paying attention to their surroundings.

Mobile phones deposited by children will be kept safely in a locked cupboard. Whilst the school will take every reasonable care, it accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones. It is the responsibility of parents and carers to ensure mobile phones are properly insured. It is recommended that pupil's phones are security marked, and password protected.

Children are not allowed to bring mobile phones into any other areas of the school. Any mobile phones discovered to have been brought into the school and not handed in to the Yr 6 teacher will be confiscated immediately. Parents or carers will be asked to collect the mobile phone from the school office. Children are not allowed to carry mobile phones on any school trips. If a member of the staff has any suspicion that a mobile phone brought into school by a pupil has unsuitable material stored on it, the pupil will be required to hand over the phone immediately to a member of staff and parents or carers will be asked to collect it from a member of the senior leadership team.

7. Responding to behaviour

Our school is committed to promoting a safe, respectful and supportive environment where behaviour is understood as a form of communication. Using Crisis Prevention Institute (CPI) principles, we aim to build positive relationships, de-escalate situations calmly and proactively, and support every child to regulate their emotions and achieve success.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the child friendly relationships policy
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's inappropriate behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Rewards and Sanctions– 'catching children getting it right'

Verbal feedback

When children display the school rules or our values they are noticed for doing so and staff respond in the following ways:

Thank you for... showing kindness to Robbie and helping when he needed a friend.

I noticed... Susan showing responsibility by looking this way with her lips closed when I asked children to stop and listen.

Fantastic effort for... persevering with that tricky part of your learning when it would have been easier to give up.

I'm proud of you... for being honest about hurting Damian and then apologising for making the wrong choice.

I liked the way... you put up your hand when you were ready to speak.

Weekly merit certificates for children demonstrating our school values

Dojos

Extra privileges in class e.g. giving additional jobs or responsibilities

Stickers for good behaviour

Whole class or year group rewards (Dojo class targets)

Notify parents

Show their work to SLT

7.4 Responding to inappropriate behaviour

Our school is committed to promoting a safe, respectful and supportive environment where behaviour is understood as a form of communication. Using Crisis Prevention Institute (CPI) principles, we aim to build positive relationships, de-escalate situations calmly and proactively, and support every child to regulate their emotions and achieve success.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of inappropriate behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that inappropriate behaviour will always be addressed. Responses to and consequences for behaviour will always be adjusted on an individual basis, to ensure they are appropriate, reasonable and natural. Pupils with SEND will have an individual, tailored approach, taking their needs into account and ensuring consequences and support is tailored to ensure it is meaningful and proportionate.

At St Matthew's Staff will:

Stay Calm and Regulated

- Use a calm, even tone
- Keep body language relaxed
- Avoid sudden movements or raised voices
- Model emotional control

Prioritise Safety First

- Keep everyone physically safe
- Reduce stimulation if possible
- Create space rather than cornering a child
- Remove audiences when appropriate

Build Relationships Before Crisis

- Predictable routines
- Positive reinforcement
- Emotional check-ins
- Trust and connection

Use Supportive Communication

- Simple, clear language
- Short instructions

Understand the Escalation Cycle

Typical stages:

1. Anxiety
2. Defensive behaviour
3. Risk behaviour
4. Tension reduction/recovery

Staff should match responses to the stage:

- Anxiety → reassurance and support
- Defensive behaviour → calm limits and choices
- Crisis → safety-focused intervention
- Recovery → repair and reflection

Offer Choices and Preserve Dignity

Giving limited choices helps children regain control.

Examples:

- "Would you like to sit here or in the quiet area?"
- "Do you want to talk now or in five minutes?"

