FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND PINVIN C OF E FIRST SCHOOL

POSITIVE BEHAVIOUR POLICY (CORE)

SCO1

Date approved at FGB	10.2.15
Statutory/ school policy status	DfE statutory
Review period	2 years
Date of next review	Autumn 2016

Revision 5.1.16 authorised AB appendix G. S&C approved 27.1.16
Revision 2.2.16 authorised AB appendix H

Chair of Governors signature………………………………………………………………

Headteachers signature…………………………………………………………………………

Positive Behaviour Policy

This policy is one of the core six policies that underpin the operational work of the school and should therefore be read alongside them. These policies are: **The Curriculum Policy, The Mastery Teaching, Learning and Assessment Policy, the Performance Measures Policy, the Marking and Feedback Policy, the Positive Behaviour Policy and the Homework Policy.** These policies are central to the Federation.

Our philosophy is that everyone is responsible for their own behaviour. Our aim in all behaviour management strategies is to enable the pupil to own their behaviour and develop a positive working relationship with the pupil. Our vision and values as a church school are very clear in terms of how we manage our approach to behaviour. We expect all our pupils to model behaviour that is positive and when concerns arise, to be reflective and compassionate to one another.

Within this policy, in Appendix H, we include our Anti-Bullying and Level 5 Red Behaviour Conduct Statement. This makes explicit our procedures in relation to:
- Bullying
- Racism
- Homophobia
- Radicalisation

We aim to cultivate a positive environment through encouragement and support where pupils and their efforts are valued. All school staff will endeavour to be consistent in their dealing with behaviour of pupils, in order that only one message is delivered, resulting in an effective school in which pupils behave well and succeed socially, morally, spiritually and academically.

Our whole school approach, developed by pupils, staff and parents/carers, follows that which is advocated by Bill Rogers (a respected education consultant). He advocates the following as the means to successful management of pupils' behaviour in school.

- Roles, responsibilities, rules and routines as a basis for management and discipline
- Non confrontational focus
- Emphasise behaviour as a choice, emphasise behaviour ownership
- Least to most intrusive management style
- Utilise related consequences
- Develop positive corrective styles
- Promote and support positive behaviour
- Utilise principle of Cool Off Time, support dignified use of time out
- Ethos of shared responsibility for behaviour - pupil, school, home and external agencies

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As part of the professional work ethic within school, all staff and governors will model the expected behaviours, both in relationships with each other and with the pupils. Two Year 7 pupils, who act as exceptional role models for behaviour and work ethic, will be elected as Head Boy and Head Girl. As part of this privileged responsibility, they will represent the school and speak on behalf of the pupils at events with parents/carers and other stakeholders.

Rights, Respect, Responsibilities

Our vision is underpinned through our focus on Rights, Respects and Responsibilities. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adults, between adults themselves and between pupils. This is central to our ethos and so to our approach to teaching and learning, behaviour and the curriculum itself. Our behaviour philosophy is built on the UN Convention on the Rights of the Child, in particular, Article 12 (Respect for the Views of the Child), Article 28 (Right to Education), Article 29 (Goals of Education) and Article 30 (Children of minorities/indigenous groups). By focusing on these articles we strive to develop individuals who value learning and who demonstrate the learning behaviours and attitudes that will help them and others to reach their full potential.

Rights and Responsibilities

These refer to pupils, staff and parents/carers and are the basis on which classroom relationships and teaching and learning are built. We all need to care about ourselves, other people, belongings and our school.

Teaching staff rights
-   to be able to teach
-   to feel safe
-   to be supported by colleagues
-   to be listened to
-   to have access to continued professional development.

Teaching staff responsibilities
-   to enable all pupils to learn
-   to seek and celebrate improvements in learning
-   to treat pupils with respect
-   to create a positive classroom environment in which pupils feel safe and able to learn
-   to ensure that all pupils are accessing their curriculum
-   to treat each child as an individual

Pupils' rights
-   to be treated with respect
-   to be safe
-   to learn
-   to be listened to
-   to be understood and supported

Pupils' responsibilities
-   to be willing to learn
-   to allow others to learn
-   to co-operate with staff and peers
-   to try their best.

Whole staff rights
-   to be able to work without hindrance

- to feel safe
- to be supported by colleagues
- to be listened to
- to have access to continued professional development.

