



# **POSITIVE RELATIONSHIP AND BEHAVIOUR POLICY**

**Adopted by the Local Governance Committee on 3<sup>rd</sup> July 2025  
For review September 2026**

# WYKE PRIMARY SCHOOL

## POSITIVE RELATIONSHIP AND BEHAVIOUR POLICY

### Introduction

At Wyke Primary School, we are committed to ensuring that every member of our community feels valued, respected, and treated fairly. We are a caring school, built on our School Values of Respect, Kindness, Resilience, Friendship, Trust and Responsibility, and where positive relationships are at the heart of everything we do.

We set high standards and clear expectations of behaviour for everyone involved in school life. Our Positive Relationship and Behaviour Policy is designed to create a positive, supportive environment in which children feel safe, secure, and able to make appropriate choices. We believe that with the right guidance, all children can behave in a positive, prosocial way, become increasingly independent, and learn from their mistakes.

Our approach is based on consistent and calm adult behaviour, clear routines, and strong, supportive relationships.

### We aim to:

- Help children feel safe, respected, and ready to learn.
- Teach and model positive behaviour.
- Use fair, protective, restorative and educational consequences to support learning and growth.

Our policy includes clear rules, rewards, and consequences. It is grounded in positive reinforcement and recognition of good behaviour, while calmly addressing and managing behaviour that does not meet expectations. We believe consistency in our approach is essential for success.

### Our School Values:

- Respect
- Kindness
- Resilience
- Friendship
- Trust
- Responsibility

### Our Core Behaviour Expectations:

Ready, Respectful, Safe. These three simple yet powerful words guide behaviour across our school:

- **Be ready** – we are prepared to learn and follow routines.
- **Be respectful** – we show kindness and listen to others.
- **Be safe** – we act in a way that keeps ourselves and others safe.

By upholding our School Values and guided by our Behaviour Expectations, we strive to maintain a school environment where all children can thrive academically, socially, and emotionally.

**All staff must:**

- Meet and greet children at the classroom door each morning;
- Use children's names when interacting with them;
- Ensure that they know the names of all the children in school;
- Acknowledge all children and adults that they come into contact with;
- Never walk past or ignore children who are not meeting expectations;
- Recognise children going over and above;
- Promote high expectations;
- Clearly recognise and celebrate all positive behaviours, attitudes and efforts.

**The Headteacher and the Senior Leadership Team will:**

- Be a visible presence around school;
- Regularly celebrate staff and children whose efforts go beyond expectations;
- Encourage use of positive praise, House Points, wrist bands, certificates, stickers etc;
- Ensure staff training needs are identified and targeted;
- Support teachers in managing children with more complex or challenging behaviours.

**Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others;
- Know their classes well and develop positive relationships with all children;
- Relentlessly work to build mutual respect;
- Remain calm and keep their emotion for when it is most appreciated by children;
- Demonstrate unconditional care and compassion.

**Children want staff to:**

- Be kind, friendly and respectful to everyone, always showing the school values.
- Listen carefully to all children and speak calmly, even when things go wrong.
- Make sure everyone is treated fairly and feels safe and supported.
- Help children understand when something is wrong and explain why.
- Be someone children can trust, who they feel comfortable talking to.

## **Behaviour for Learning**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Wyke has 3 simple rules:

- **Be ready** – we are prepared to learn and follow routines;
- **Be respectful** – we show kindness and listen to others;
- **Be safe** – we act in a way that keeps ourselves and others safe.

These can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our Behaviour Expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
Be ready Be respectful Be safe	Meet and greet Use children's names Tell the children what you want them to do, not what you don't want them to do.	Wrist bands Certificates Positive notes Marvellous Me Contact with home Headteacher Praise

## Relentless Routines

Praise in public Remind in private	Consistent language i.e. I noticed you chose to ... Thank you.	Get to know your children - find out about children in other classes Behaviour plans shared with all staff
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## Stepped Boundaries

<p><b>The adult who witnessed the incident is the person who should go through the stepped boundaries.</b> Gentle approach: use child's name, child level, eye contact, deliver message.</p>
<p><b>1. REMINDER</b> I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p><b>Example</b> - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>

## 2. WARNING

I noticed you chose to ..... (noticed behaviour)

This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

If you choose to break the rules again you leave me no choice but to ask you to go to another class.

Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

**Example** - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

## 3. CALMING TIME

I noticed you chose to ..... (noticed behaviour)

You need to go to another class (specify which class)

I will come and speak to you in two minutes

**Example** - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in another classroom. I will come and speak to you in two minutes. Thank you for listening.' **TIME IN not TIME OUT that counts.**

**\*DO NOT describe child's behaviour to other adults in front of the child\***

## 4. FOLLOW UP, REPAIR AND RESTORE

1. What happened? (Neutral, dispassionate language.) (If another child is mentioned, say I promise I'll speak to them as soon as I can)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

**Remember: It is not the severity of the sanction, it is the certainty that this follow up will take place that is important.**

## Recognising and Encouraging Positive Behaviour

At Wyke the children have their positive behaviour recognised in a number of ways, including:

- Regular and consistent use of non-verbal rewards, positive body language, thumbs up and a smile to re-enforce our positive interactions
- Use of wrist bands, stickers, certificates, Marvellous Me badges and messages, regular verbal praise and valuing the children's work with peers, other staff, parents and the Headteacher
- A weekly Celebration Assembly is led by the Headteacher or other member of the Senior Leadership Team, during which class teachers award certificates to children who have consistently demonstrated our School Values—Respect, Kindness, Resilience, Friendship, Trust, and Responsibility—or have demonstrated outstanding effort or have produced particularly good work.

- All children are placed into one of our four Houses (Fire, Earth, Air, and Water) upon entry to school, and House Points are awarded throughout the week to recognise and celebrate positive behaviour, academic effort, and wider achievements, both individually and as a team
- House Points are counted weekly and celebrated in Celebration Assembly, with House Captains moving their House up the ladder based on their position. Each half term, the winning House chooses a reward during House Assembly.
- Good Work visits to the Headteacher or other member of the Senior Leadership Team
- Up to two children per class are awarded Star of the Term each term for excellence in learning, behaviour, and embodying School Values. Nominees receive a handwritten postcard from their teacher together with a letter from the Headteacher.
- Hot chocolate with the Headteacher or other member of the Senior Leadership Team for consistently demonstrated our school values—Respect, Kindness, Resilience, Friendship, Trust, and Responsibility.
- Share academic, sporting, creative and personal successes with our wider community on the school website, Facebook, termly newsletter, Tapestry and Marvellous Me.

## Consequences

We apply appropriate and proportionate consequences to support a safe and positive learning environment, using professional judgement in each individual case. In line with the Dorset *Therapeutic Thinking* approach, consequences for antisocial, difficult, or dangerous behaviour are always restorative, educational and protective. These may take place during breaktime and lunchtime. We do not use punitive sanctions such as detentions and avoid whole-class punishments.

The needs of pupils with SEND are always considered when deciding on an appropriate response.

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to difficult behaviour may be differentiated to cater to the needs of the child. We will always make reasonable adjustments.

The school's SENCo (Special Educational Needs Co-ordinator) will evaluate a student who exhibits difficult and/or dangerous 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, medical practitioners and/or others, to identify or support specific needs.

### Consequences should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- Not apply to a whole group for the activities of individuals;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure;
- Consequences do not work in isolation. They must be balanced with positive support;
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful;
- Consequences are a choice;
- Where possible children decide their own consequences with an adult guiding their decision;

- Consequences do not have to be severe to be effective;
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour;
- For more serious incidents parents will be informed and expected to come in to school to discuss the incident;
- Consequences need to be in proportion to the offence;
- It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

#### **Examples of relevant consequences:**

- A calm reminder of the expected behaviour;
- Time for reflection;
- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time;
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time;
- A child who has been rude to another pupil should make the choice to apologise and make amends;
- A child who has been disruptive at playtime should make the choice to miss their next playtime;
- A short period working in another classroom to provide space for reflection and a fresh start;
- Opportunity to write or talk about what happened, helping the child understand their actions and how to make things right;
- Temporary pause from a privilege or activity to allow time for reflection and a focus on restoring readiness to participate;
- Removal from attendance on a class trip or residential visit;
- Calm, supportive break in a quiet space to help regulate emotions and restore readiness to learn;
- Children may be asked to speak with the Headteacher or another member of the Senior Leadership Team to reflect on our School Values or Behaviour Expectations and consider where their behaviour may not have aligned with these principles.

#### **Consequence for Using Inappropriate Language:**

- **First Incident:** The child is reminded calmly about appropriate language and asked to reflect on why respectful communication is important.
- **Second Incident:** The child has a brief discussion with a trusted adult about the impact of their language and completes a reflection activity.
- **Further Incidents:** The child meets with a member of the Senior Leadership Team to explore underlying causes, develop strategies for positive communication, and agree on personal goals to improve their language. Parents or carers may also be involved to support the child's progress.

If inappropriate language is directed at another child or a member of staff, and is extreme or offensive in nature, it may result in a fixed-term exclusion — particularly if the behaviour is repeated. Such incidents will be treated seriously.