Preserving dignity is essential:

- Avoid shame
- Avoid public confrontation
- Use private redirection when possible

Reduce Triggers

- Sensory overload
- Transitions
- Academic frustration
- Peer conflict
- Unexpected change

CPI-informed practice encourages:

- Visual schedules
- Movement breaks
- Calm corners
- Transitional warnings
- Sensory supports

Debrief After Incidents

- Discuss what happened calmly
- Identify triggers
- Practice replacement skills
- Repair relationships
- Adjust support plans

De-escalation techniques can be used to help prevent further behaviour issues arising -

- **I need to talk to you about our respectful rule/value**
You know the routine for...
You could make this right by...
Let's focus on what is going to happen next...
- Quick scripts are used by staff to ensure that they can deal with difficult situations **calmly and consistently** without showing emotion. A 30 second script may start with:

I noticed you are...

It was the rule about being kind that you didn't follow when talking while I was...

Do you remember last week when you did such a great job at....

Thank you for listening.

These are used to bring children back on task as quickly as possible.

- 2 minute intervention - Asking a child to 'step out' (not leave the class) and decide how to start the conversation which is all about getting back to learning. This is **supportive**.

"I was wondering if you were ok'

'I noticed you were struggling to

'Safe is one of our rules, so you need to...."

'What do you need right now to help you with your learning?'

'How can I help now?'

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Staff will seek to notice any patterns or trends and will remove any triggers where possible.

Strategies used in class, to address low level behaviour -

- Non Verbal Intervention – hand gestures, signals
- Positive Group Correction – well done to those children sitting on the carpet beautifully, ready to start learning!
- Anonymous individual correction – eyes on me and listening, I'm still waiting for 3 people to do this
- Private individual correction – X2 a quiet word. I've noticed you have not started your work / was not listening during the input, I know that you can follow this instruction, it is important you listen / follow this instruction, thank you.
- Lightning Quick Public correction – XX please sit on the carpet and look this way. XXXX, XXXX, XXX thank you for being ready to learn.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal/signal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility loss of breaktime, lunchtime inside
- Setting of written tasks such as an account of their behaviour (resolution book)
- Asking pupils to step outside of the classroom to help them regulate
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom

- Suspension
- Permanent exclusion, in the most serious of circumstances
- Working with parents to agree suitable consequences at home

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

If the school has a serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious inappropriate behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

In accordance with our Attachment Awareness and Emotion Coaching philosophy, by all means possible our school will try to avoid excluding children.

A decision to exclude a child will not be taken lightly and will only be taken:

- In response to serious breaches of the school's relationships policy;
- If allowing a child to remain in school would seriously harm the education or welfare of the children or others in school.
- In line with CDAT's exclusion policy

In most cases before a child is excluded a range of alternative strategies will have been tried, such as removing privileges, lunchtime detentions and meetings with parents. This does not, however, preclude immediate fixed term exclusion as a means of protecting children and staff.

Permanent exclusion will be considered in extreme instances, such as drug handling on the school premises or bullying involving extortion or blackmail.

Only the Headteacher (or in her absence the Assistant Headteacher) may exclude for a fixed period or permanently.

Immediately after exclusion occurs the parents/guardian must be informed of:

- The period of exclusion
- The reason for the exclusion
- That representation can be made to the Governing Body and how it can be made.

This information should also be communicated in writing within one school day of the exclusion decision having been made.

If exclusion is for more than five days or is permanent, the Governing Body, CDAT and the LA must be informed. The Governing Body will then establish a Discipline Committee to:

- Review the use of exclusion
- Confirm exclusions of more than 15 days
- Consider any representations for exclusions of five days or less.

9. Responding to inappropriate from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of inappropriate behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of inappropriate behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with inappropriate behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the relationships policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of inappropriate behaviour, and put in place support to prevent these from occurring. School will work alongside parents to ensure the best possible support is provided to help prevent and manage any such occurrences. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long
- Adjusting seating plans to allow a pupils with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of calm spaces (The Rainbow Room) where pupils can regulate their emotions during a moment of sensory overload.

It may be necessary to have an agreed plan of praise / consequences (rather than whole school ones) better suited to the child and their needs. This will be looked at on a case-by-case basis.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?

- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave in a dysregulated manner due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

We will ensure risk assessments are in place and staff have a comprehensive plan to deal with challenging behaviour.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's SENDCO may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, CDAT, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the relationships policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Pupils revisit our child friendly relationships policy annually.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school and in their class
- How SEND and mental health needs can impact behaviour

- Verbal deescalation
 - Staff can be trained in physical intervention if needed (Trainers: S Simcock and O Taylor)
- Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by CDAT annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and Safeguarding policy

Appendix 1: Anti-Racism

Anti-Racism

Racism can exist in any school, even those where its pupils are made up of one ethnicity. At our school, it is extremely rare. However we have these principles and roles in place to ensure that racism can be quickly stopped.

Definition

The Stephen Lawrence Enquiry Report defines racism as: ‘conduct or words which advantage or disadvantage people because of their colour, culture, or ethnic origin’. **A racist incident is defined as ‘any incident which is perceived as racist by the victim or any other person’.** The use of the Macpherson definition is not to prejudge whether the perpetrator’s motives were racist or not, but to ensure that the possibility of a racist dimension to the incident is always considered and explored. The Macpherson definition is broad and allows for “unwitting or unintentional racism” to be identified and reported

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

Racist behaviour in an educational institution can include:

- Physical assault because of colour and / or ethnicity;
- Derogatory name-calling, insults and racist jokes;
- Racist graffiti;
- Racial profiling
- Verbal abuse/threats;
- Incitement of others to behave in a racist way (whether or not the ethnic group are aware of not);
- Racial microaggressions
- Racist comments in the course of lessons;
- Ridicule of cultural differences e.g. food, music, dress etc.;
- Refusal to cooperate with other people because of their colour and/or ethnicity.

Aims and Objectives

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

We want to:

- Make our school safe and welcoming for all pupils, parents and staff;
- Sustain an environment in which racist assumptions, attitudes and behaviour are challenged;
- Sustain an environment in which we all recognise and celebrate our similarities and our differences;
- Provide a curriculum which emphasises the positive aspect of all cultures and of a multi-cultural society;
- Give all pupils, parents and staff the confidence that racism can and must be eradicated from our society;
- Ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language etc.
- Ensure staff intervene directly when they are aware of racist incidents.

The role of children

- All pupils should know that racism is wrong
- Pupils should tell any adult (school staff or parent/carer) if they know of any racism in our school. If bullying persists, they must keep on letting people know.
- Pupils should tell us their honest views about school in regular feedback e.g. PSHE sessions, School Council meetings, informal conversations with staff during lunch. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

The role of teachers and other staff in school

All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at our schools and in society.

- All racist incidents will be dealt with not matter how trivial they may seem to be.
- If staff are aware of racism, they should refer it to the Headteacher directly.
- Adults fully support the victim of racism. Time is spent to restore the victim's confidence, happiness and other aspects of health. For children, this will usually be by the class teacher, but other adults will monitor and restore the child's well-being through checks to ensure that they are being looked after and are safe. The child's parents/carers will be consulted.
- They also aim to stop the problem. For the child who has been racist, consequences are put in place (including informing parents/carers.) Time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his/her actions are unacceptable – as above, this will usually be led by the class teacher, but other adults will be vigilant about monitoring the child's choices and well-being.
- For a member of staff who has been racist, disciplinary procedures will be pursued.
- For a parent/carer, legal advice will be sought.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- All teachers and teaching assistants should follow our PSHE activities regularly; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective term topics should promote community cohesion and how to make a positive contribution to society.
- They should follow the principles set out in this policy in order to continue our school climate of mutual support and praise, so making racism less likely.

The role of the Headteacher

The Senior Leadership Team ensure all principles and roles set out are implemented. The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above). In particular, this includes ensuring that everyone in school knows that racism is wrong and unacceptable. This is on a regular basis and may also stem from any signs of racism. Assemblies are used to communicate this to children.