Whole staff responsibilities
- to treat pupils with respect
- to treat colleagues with respect
- to create an environment in which pupils feel safe and happy.

Parents/carers' rights
- to feel welcome
- to know that their children work, play and learn in a friendly, safe and helpful school where their child will achieve well.

Parents/carers' responsibilities
- to encourage and support their child in their learning
- to work with school to develop independence and self discipline within their child.

Class charters

The class charter serves to unite the teacher, teaching assistants and pupils.
When the rights of the pupils are discussed, it will be clear that everyone must take responsibility for respecting the rights of each other.

Rules and Routines

Rules

The rules help to protect our rights and encourage responsibility. We have basic rules and expectations for our classroom and for times that we are out of class.

The rules are displayed as behaviour types. The pupils are expected to display green behaviours, and it is for these behaviours that the pupils will be rewarded.

The expected green behaviours encourage the pupils to be respectful of themselves and others, take pride in their school environment and to aim to reach their full potential in all that they do.

Routines

These underpin rules and reinforce the smooth running of the school. The more habitual the routines the more likely they are to be shown by the pupils.

Pupils will be elected as 'monitors' to help the smooth running of classrooms and lunchtimes. Year 7 and own classrooms, library monitors. The Head Boy and Head Girl and House and Sports captains will also act as role models for all pupils.

Home / parent links

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the school rules through homework diaries, the school website and at parent information evenings.

Rewards, achievements and behaviour incidents will be shared with parents/carers via the pupils' diary, phone calls home, texts and online information systems.

Parents/carers should contact the class teacher with any issues or concerns that they have.

Choices, consequences and solving conflicts

Disruptive behaviour and behaviour which infringes the rights of others' will not be excused, but will be dealt with from a positive corrective stance and with appropriate use of problem solving procedures. Pupils should be encouraged to make a choice about their behaviour and take responsibility for their own actions. Pupils should be:

1. Reminded of the expected behaviours and the rights of others
2. Given a choice and reminded of the consequences
3. Given take up time to reflect and make a choice
4. Given praise if the right choice is made, or if not, the consequence of their actions should be followed through.

Pupils will know the consequences of any choice they make. The age of the child will be taken into account when considering the expected behaviours and consequences of actions.

Allowances should be made for those pupils with specific needs or certain conditions and it will be appropriate for some pupils to have their own Pastoral Support Plan (PSP) or Behaviour Support Plan (BSP) with their own rewards and consequences.

In St Nicholas CE Middle School, the Inclusion Team's room, can be used by any pupil in need of a refuge. This includes pupils needing a quiet atmosphere to help them calm down. In Pinvin First School, the 'cool down' area is known as the Ark. As a Church school we encourage all our pupils to be reflective with any behaviour.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will target the individuals responsible.

Specific Behaviour Needs

Individual Behaviour plans are written for pupils with significant behaviour problems. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school.

A behaviour report is maintained to record and monitor challenging behaviour. Often reward charts are used to motivate and record good behaviour.

The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any individual behaviour plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings.

Appendix A

Rules

The pupils are expected to treat themselves, each other and their surroundings with respect. They should always endeavour to be open-minded and give 100% to all that they do. These rules will be shared with the pupils and displayed as 'green behaviours'.

The green, orange and red defined behaviours will be adapted slightly in terms of the language to ensure that it is appropriate to each Key Stage. In the Early Years and Key Stage 1 this may be represented pictorially.

Green behaviours

Foundation Stage
- Being kind and looking after each other, our belongings, and our surroundings
- Being sensible and making the right choices
- Always doing our best
- Always listening to adults and doing as we are asked

Key Stage 1, 2 and 3

- Looking after our school belongings and keeping school tidy
- Listening to what others have to say
- Choosing the right time to talk
- Allowing others to work during lessons
- Working collaboratively
- Giving 100% effort – working as hard as possible
- Having a 'can do' approach
- Showing good manners – holding doors, please and thank you
- Taking pride in our work
- Walking around school
- Doing as we are asked to do

Amber behaviours

- Not listening
- Talking when others are
- Shouting out
- Distracting others
- Rough play
- Rushing round school
- Being unkind to others
- Leaving classrooms untidy
- Not looking after other people's belongings
- Not working as a group when asked
- Not putting 100 % effort in
- Answering back when an adult is talking