Class teachers may report incidents of behaviour not consistent with our School Values or Behaviour Expectations to parents either by telephone or seeing them at the end of the school day. A restorative justice approach may be used.

## **Language around Behaviour**

At Wyke, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script (as set out above) and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the adult who witnessed the initial behaviour.

### **Behaviour Pathway**

Reminder

Warning

Calming Time

Follow Up/Restorative Conversation

## **Peer on Peer Abuse**

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the Designated Safeguarding Lead or Deputies immediately.

## **Extreme Behaviours**

At Wyke the vast majority of children display very positive behaviour throughout each day. We believe that our high standards and expectations result in this good behaviour. Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

We believe that certain behaviours require a clear and firm response due to their serious nature and potential impact on others. In these cases, a stronger intervention may be necessary. These behaviours will be addressed thoughtfully and proportionately, with a focus on reflection, restoration, and ensuring the safety and wellbeing of all members of our school community.

Examples of such Extreme Behaviours are as follows:

- Physical aggression (both for a child who initiates the aggression and any child who retaliates)
- Verbal aggression (name calling, insults)
- Swearing
- Discriminatory incidents of any description relating to gender, race, ability, sexual orientation, religious belief (or lack of belief) or background (see Appendix 1).

The behaviour will be recorded on a Yellow Behaviour Form, giving reasons and who else was involved. A ParentMail will be sent home the same day, which informs the parent of their child's behaviour and offers them an opportunity to comment and respond. A parent's response that requires further discussion is followed up by the class teacher or Headteacher or other member of the Senior Leadership Team as appropriate.

### **Fixed term exclusions**

There may be rare occasions when a 'fixed term' exclusion is deemed necessary, both as a consequence and as respite for other children in the class. Every situation of extreme behaviour is considered on an individual basis before the decision to give a fixed term exclusion is made. Incidents of extreme physical aggression either towards another child or an adult could result in a fixed term exclusion. If a fixed term exclusion or permanent exclusion were deemed necessary, the school would follow the guidance from both Dorset Council and the DfE.

### **Monitoring of behaviour at Wyke**

In addition to yellow forms, poor behaviour may also be recorded on My Concern/CPOMS software at the staff member's discretion. My Concern/CPOMS logs can be added to by all staff including support and lunchtime staff. Entries are monitored regularly by the Designated Safeguarding Lead and Deputies.

### **Partnership with Parents**

The staff at Wyke work in partnership with parents with regard to the children's behaviour. Teachers and/or the Headteacher will meet with the parents of any child whose behaviour is a cause for concern. Individual behaviour plans and charts can be set up for use both at school and at home to support consistency of approach. Parents are asked to support the school's Positive Relationship and Behaviour Policy when they sign the Home-School Agreement.

### **Malicious allegations**

Allegations of abuse will be taken seriously, and the school will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

## **Pupils' conduct outside the school gates – teachers' powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's Positive Relationship and Behaviour Policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

## **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

**Power to search without consent** for "prohibited items", including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **Use of reasonable force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks,

pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

***Please Note: Parental consent is not required to restrain a pupil.***

### **What is 'reasonable force'?**

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils;
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury;
- 'Reasonable in the circumstances' means using no more force than is needed;
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom;
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention;
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force;
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder;
- In a school, force is used for two main purposes – to control pupils or to restrain them;
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances;
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

#### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

#### **Staff training**

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

#### **Telling parents when force has been used on their child**

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed. In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

#### **What happens if a pupil complains when force is used on them?**

Please see Appendix 2.

#### **Links with other school policies and practices**

This policy links with a number of other school policies, practices and action plans including:

- Anti-bullying Policy
- Complaints Policy
- Curriculum Policy
- Single Equality Policy
- Child Protection/Safeguarding Policy
- Code of Conduct (Staff) Policy

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

Behaviour in Schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Use of reasonable force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Searching, screening and confiscation in schools

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The Equality Act 2010 and schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND code of practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**This policy has been reviewed annually however common practice is every 3 years**

## CHILDREN'S CODE OF CONDUCT

Our children are expected to be ready to learn, respectful and safe.

Our children are taught that they have a duty to follow the school's relationships-based approach, uphold the school's Behaviour Expectations and contribute positively to the school's overall culture. This means that students are expected to understand and show:

### **Be ready:**

- Always wear the correct school uniform;
- Have the correct and necessary equipment (including P.E. kit) for learning;
- Enter, engage and learn in an orderly and self-controlled way.

### **Be respectful:**

- Speak and act with kindness to all; live out our school values of Respect, Kindness, Resilience, Friendship, Trust and Responsibility;
- Put their best effort into making a positive difference; for example, engaging and learning in lessons,
- Accept the consequence(s) for unacceptable behaviour when given.

