

The Giles Junior School



Our Mission:

- To live life proactively
- To care for self and others
- To nurture learning for a lifetime

Behaviour and Pupil Discipline Policy

Status

Statutory - This policy has been written using guidance from 'Behaviour and Discipline in Schools' (DFE January 2016).

Purpose

The purpose of this policy is to provide consistent, simple, robust and effective procedures for promoting effort, achievement and outstanding behaviour for pupils at Giles Junior School whether it is within the school or beyond the school gates. We expect pupils at Giles Junior School to promote good behaviour whether they are taking part in any school organised or school related activity, wearing school uniform or are identifiable as a pupil at the school. In each of these circumstances this policy applies.

We believe that outstanding teaching and learning promote outstanding behaviour and this, in turn, promotes a highly effective learning. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued and recognise the need to value others. We will promote the 7 Habits to teach pupils to be proactive and take responsibility for their own actions, recognising the need to seek first to understand. In order to prepare pupils for modern Britain, they will be taught that all actions have consequences within the school and within society. Pupils are taught to uphold the law within England and Wales and to promote British values. We will adopt a zero tolerance approach to inappropriate behaviour, bullying and racial incidents by any member of the school community and any such incidents will be dealt with promptly and firmly.

Who was consulted?

The whole school community which includes staff, parents, pupils and governors, agreed what constitutes good behaviour and developed this policy in line with the Behaviour Principles Statement issued by the Governing Body. The whole school community are informed at the beginning of each academic year on the whole school and class rules, rewards and sanctions. Parents are encouraged to support the policy through the home-school agreement (see Appendix 1).

The policy takes account of the school's legal duties under the Equality Act 2010 and follows guidance from: Behaviour and Discipline in Schools 2016 and Exclusions from Maintained Schools, Academies and Pupil Referral Units (DFE 2015).

What the law says:

The head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying
- ensure that pupils complete assigned work;

and which

- regulates the conduct of pupils.

The school closely follows government guidance on:

- screening and searching;
- the power to use reasonable force and physical contact;
- the power to discipline beyond the school gate.

Roles and responsibilities of headteacher and other staff:

The **headteacher, along with members of the senior leadership team**, will be responsible for ensuring that this policy is implemented. The headteacher is responsible for reporting to governors on its impact. She will:

- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carers that they may make representations about the exclusion to the Governing Body's Pupil Discipline Committee
- advise the parent/carers how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify both the local authority and the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.
- ensure that statutory data returns (on racial incidents and bullying) are submitted on time to the LA
- ensure that racial incidents and bullying are reported to Governors on a termly basis
- Accident and violent incidences should be recorded electronically on the local authority incident forms, accessible via Solero. Further information found in the health and safety folder.

Governors' role and responsibilities

It is the responsibility of the nominated behaviour governor, in conjunction with the curriculum committee, to ensure the Governors fulfil their role within this policy. Their role is to:

- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance
- Ensure the development, implementation and regular review of the behaviour policy
- Ensure racial incidents and bullying are reported termly at Governors' meetings
- Establish a Pupil Discipline Committee - (See Terms of Reference Appendix 2)

A Pupil Discipline Committee will be established to consider the actions of the Head teacher in excluding a pupil, to consider representations made by parents/carers, and to determine whether the pupil is to be reinstated, in accordance with statutory requirements. The committee will convene meetings in accordance with the guidance in "Exclusion from maintained schools, academies and pupil referral units in England" (Department for Education 2015).

School's Rewards

We have a range of rewards in school to reinforce good behaviour (see appendix 3).

Whole School Daily Rewards:

House tokens:

All children, on entering the school, are allocated to a school house (Blue – Young, Red – Hamilton, Yellow – Pendleton, Green – Poulter). Pupils can be issued with a house token by any member of staff for modelling good behaviour. Throughout the day, the counters are put in jars in the classroom. Every Wednesday leaders from each class are responsible for taking their jars and emptying them into the large jars in the hall (this way everyone can visually see which house colour is winning). The jars are then weighed and a spreadsheet and bar chart completed for children to view in their classrooms.