In the case of serious incidents, an assessment must be carried out to find out to determine consequences and next steps. Parents/carers should always be informed. Serious incidents are reported to the police. Consequences may include; restorative practice, loss of social time in school, internal exclusion, fixed-term exclusion, permanent exclusion. In line with the LA Exclusions' Policy, exclusion will only take place for a serious breach of the school behaviour policy and after a range of alternative strategies have been tried.

Racist graffiti must be removed/deleted as soon as it is evident; if this is not possible, advice will be sought and pupils, parents and staff are made aware of this situation; movement around the school may be re-directed. Issues surrounding racism and its unacceptable nature are made very clear to all.

The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism. The Headteacher reports to the Governing Body about the effectiveness of the policy on request. The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken.

The role of parents/carers

- Parents/carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- Parents/carers concerned about racism should contact their child's class teacher or the Headteacher. They might be worried that their child is a victim of racism, but they should also contact school if they suspect their child may have been racist to someone else. If they are dissatisfied with the response, they should use our complaints procedure by putting a formal complaint to the Governing Body.

The role of Governors

The governing body supports the school in all the principles and practice set out here. Any racist incidents will be taken very seriously and dealt with appropriately. The governors monitor incident occurrence and reviews the effectiveness of policy and practice. This requires the Headteacher to keep accurate records and report to governors on the effectiveness of strategies used to counter racism. It will respond to any formal complaint from a parent/carer in line with our complaints procedure.

Support

It is recommended that victims of racism may be fearful of the consequences of reporting an incident. However, our system of support is robust as leadership, staff and governors will respond in a caring, sensitive and thorough way in order to reduce the effects of distress from such incidents.

Appendix 2: Anti-LGBTQ+ Phobic Behaviour

LGBTQ+Phobia can exist in any school. At our school, it is extremely rare. However we have these principles and roles in place to ensure that LGBTQ+Phobia can be quickly stopped.

Definition

LGBTQ+Phobia is attitudes or actions based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. LGBTQ+Phobia may be targeted at students who are, or who are perceived to be, lesbian, gay, bisexual, transgender, queer/questioning or other identities under the LGBTQ+ umbrella. It can also suggest that someone or something is less worthy because they are lesbian, gay, bisexual, transgender, queer/questioning or other identities under the LGBTQ+ umbrella. LGBTQ+Phobia is also often targeted at students who have lesbian, gay, bisexual, transgender, queer/questioning family members, and students who do not conform to gender stereotypes or are seen to be 'different' in some way.

LGBTQ+phobic behaviour in an educational institution can include:

The School Report 2012, a University of Cambridge survey of more than 1,600 lesbian, gay and bisexual young people, found that:

- More than half (55 per cent) of lesbian, gay and bisexual students have experienced homophobic bullying.
- 99 per cent of lesbian, gay and bisexual young people hear the phrases 'that's so gay' or 'you're so gay' in school.
- Only half of lesbian, gay and bisexual students report that their schools say homophobic bullying is wrong.

Examples:

- a boy repeatedly being called 'gay' for holding hands with another boy
- a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other students because she has short hair
- a boy who is picked on for being gay at break-times because he doesn't want to play football 'He must be gay if he doesn't like football'
- a girl who reports that since she came out as a lesbian, other girls in her class keep moving away from her and giggling every time they're in the changing rooms

Aims and Objectives

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

We want to:

- Make our school safe and welcoming for all pupils, parents and staff;
- Sustain an environment in which homophobic assumptions, attitudes and behaviour are challenged;
- Sustain an environment in which we all recognise and celebrate our similarities and our differences;
- Provide a curriculum which emphasises the positive aspect of all genders and sexualities;
- Give all pupils, parents and staff the confidence that LGBTQ+Phobia can and must be eradicated from our society;
- Ensure staff are always aware of implicit LGBTQ+Phobia and issues surrounding the use of correct terminology, customs, language etc.
- Ensure staff intervene directly when they are aware of homophobic incidents.