### **Be safe:**

- Treat the belongings of others, including the school (buildings and property) with respect; these things do not belong to you;
- Work and socialise to keep yourself and others safe from harm (emotional and/or physical);
- Follow any instruction given by a member of staff.

Our School Values of Respect, Kindness, Resilience, Friendship, Trust and Responsibility serve well to promote and secure our children to feel good and function well.

## ADDITIONAL GUIDELINES FOR STAFF

### Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This will be monitored and supported by learning walks and observations.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged;
- Display our School Values and Behaviour Expectations;
- Maintain clear and consistent boundaries and consequences so that children feel safe and secure;
- Develop a positive relationship with children, including:
  - ✓ Greeting children in the morning/afternoon;
  - ✓ Smiling at every child on entering the classroom;
  - ✓ Helping all children enter the classroom well;
  - ✓ Establishing clear routines to enable all children to be ready to learn;
  - ✓ Communicating expectations of positive behaviour in ways other than verbally;
  - ✓ Highlighting and promoting good behaviour (positive noticing);
  - ✓ De-escalation of any heightened situations;
  - ✓ Deploying tactical ignoring;
  - ✓ Concluding the day positively and starting the next day afresh;
  - ✓ Having a plan for dealing with low-level disruption;
  - ✓ Using positive reinforcement;
  - ✓ Providing a commentary on positive behaviour;
  - ✓ Always talking to and about children in a positive and professional manner (in all forums including on email);
  - ✓ Recognising a differentiated approach to some children's behaviour;
  - ✓ Supporting every child to be ready to learn with whatever it takes;
  - ✓ Being the role model for behaviour at all times.

### Adult Strategies to Develop Excellent Behaviour

- **IDENTIFY** the behaviour we expect;
- Explicitly **TEACH** behaviour;
- **MODEL** the behaviour we are expecting;
- **PRACTISE** behaviour;
- **NOTICE** excellent behaviour;
- **CREATE** conditions for excellent behaviour.

## **Appendix 1**

### **UNDERSTANDING AND ADDRESSING DISCRIMINATORY BEHAVIOUR**

#### **What is Discriminatory Behaviour?**

Discriminatory behaviour refers to any action, comment or attitude—intentional or not—that treats someone unfairly or with disrespect based on their race, ethnicity, gender, disability, religion or belief, sexual orientation, or background.

Such behaviour is harmful and has no place in our school. It includes anything that:

- Interferes with a person's comfort, safety, or wellbeing;
- Causes someone to feel excluded, threatened, or distressed;
- Reduces a person's quality of life or access to learning and friendships.

#### **Examples of Discriminatory Incidents**

Discriminatory incidents may involve anyone within the school community and can include:

- Name-calling, insults, or jokes based on race, gender, disability, religion, sexuality, or background;
- Verbal abuse or threats;
- Graffiti or drawings targeting someone's identity or background;
- Wearing offensive symbols or clothing;
- Disrespectful or hurtful comments during lessons or discussions;
- Mocking someone's language, clothing, food, beliefs, or customs;
- Sharing or bringing in discriminatory materials (e.g. magazines, online content);
- Encouraging others to join in discriminatory attitudes or actions;
- Physical assault or damage to property motivated by prejudice;
- Refusing to play, work with, or include others because of who they are.

All discriminatory incidents are recorded and may be reported by the Headteacher to the Local Authority.

#### **Responding to Discriminatory Incidents**

Our response will always take into account the age, understanding, and context of the children involved. However, all incidents will be taken seriously and followed up.

The school will:

- Acknowledge and challenge the behaviour directly;
- Offer support to the person affected and ensure they feel safe;
- Identify and explain what was discriminatory and why it is unacceptable;
- Support the child responsible while helping them understand the impact of their actions;
- Speak to any other children involved or present, to reinforce expectations;
- Record the incident and inform the Headteacher;
- Inform parents/carers where appropriate and explain the actions taken.

## **Our Commitment as a School**

To create a safe, respectful, and inclusive school community, we will:

- Support all children to feel valued, included and heard;
- Help children learn from mistakes in a nurturing, restorative way;
- Ensure all staff are confident in recognising and responding to discrimination;
- Regularly review our curriculum and environment to promote equality;
- Provide clear processes for parents and carers to raise concerns;
- Stand against all forms of discrimination – including those based on race, gender, disability, religion or belief, sexual orientation, or family background.

## Appendix 2

### Use of reasonable force

#### What happens if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action
- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Allegations of Abuse against Teachers and Non-Teaching Staff'* guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support
- Governing boards should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher
- As employers, schools and Local Authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a 'use of force' incident.