Thumbs Up:

In each learning area a green 'Thumbs Up' sign is displayed; visiting teachers, sports coaches and extra-curricular club leaders will have a portable version of these to annotate. If a pupil models good behaviour they should be directed to write their name next to the 'thumbs up' sign. If a child is put onto the thumbs up sign more than once, they should place a tick next to their name. At the end of the day, the child will earn a house token for any tick still present.

Whole School Weekly Awards:

Golden Time:

At the start of the week, each child is entitled to 25 minutes of golden time which is given on a Friday afternoon. During this time the children are allowed 'free time' to complete activities of their choice.

Leader of the Week:

Each week the class teacher and teaching assistant nominate a child as 'Leader of the Week'. This should be a child who has actively been using the 7 habits and has shown good behaviour, been well mannered and worked hard; they should be a good role model to their peers. This Leader of the Week for each class is announced in assembly and is rewarded with a certificate, which is displayed in the school hall for a week, and the right to sit on a chair during assemblies for the time in which they are Leader of the Week.

Teachers must keep a list of children who are chosen as Leader of the Week in order to try and ensure they give all pupils the opportunity and experience.

Whole School Half Termly Rewards:

Bouncy Castle:

At the end of each half term, all classes are entitled to a 'Bouncy Castle Session'. Any child who has been in reflection on 1 occasion or less is allowed on the bouncy castle.

House Reward Afternoon:

At the end of each half term, the house who have received the most counters are entitled to a reward afternoon. For this, children will be given a choice of treat to choose e.g. popcorn and DVD, visit to the park etc.

Whole School Termly Rewards:

Merits:

At the end of each term, each year group has a 'Merits Assembly'. Merits are issued to pupils whose efforts and/or progress have been exemplary in the following subjects: Literacy, Numeracy, Science, ICT, PE, Leadership, Creative Curriculum, Interventions.

School Consequences:

We have a range of consequences in school for instances where pupils display inappropriate behaviour (see Appendix 4)

At Giles consideration will always be given to whether the behaviour under review gives cause to suspect the child is suffering. The school will also consider how continuing disruptive behaviour might result in unmet educational needs. The school works hard with multi-agency provision to ensure pupils with special educational needs have the correct level of support.

When necessary, "reasonable adjustments" will be made to support pupils who find learning difficult.

Confiscation:

Legally, members of staff may confiscate or retain a pupil's property as a punishment, so long as it is reasonable in the circumstances. If the intention is to retain the item for longer than a day the parents will be informed.

Right to search:

Members of staff have the power to search without consent for prohibited items – see 'Behaviour and Discipline in Schools: Advice for Headteachers and School Staff 2016' (www.gov.uk). A record will be kept of this on CPOMs. In certain situations, eg. if there is suspicion that something has been taken by a child in the class or that they may be carrying "prohibited items", staff have the power to search without consent.

Stop sign and 'Good to be Green' card system:

Each learning area has a 'Stop' sign displayed alongside the 'Thumbs Up' which works in conjunction with the 'Good to be Green' card system. If a child displays inappropriate behaviour the following steps should be taken:

- 1) A verbal warning should be given with an explanation of why the behaviour is inappropriate and how to correct it. Remind them of the next stage.
- 2) Child to write their name on the stop sign, they should be given clear guidance as to how and when they will be able to remove their name. An example of this could be for the adult to explain that they wish to see the child sitting safely on their chair for the next ten minutes. If this is seen, then they will be asked to remove their name from the stop sign.
- 3) If a child has to go onto the stop sign more than once, this is shown as a dot by the side of their name. At this point the child should have additional guidance from an adult, in a discrete manner, to help them to correct their behaviour.
- 4) If the child continues to misbehave their orange card (on the 'Good to be Green' system will be brought to the front). Again they should be reminded how to correct their behaviour.
- 5) If they continue to behave inappropriately, their card will be turned to red and they will lose 5 minutes golden time. They will also be taken, by a member of staff, to a designated class for 15 minutes, with work to complete.
- 6) If they continue to behave in an inappropriate manner, when returning to class, the Headteacher or deputy should be requested to come to the classroom. At this point the SLT member will decide what action is needed: removal from class, loss of playtime, warning or reflection, depending on the behaviour displayed and the choices child the child makes after being spoken to.