The role of children

- All pupils should know that LGBTQ+Phobia is wrong
- Pupils should tell any adult (school staff or parent/carer) if they know of any LGBTQ+Phobia in our school. If bullying persists, they must keep on letting people know.

- Pupils should tell us their honest views about school in regular feedback e.g. PSHE sessions, School Council meetings, informal conversations with staff during lunch. These views can be specifically about LGBTQ+Phobia but may also be about how safe and welcome they feel at school.

The role of teachers and other staff in school

- All staff take LGBTQ+Phobia seriously; they aim to ensure LGBTQ+Phobia is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that LGBTQ+Phobia is wrong and unacceptable at our schools and in society.
 - All LGBTQ+Phobia incidents will be dealt with not matter how trivial they may seem to be.
 - If staff are aware of LGBTQ+Phobia, they should refer it to the Headteacher directly.
- Adults fully support the victim of LGBTQ+Phobia. Time is spent to restore the victim's confidence, happiness and other aspects of health. For children, this will usually be by the class teacher, but other adults will monitor and restore the child's well-being through checks to ensure that they are being looked after and are safe. The child's parents/carers will be consulted.
- They also aim to stop the problem. For the child who has been LGBTQ+phobic , consequences are put in place (including informing parents/carers.) Time is spent with the pupil who has been LGBTQ+phobic to explore attitudes and reasons and to make clear that his/her actions are unacceptable – as above, this will usually be led by the class teacher, but other adults will be vigilant about monitoring the child's choices and well-being.
 - For a member of staff who has been LGBTQ+phobic, disciplinary procedures will be pursued.
 - For a parent/carer, legal advice will be sought.
 - All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
 - All teachers and teaching assistants should follow our PSHE activities regularly; these sessions and other teaching should not shy away from discussing LGBTQ +Phobia, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society.
 - They should follow the principles set out in this policy in order to continue our school climate of mutual support and praise, so making LGBTQ +Phobia less likely.

The role of the Headteacher

- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that everyone in school knows that LGBTQ+Phobia is wrong and unacceptable. This is on a regular basis and may also stem from any signs of LGBTQ+Phobia. Assemblies are used to communicate this to children.
- In the case of serious incidents, an assessment must be carried to find out to determine consequences and next steps. Parents/carers should always be informed. Serious incidents are reported to the police.
- Consequences may include; restorative practice, loss of social time in school, internal exclusion, fixed-term exclusion, permanent exclusion. In line with the LA Exclusions' Policy, exclusion will only take place for a serious breach of the school behaviour policy and after a range of alternative strategies have been tried.
- LGBTQ+ graffiti must be removed/deleted as soon as it is evident; if this is not possible, advice will be sought and pupils, parents and staff are made aware of this situation; movement around the school may be re-directed. Issues surrounding LGBTQ+Phobia and its unacceptable nature are made very clear to all.
- The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of LGBTQ+Phobia.
- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.
- The Headteacher has overall responsibility for dealing with LGBTQ+phobic incidents and recording the action taken.

The role of parents/carers

- Parents/carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.

- Parents/carers concerned about LGBTQ+Phobia should contact their child's class teacher or the Headteacher. They might be worried that their child is a victim of LGBTQ+phobia, but they should also contact school if they suspect their child may have been LGBTQ+phobic to someone else. If they are dissatisfied with the response, they should use our complaints procedure by putting a formal complaint to the Governing Body.

The role of Governors

- The governing body supports the school in all the principles and practice set out here. Any LGBTQ+phobic incidents will be taken very seriously and dealt with appropriately.
- The governors monitor incident occurrence and reviews the effectiveness of policy and practice. This requires the Headteacher to keep accurate records and report to governors on the effectiveness of strategies used to counter LGBTQ+Phobia.
- It will respond to any formal complaint from a parent/carers in line with our complaints procedure.

Support

It is recommended that victims of LGBTQ+Phobia may be fearful of the consequences of reporting an incident. However, our system of support is robust as leadership, staff and governors will respond in a caring, sensitive and thorough way in order to reduce the effects of distress from such incidents.