Red behaviours

- Swearing at a pupil or adult
- Shouting at an adult
- Arguing with an adult
- Damaging property
- Stealing
- Using words that are very disrespectful when talking about somebody
- Bullying*
- Running out of school
- Leaving class without permission
- Throwing food
- Breaking other people's belongings
- Graffiti
- Fighting
- Or continuous amber behaviours
- Racism/homophobia*

*These are categorised as High Level 5 Red Behaviours along with Radicalisation

Appendix B

Rewards

Housepoints

These can be awarded for a variety of activities

1 HP	**Basic and frequent rewards for meeting expectations**
2 HP	**Beyond expected effort, attainment, commitment or social responsibilities**
3 HP	**Well beyond expected effort, attainment, commitment or social responsibilities**

Children will be awarded points for each lesson / session and each lunch-time. This will vary depending upon whether the pupil is FYFS, KS1 or KS2/3.

Homework

The expectation is that children will complete homework and hand it in. Pupils who complete homework to an expected standard will receive one housepoint. Pupils who complete homework that demonstrates exceptional effort will be rewarded with 2 or 3 housepoints.

Spending points - Guidance

Points	Rewards
150	Item of stationery
500	Lucky dip
1000	Book voucher
2000	Cinema voucher
3000	Golden ticket

In each school, the shop will be open during Friday lunchtime.

Appendix C

Collective Worship

Children walk quietly to the hall and sit in silence in the area allocated for their Year group.

Lesson change over

Pupils should walk to their next lesson. Pupils will line up outside the room for Science, DT, ICT and PE and will enter when the teacher is ready. For all other lessons, children will enter the room and sit quietly at their desk.

Playground routines

Pupils should line up quietly at the end of break, ready to come in to learn.
During wet weather, pupils stay in their classrooms.

Playtime expectations

All pupils will display green behaviours and enjoy their break-time.

Lunchtime routines

When the Year bell rings, the pupils line up ready to go in for lunch.
Pupils should line up quietly at the end of lunch, ready to come in to learn.
During wet weather, pupils stay in their classrooms, or other designated areas, such as the school hall.

Staff

At St Nicholas, teaching staff on morning and break duty will ensure that the pupils stand quietly in their class lines.

At the end of lunchtime, the pupils should line up quietly in their class lines. Class teacher should meet their classes on the playground. This provides lunchtime supervisors with an opportunity to speak to staff about any issues they have dealt with.

School Transport Expectations

The same level of expectation for our pupils exists within the Local Authority run bus service. Although not formally operating within the day sessions, the basic rules apply. Green behaviour is expected on the bus at all times. If Amber or Red behaviour is shown, or behaviour which puts a child's own safety or that of others at risk and the school is made aware of it, a phone call will be made to the child's parents/carers in the first instance. If this is to occur on more than 3 occasions a formal letter is sent home to notify parents/carers that a child is at risk of being excluded from the bus. Any further instances will result in a week exclusion from school transport.

The school encourages an element of self-choice in terms of seating on the bus as part of a focus on independence and responsibility. In the situation where there is a general loss of trust between the pupils and the school as a result of behavior on the bus, a seating plan will be put into place. This may also be put into place to meet the needs of children with

additional needs.

On a half-termly basis, to reward positive behaviour on the bus, the Headteacher will randomly choose from each bus pupils who have been consistently green in their behaviour and invite them to share an afternoon tea and cake.