If any child has moved to the 'Good to be Green' cards or has received a reflection they are still able to use the thumbs up and stop signs for the remainder of the school day but the cards are not to be turned back until the end of the school day.

Golden time as a consequence:

Children who have lost golden time should be sat in front of a timer for the period of lost golden time. One member of staff supervises this and keeps a record of those attending.

If a child loses 15 minutes golden time over the duration of a week, the class teacher should inform the child's parents.

School based community service:

There may be times when it is appropriate to ask pupils to take on a role where they give something back as a result of inappropriate behaviour. For example; if a child throws, knocks over or defaces school property they will be responsible for putting it right. Equally, if a child vandalises school property with graffiti the expectation is that they will clean it. The school will ensure that appropriate equipment is given to pupils to under-take these tasks and that this is closely supervised by an adult at all times.

Loss of playtime:

If a child has not completed their work as requested by the teacher, either in quantity or quality, the teacher may keep the child in at playtime to complete/re-do the work.

Loss of Football:

Every class have the right to play football, on a rota system designed by the head midday supervisor (MSA). If there is an incident during football, where reflection is not deemed a suitable consequence, loss of football will be used. This can be issued by a class teacher or the head MSA.

Time out:

There may be instances in which a staff member feels a child would benefit from taking 'Time Out'. If this is the case the child may be asked to sit in a specified area for 5 – 10 minutes. The staff member must ensure that they speak to the child discretely, to explain that they are giving them time out so they can think about how they can make the right choices in their own behaviour. Prior to allowing the child to continue to work or play, the staff member must ensure the child is in the right frame of mind.

Reflection:

Prior to reflection being issued, a member of the Senior Leadership Team (SLT) will have investigated the incident fully, taking accounts from all pupils involved. A Restorative Justice Meeting will be held between all pupils involved, enabling them to share their feelings with each other – the school believe this is highly important in enabling pupils to develop empathy. The decision about whether reflection is the appropriate consequence is made by at least 2 SLT members.

Reflection takes place through the lunch hour and is supervised by teaching assistants (TA). The children are reminded by a designated staff member that they need to attend. Yr 3/4 pupils should have their lunch and then attend reflection; yr 5/6 pupils should get their lunch straight away and take it into reflection.

During reflection, pupils will complete the reflection sheet (see appendix 5), in which they consider their behaviour and how it made themselves and others involved feel. They may also complete a sorry card/letter; however, this will only be the case if the child is showing empathy and remorse for their actions. For any spare time, the children will be given their times tables to copy out and the school mission to write in their neatest writing (children who may find this difficult will be given additional support).

Once a decision has been made about a child attending reflection the relevant letter (see appendix 6) will be put in an envelope and given to the child to take home prior to the child attending reflection. A text message will also be sent to the parents to ensure they know to look for the letter. If the incident occurs in the morning, the parents must be contacted prior to the child being kept in.

A child may be put into reflection for up to 5 days at a time. Each incident is treated as 1 reflection.

1st reflection:-

- Loss of one or more lunchtimes

2nd reflection:

- Loss of one or more lunchtimes.
- Loss of entitlement to bouncy castle at the end of the half term.
- Children to complete a form during the bouncy castle session which encourages them to reflect on their choices and how they feel about them.

3rd Reflection:

- Loss of one or more lunchtimes.
- Meetings between SLT member and parents.
- Discussion with parents about possible need to take child home at lunchtimes.
- At this stage the school may seek support from an outside agency if appropriate.

The number of reflections is collated over a half termly period. At the end of each half term, the pupils record is restarted at 0 reflections.

It may be appropriate for some children to have individual Behaviour Plans (IBP) or a Pastoral Support Plan (PSP) Where possible, we will ensure these follow the above guidelines but additional rewards and consequences may be necessary.

Bullying

Bullying is defined as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DCSF 2007)

In Giles Junior School we will use the following definition as a 'child friendly' version to ensure children fully understand:

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DCSF 2007)

- Once an incident is identified as bullying, an integrated bullying and racist incident record is completed by the Head Teacher (see appendix 7). Meetings are held with all pupils involved and appropriate measures to resolve the problem are put in place.
- Under normal circumstances these incidences will be dealt with internally. There may be some incidents of such a serious nature that the Head Teacher should notify the local authority and seek support without delay. It is the responsibility of the Head Teacher to make decisions about which incidents are of such a serious nature and record and report them appropriately; she may seek advice of the governors. Aspects of the bullying/racist incidents that would suggest serious concern may include:
 - Serious physical violence, e.g. needing medical attention, use of weapons
 - Orchestrated bullying and harassment
 - Repeated victim (a number of significant repeat experiences as a victim)
 - Extremist group activity in school, e.g. distribution of literature and incitement to hate
 - Extended absence related to bullying/racist incidents

- Media reports of bullying/racist incidents in the school
- Risk of attempted suicide/self-harm or other behaviour likely to suggest severe vulnerability
- Heightened parental concerns that bullying/racist incident(s) remain unresolved despite school action
- Formal complaints related to bullying or racist incidents

Power to use reasonable force (section 39 DFE Behaviour and discipline in schools)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Teaching staff and teaching assistants have been trained using the “Step On” method of de-escalating difficult behaviours (Provided by Hertfordshire County Council). Staff use a script to help pupils to keep calm and know how to guide pupils safely away from situations they may find challenging.

Seclusion/Isolation room

At Giles, pupils know there may be times when pupils need to spend some time away from pupils in class to ensure learning can continue for everyone and to keep everyone safe. This only happens in exceptional circumstances (and for a limited period of time). At Giles every member of staff uses a range of behaviour support/modification systems to avoid this outcome.

Exclusion

In more extreme cases Giles may use temporary exclusion.

Recording of inappropriate behaviour:

- All incidences are to be recorded on the school’s electronic recording system: CPOMS
- For staff who do not have access to this, they should complete an ‘Incident Record’ (see appendix 8) which can be located in all classrooms and the staff room. They should then give this form to the child’s class teacher or SLT member, who is responsible for uploading it and recording the incident on CPOMS.
- All new staff will be trained in CPOMS as appropriate.
- The headteacher monitors incidences occurring on CPOMS half termly to track patterns. Where patterns are seen, meetings are held with parents and action plans implemented.

Expectations for behaviour outside of school.

Guidance now states that schools should set out what they will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school, including the consequences that will be imposed on pupils.

Teachers may give a consequence for misbehaviour when a pupil is:

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

Or for 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.

A behaviour assembly will be held at least once a term to remind pupils of the school's systems. All staff are welcome to attend these.

Arrangements for monitoring and evaluation

The governing body will evaluate the impact of this policy by receiving termly data from the headteacher analysed by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- fixed-term and permanent exclusions – number of and analysis of behaviour
- number of reflections and analysis of behaviour
- instances of bullying and racial incidents, as reported on returns to the LA, and action taken
- support provided for the victims.

Date for review

March 2017

Distribution:-

A copy of this policy will be available to:-

- a) all school governors
- b) all staff
- c) all Parents

Approved Date: **16 March 2016**



Home-School Agreement

Pupil's name _____
Class _____

The Parent/Carer

I acknowledge I have received a copy of:

- the school prospectus
- the list of appropriate school uniform with advice about general appearance
- the behaviour policy

I understand that the school will not authorise holiday leave for pupils in the school year.

I will:

- see that my child goes to school regularly, on time, properly dressed and properly equipped
- make the school aware of any concerns or problems that might affect my child's behaviour
- support my child with his/her home-learning and ensure my child completes his/her home-learning on time
- attend parents' evenings and discussions about my child's progress/behaviour
- support the school in the use of the behaviour policy I/we will ensure that my/our online activity would not cause the school, staff, pupils or others distress or bring the school community into disrepute.
- support the school's policy and help prevent my/our child/children from signing up to services such as Facebook, Instagram, Snapchat and YouTube and anything that is of particular concern whilst they are underage (13+ years in most cases).
- close online accounts if I/we/teachers find that these accounts are active for our underage child/children.
- support the school approach to online safety and not upload or add any text, image, sound or videos that could upset or offend any member of the school community, or bring the school name into disrepute.