Appendix D

Levels of behaviour management

Level	Pupil Behaviour	Teacher Action	Extra Support
1 - Green	Pupil respects others, is cooperative and self-controlled.	Positively reinforce behaviour with appropriate comments and specific feedback. Consistent Green behaviours throughout a lesson equate to a House Stamp.	Involve colleagues and parents/carers in celebration of pupil's achievements.
2 - Amber	Basically respects others but has difficulties that affect self-esteem. Some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others, no homework.	Supportive teachers seek a solution to the problem **with** the pupil. Reinforce success, 'green' behaviour reminders, class meetings. If the behaviour is persistent then the pupil might be asked to work away from peers, spend 10 minutes in Time Out, miss 10 minutes of break time / playtime. This should be treated as a conference so that a two way conversation can be had and the behaviours can be discussed.	Informal consultation with class teacher and other colleagues, support staff and parents/carers.
3 Amber to Red	Persistently violates the rights of others in a minor way. Has continuing but minor problems eg violates rights of others, continues level 2 behaviour, poor attitude to learning and work, rude and unresponsive in class.	Teacher speaks to child and SLT Pastoral Lead. Child will lose playtime and/ lunchtime to discuss behaviours.	SLT Pastoral Lead passes Behaviour Log form to EHT, HoS, DH, IM. Parents/carers should be contacted.
4 - Red	Continually breaches the rights of others. Regular and/or serious infringements of the rights of others, eg verbal or physical assault, intimidation, vandalism, defiance, disruption. Isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help.	SLT Pastoral Lead passes Behaviour Log form to EHT, HoS, DH, IM. Documentation of behaviour should be recorded and filed. The Inclusion Team and class teacher may decide that the pupil needs a BSP / PSP. A daily behaviour report and reward chart may be implemented in accordance with BSP.	All colleagues aware of the child, the issues and the supporting strategies being implemented.
5 - Red	Seriously violates the rights of others and shows no signs of wanting to change eg abusive, poor effect on peers,	Teacher refers pupil to Deputy Head/ Head of School / Executive Head. After discussion with parents/carers, the pupil could be excluded.	Family Support Behaviour Support Channel

	dangerous, uncontrollable and uncooperative. <u>Bullying, racist incidents, homophobia and radicalisation are addressed through the Statement in the Appendix H. These are Red Level 5 Behaviours</u>		12

Appendix E

Guidance for teaching staff and teaching assistants

Type 1 – Low Level Disruption/Work Avoidance

Examples – talking constantly, annoying other pupils around them, doing anything but work, wandering around class.

Some strategies include to try to address the behaviour include:

- Try bringing about a change in behaviour by adapting what's going on in the classroom.
- Put the pupil in places/situations where the problematic behaviour is least likely to occur.
- Focus on the rest of the class, and give positive feedback to the pupils who are behaving appropriately ie showing green behaviours (modelling can be a powerful persuader).
- If working with a particular child or group of pupils, schedule activities to reflect the pupil's variable attention span. (e.g., it may be more effective to schedule several short sessions to complete a task, rather than one long session.)
- Make targets small and achievable
- Give clear choices about the decisions they have and the consequences of each. Refer to the green and amber behaviours
- Give take up time to enable them to make the choice

Teaching Assistants - What to do if strategies are not successful:

If, after attempting all appropriate strategies, the pupil continues to be disruptive and is affecting the learning of the rest of the class then ask the class teacher for support. The classteacher will discuss with you whether or not the child will collect the housepoint for that lesson.

If the pupil is refusing to work and continues to do so after attempting all appropriate strategies, then focus on other pupils. Pass on your concerns to the teacher in the room or the class teacher, who will collate evidence and follow the behaviour system as set out in the behaviour policy.

Type 2 – Disrupting lesson/activity

Examples – making noises, kicking other pupil's chairs, messing around with other people's stuff,

Some strategies
- Try to determine what the pupil needs when he/she is exhibiting disruptive behaviour. Can it be provided without removing the pupil from the classroom? (e.g., a drink of water, a chance to stretch and move around the room for a while, moving to a different spot in the classroom, acknowledgment by the teacher).
- Redirect behaviour of the pupil by changing the activity, your tone of voice, or the mood of the activity.

- Determine if the pupil is in need of a break from the regular routines and set up a plan to provide one.
- Give clear choices about the decisions they have and the consequences of each
- **Give take up time to enable them to make the choice**

Teaching Assistants - What to do if strategies are not successful:

Seek the support of the class teacher if you are in a classroom.

If working outside the classroom, then seek assistance from a teacher in a nearby classroom, ideally the teacher whose lesson they should be in.

Log concerns with their class teacher who can collate evidence and follow the behaviour system as set out in the behaviour policy.

Type 3 – High Level Incidents/Risk of harm

Examples – Aggressive rudeness, physical violence, risk of harm to self or others, risk of damage to property, serious and on-going disruption of lesson

Some strategies
- Calm the situation as best as possible using voice and body language
- Remove child(ren) at threat if possible
- Give the pupil space in a safe environment to calm down
- Seek assistance from another teacher / teacher with current PPI training

Teaching Assistants - What to do if strategies are not successful:

Send another child to find class teacher or a member of SLT, or phone if you can.

Positive Handling to be used as a last resort and by staff who have received the training.

Appendix F (Also logged on e-praise)

PINVIN FEDERATION
Behaviour Log for Red or Repeated Amber Behaviour
Please complete the following boxes by marking with an x where appropriate:

Racist Incident	Bullying incident	Other

Overview of the incident:

Actions taken:

Parents of perpetrator informed:

Parents of victim informed (if appropriate):

Follow on actions / next steps and outcomes:

Actions	Lead Person	Date	Outcomes	Date

Date of closure (ie. No further actions):

All behaviour logs to be reported to:

EHT/HOS(PFS)/DH SNMS)/IM:

Pastoral Lead completing the form:

Appendix G

Summary of Roles for Managing Behaviour

Subject teachers

1. Award epraise points (1-3) and demerit children when behaviours does not meet expectations. As much as possible, children should be given a chance to show positive behaviours, and may need a warning and clear expectations to be established.
2. Demerits do not take a away points, a pupil will not gain a point. Demerits and reasons can be logged. For red behaviours please log in epraise and inform the pastoral lead who will advise on the next steps.
3. Subject teachers will carry out detentions for amber behaviours. Red behaviours will be with the pastoral lead.
4. Persistent problems may result in a phone call home - please liaise with pastoral lead and class teacher.

Class teachers

5. Award epraise points (1-3) and demerit children when behaviours does not meet expectations. As much as possible, children should be given a chance to show positive behaviours, and may need a warning and clear expectations to be established.
6. Demerits do not take a away points, a pupil will not gain a point. Demerits and reasons can be logged. For red behaviours please log in epraise and inform the pastoral lead who will advise on the next steps.
7. Class teachers will carry out detentions for amber behaviours for the lessons they have taught. Red behaviours will be with the pastoral lead.
8. Persistent problems may result in a phone call home - please liaise with pastoral lead and class teacher.

Pastoral Leads

9. Offer ongoing support for teachers and pupils
10. Refer pupils with persistent problems to Inclusion Team who will add to their caseloads. Support from external agencies may be sought.
11. Inform the Executive Headteacher of children with red behaviours and those with ongoing persistent ambers

Appendix H

Anti-Bullying and Level 5 Red Behaviour Conduct Statement

Aims

The aim of the anti-bullying and Level 5 Red Behaviour Conduct Statement is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied, subject racism, homophobia or radicalisation.

This statement aims to:
- Promote a secure and happy environment free from threat, harassment and any type of bullying or related behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying, racism, homophobia and radicalisation are.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a positive environment.
- Show commitment to overcoming bullying, racism, homophobia and radicalisation by practising zero tolerance.
- Identify and deal with incidents of bullying, racism, homophobia and radicalisation consistently and effectively.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.
The three main types of bullying are:
- Physical (hitting, kicking, theft)
- Verbal (name calling)
- Indirect (spreading rumours, excluding someone from social groups).

Children must be encouraged to report bullying in school to a teacher, staff member or through the e-praise reporting system.
Racism and homophobia may be on an individual basis and may not be overtime, they are defined as actions or comments that are prejudicial against another person's ethnicity, culture, religion or sexual orientation.
Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom. This statement is designed to ensure that as a school we are alert to signs of bullying, racism, homophobia and radicalisation and act promptly and firmly against these.

Why is it Important to Respond to Bullying, Racism, Homophobia and Radicalisation?

Bullying, racism and homophobia hurts; no one deserves to be a victim of these actions. Everybody has the right to be treated with respect. Children who are bullying or who are racist or homophobic need to learn different ways of behaving. Bullying, racism and homophobia can cause stress and can affect a child's health. In addition, protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.
Schools and parents have a responsibility to respond promptly and effectively to issues of bullying, racism, homophobia and radicalisation.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied, subject to racism or homophobia or is at risk of radicalisation. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- asks to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what's wrong
- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

These signs and behaviours could indicate other problems, **including abuse and reference should be made to the Safeguarding Policy** but bullying should be considered a possibility and should be investigated.

Prevention

To fulfil our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils. For more details on the school's 'positive approach to behaviour' please see the school's behaviour policy.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open door ethos in the school.
- Encouraging pupils and parents to report incidents – being a listening school
- Raising awareness of bullying, racism, homophobia and radicalisation.

Promoting Anti-bullying and celebrating ethnic, cultural and religious diversity

As a school we are committed through our Christian Values, Collective Worship and wider curriculum to promote anti-bullying and ethnic, cultural and religious diversity. We have in place a British Values Policy Statement that also reflects how we operate as a federation. We regularly highlight the processes for reporting incidents and share in anti-bullying weeks/days.

Procedures

It is recognised that incidents of bullying, racism, homophobia and radicalisation occur in schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, or through e-praise but the responsibility for ensuring all incidents are consistently dealt with

lies collectively with the Head teacher, class teacher and pastoral lead, with the Headteacher as the lead professional. **All bullying, racist or homophobic incidents therefore must be reported to the Headteacher. All concerns in relation to radicalisation must also be reported directly to the Headteacher.**

The Head teacher will be responsible for embedding anti-bullying and related awareness in the policies and practices of the school. The Headteacher along with the pastoral leads and class teacher will be in charge of the overseeing and recording any incidents of bullying, racism and homophobia on e-praise, concerns in relation to radicalisation will be logged separately. All incidents of bullying, racism, homophobia and radicalisation will be reported termly to School and Community governors. All incidents will also be reported termly through the Headteacher report.

The following steps may be taken when dealing with incidents of bullying, racism or homophobia:
- If bullying is suspected or reported, the incident will be passed on immediately by the member of staff who has been approached to the Headteacher and pastoral lead in their absence.
- The Heateacher/pastoral lead investigate alleged bullying by consulting the victim(s).
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and recorded and acted upon.
- If deemed to be bullying, the Head teacher will speak to the pupils involved and proceed accordingly. Parents of the victim and perpetrator will be informed as immediately as possible (within 1 working day) and this will be undertaken by the Headteacher/pastoral lead. A written copy of events will be kept and this will be updated until the situation has been resolved.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's behaviour policy.

The following steps may be taken when dealing with incidents of radicalisation:
1. If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist they must inform the Headteacher.
2. They will then take advice as to whether a Referral Form needs to be completed in line with the Safeguarding Policy
3. Send to Social Services for assessment
4. Subject to Social Services assessment Inter-agency procedures may follow including
5. Escalation to Channel

Support in Incidents of Bullying, Racism and Homophobia and Radicalisation
The support offered for a pupil at risk or involved in radicalisation will come through the Channel programme. All incidents related to bullying, racism and homophobia are addressed in the following ways.

Victim Support
Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects. Over a period of time the Head teacher will meet with the victim to reassess the situation and the relationship between those involved.
Children who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with the Head teacher or a member of staff of their choice

- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s) Support

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully/racist. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team

Summary

As a Federation we are aware of the ethnic diversity and cultural backgrounds of all our pupils. We ask that all our staff read the following document in understanding the wider context of our role in addressing bullying, racism, homophobia and radicalisation. An extract from the document is contained below and shares the story of an Ealing High School child. Tackling this type of prejudice is at the heart of this statement.

'Bullying around racism, religion and culture' DFE Publication 2006

How it feels to be a Traveller – a school student explains

I am a young Traveller girl at the age of 13 who lives in Northolt. Sometimes Traveller children don't go to school. I would like to tell you why that is.

I just wanted to share how it feels to be a Traveller who goes to school and how difficult that it is for me. Maybe it is different in some schools but, for me, this is how it is.

I don't have many friends in school because they don't want one of their friends to be a Traveller so, when I am in school, I feel isolated from my class and I can always hear them talking about me behind my back and calling me a "pikey". Most of my teachers won't have time for me. They think I am just wasting their time because all the other Travellers that have been to my school have never stuck it out as it is so lonesome.

I don't think they know how hard it is when you are being called names every day and getting abused.

At other times, when there are parties or when some of the girls in my class are going to the pictures, I don't get invited because I am a Traveller. At break and at lunchtime, I am always looking over my shoulder because I am scared in case anyone comes up and hits me or shouts abuse at me.

So, the next time you might wonder why Travellers never stay in school or come to school, that's why!

People say that Black, Asian and other ethnic groups suffer a lot of racism. What about Travellers? Please, the next time you see a Traveller, don't shout abuse. Just remember what Travellers have to go through every day and ask: would you like it to happen to you?

The statement will be reviewed on annual basis in the context of the Federation Positive Behaviour Policy.