Parent/Carer Signature _____ Date _____

The School

We will:

- care for your child's safety and well being
- promote the highest standards of progress, behaviour, leadership and provide clear guidelines for pupils and parents linked to the 7 Habits
- ensure your child is given every opportunity to achieve their full potential as a valued member of the school community
- provide a balanced curriculum to meet your child's individual needs
- contact you if we have any concerns, and keep you informed about your child's progress and how you can help them at home
- be open and welcoming at all times

Headteacher's Signature _____ Date _____

The Pupil

I will:

- attend school regularly and on time and with any necessary equipment
- wear school uniform and be tidy in appearance
- do all my class work and home learning on time and to the best of my ability
- tell a member of staff if I have any worries or concerns
- be polite and helpful
- observe the school's rules and use the 7 Habits

Pupil's Signature _____ Date _____

Appendix 2

Pupil Disciplinary Committee - Terms of Reference

Membership and Chairing

The committee will consist of three governors; the Chair of Governors and the Head teacher are **not** ex officio members of this committee. The committee is required by the regulations to have a clerk. The committee's clerk will be appointed by the committee or governing body.

The Clerk of the Governing Body holds a list of Governor's willing to serve on this committee, who will be called upon in alphabetical order until a quorum of three is reached. The committee will elect a chair from amongst the three governors present. The Committee may invite non-governors to attend but in a non-voting capacity.

Voting and Quorums

Only governors can vote. The committee quorum is three governors.

Minutes and Meetings

Minutes of meetings will record those present, the date and any decisions, action points or recommendations. Any recommendations must be written in such a way as to offer the governing body a clear proposal or alternatives to debate and decide upon. Minutes will be circulated to all members of the committee as soon as possible after the meeting. The committee will meet on an as-needed basis.

Functions

The committee will consider matters as set out in its terms of reference or as requested by the governing body, taking advice as appropriate. The governing body will modify and approve the powers delegated to the committee as it sees fit and the delegated powers will then form part of the terms of reference for the committee.

The function of this committee is to consider the actions of the Head teacher in excluding a pupil, to consider representations made by parents/carers, and to determine whether the pupil is to be reinstated, in accordance with statutory requirements. The committee will convene meetings in accordance with the guidance in "Exclusion from maintained schools, academies and pupil referral units in England" (DFE 2015).

The statutory regulations governing pupil exclusions and reinstatement are determined by The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

In the case of an exclusion, if the Pupil Discipline Committee decides that a pupil should be reinstated they will give the appropriate direction to the head teacher (who is under a duty to comply with it) and inform the parent and LA of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the Head teacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Procedures and Training

The normal procedures and regulations of the governing body also apply to this committee.

Appendix 3

Rewards

Listed below are examples of the positive behaviours we expect to see for a reward to be given for them. This list is not definitive.

Being proactive

Listening to other (seek first to understand, then to be understood)

Playing as a team (synergising)

Helping/being kind to others (thinking “win – win”)

Involving someone who is on their own

Following lunchtime/school rules

Eating nicely in the dining room

Having a healthy lunch box (sharpening the saw)

Standing quietly and patiently in line

Keeping calm

Clearing up school equipment

Being polite to adults

Working collaboratively in groups (synergise)

Consistently good behaviour

Working hard (setting goals – beginning with the end in mind)

Settling to work quickly and quietly (beginning with the end in mind)

Completing additional homelearning (putting first things first)

Holding doors open for others

Displaying good manners

Promoting British values

Appendix 4
Inappropriate behaviours:

Listed below are inappropriate behaviours with the consequence that should be given for each one. The list is not definitive but should be used as a guideline.

Playtimes and out of school visits:

Warning – may also include ‘Time Out’	
<ul style="list-style-type: none"> - Messing around/hanging around in toilets - Playing ‘banned’ games - Going into school/class - Invading others space - Going on grass/mud when field is out of use - Persistently following/annoying others - Interfering with others games <p>Where warnings are given children’s names will be recorded and should they carry out that inappropriate behaviour again, reflection will be given.</p>	
Loss of games	
<ul style="list-style-type: none"> - Repeated arguing during game - Not following rules of the game 	
SLT intervention - results in loss of playtime or reflection depending on severity	
<ul style="list-style-type: none"> - Play fighting - Swearing - Rude to staff - Large groups intimidating - Playing under windows - Ignoring adults - Damaging play equipment - Misuse of equipment - Cyberbullying 	<ul style="list-style-type: none"> - Pushing/shoving/arguing/fighting - Danger to themselves/others - Escalation of temper - Not following school rules - Unwanted physical contact - Leaning/climbing on hedges - Dropping litter - Causing harm (intentional or unintentional) to others through inappropriate play

Time away will be used as an option for children when they need it to stop an incident from occurring.

Classroom:

Warning System Followed	Immediate Loss of Playtime
<ul style="list-style-type: none"> - Disturbing other pupils - Refusing to work with group - Rudeness to staff - Work avoidance - Swinging on chair 	<ul style="list-style-type: none"> - Need to finish work/not completing satisfactory amount of work - Homework not completed
Request for SLT Member/Removal from Class	Confiscation
<ul style="list-style-type: none"> - Incident causing distress to others - Physical altercation - Child needs 1:1 but not public - Physical/racist incident - Unsafe behaviour towards themselves or others - After set warnings and not complying 	<ul style="list-style-type: none"> - Inappropriate use of item - Distraction to learning behaviour

This list is not exhaustive and extends to activities out of the school.

Appendix 5
Reflection Sheet



What happened:

.....
.....
.....
.....
.....

Why it happened:

.....
.....
.....
.....
.....

What could I do differently next time?

.....
.....
.....
.....
.....

How it made me feel:

.....
.....
.....
.....
.....

How it might have made the other person feel:

.....
.....
.....
.....
.....
.....

Date:
Name:

Appendix 6
Reflection Letter – 1st Reflection

Dear Parents/Carers,

Your child is due to be in reflection for _____ days because

During this time they will be asked to think about the incident, explaining what happened and how it made them, and any other children involved, feel. They will also decide if and how they can rectify their actions either by a verbal apology or a sorry card.

If there is any time left they will write out their times tables and the school mission statement in order to practise their handwriting. If support is needed for this it will be provided.

This will be their first reflection this half term. If they are put into reflection again during this half term they will lose their privilege of having a turn on the bouncy castle.

Should you wish to discuss this please contact their class teacher or Mrs Davies/Mrs Badham.

Yours sincerely,

Mrs H R Davies

I have received the letter about my child's need to attend reflection. We understand that they will lose their Bouncy Castle Privilege if they have to attend reflection again during this half term.

Comments:

Signed:

Dated:

Appendix 6
Reflection Letter – 2nd Reflection



Dear Parents/Carers,

Your child is due to be in reflection for _____ days because _____
_____.

During this time they will be asked to think about the incident, explaining what happened and how it made them, and any other children involved, feel. They will also decide if and how they can rectify their actions either by a verbal apology or a sorry card.

If there is any time left they will write out their times tables and the school mission statement in order to practise their handwriting. If support is needed for this it will be provided.

This will be their second reflection so they have lost their privilege of having a turn on the bouncy castle at the end of this half term. Should they be put into reflection again during this half term we will ask you to come into school to discuss what action needs to be taken, in some instances it may be appropriate for your child to go home for school lunches for a specified period of time.

Should you wish to discuss this please contact Mrs Davies or Mrs Badham.

Yours sincerely,

Mrs H R Davies

I have received the letter about my child's need to attend reflection. We both understand that they have lost their bouncy castle privilege. We aware that if they have to attend reflection again this half term, there is a possibility I may be asked to take them home at lunchtime for a designated period of time.

Comments:

Signed:

Dated:

Issued: March 2016
Next review: March 2017

Page 17 of 20

Appendix 7



Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See County Guidelines on Dealing with Racist Incidents

2. Manifestations of Bullying/Harassment (indicate those that apply)

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

3. Those involved – please record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)

Targeted/wronged/distressed person/s (including ethnicity)	Person/s giving offence (including ethnicity)

4. Description of incident(s)
 Please give a precise account including places, date, times and any witnesses.
 Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

5. Action taken:
 Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Bully advisor or MECSS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date..... Reporting member of staff:

Appendix 8
Incident Record



Date of incident:

Time of incident:

Date recorded:

Time recorded:

Children's account (If more than one child is involved please indicate clearly who the recount belongs to)

Consequences of incident

Action needed to be taken (e.g. outside advice sought, parents contacted)

Reported by:

Date:

SLT member:

Date: