



Policy: Behaviour for Learning

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Date of Full Governing Board Approval:

January 2026

Table of changes

When policy documents are updated, changes can be made to punctuation, grammar and readability. If changes are made which affect the aims, purpose and outcomes of the policy, they are detailed below:

Date	Changes
2025	Following consultation with stakeholders in November 2025 (Governors have sight of the feedback), the following changes have been made: - P7: Saturday 'detention' taken out - P11: Low-level behaviours that build up over time has been added to bullying behaviours - P17: added any stakeholder can report prejudicial behaviours and report to a DSL if they feel it is necessary - P18: assault definition updated so consistent across policy - Appendix A: method of reporting added



Lee-on-the-Solent Junior School Policy

Statement of Principles

As a community we have high expectations of behaviour and achievement for all.

This policy aims to ensure consistency in the way all staff, pupils, parents and carers promote Behaviour for Learning in the classroom and throughout the school. It is based on clear values of mutual respect, fairness and inclusion. It promotes building positive relationships and self-regulation, respect for others and the importance of actively listening to all members of the school community.

As per the DfE Guidance, Behaviour and discipline in schools: Advice for Headteachers and staff 2016, this policy applies to pupil behaviours throughout the journey to and from school, whenever wearing school uniform and identifiable as pupils of the school, and when off site on school trips and events. Furthermore, it applies to behaviours at any time, whether in school or not, that could affect the school's reputation, orderly running, or pose a risk to the wellbeing of other pupils or members of the public.

Rationale

Above all, positive, professional relationships with pupils are the key to positive behaviour for learning. Behaviour for Learning needs to be taught, reinforced and reviewed. Behaviour for Learning is, as it suggests, behaviour that allows for and encourages learning to take place. Good behaviour in our school should be modelled and rewarded and facilitated by excellent classroom practice which recognises individual need.

Good behaviour is fundamental to success in the classroom, success for both pupils and teachers. Good behaviour most often results from a well-planned and imaginatively delivered curriculum that inspires pupils to actively engage and learn, ask questions, debate, enquire and challenge themselves.

Pupils learn best in an ordered and positive environment. This can be achieved when expectations of learning and behaviour are clear and rewards and sanctions are followed through and applied fairly in relation to individual need and capacity. The self-esteem and engagement in learning for all pupils is nurtured by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the school community and the importance for all staff of enabling pupils to respond and conform to clear and consistent classroom routines and expectation. This is interwoven with a culture that both celebrates success and recognises and rectifies mistakes made.

Managing behaviour for learning is a partnership. Staff must ensure that parents/carers are well informed by effective dialogue between school and home and any other members of a team around the child.



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Our Sails Values:

What you can do...

- Playing safely: without hitting out or name calling
- Accept consequences
- Make good choices
- Give people space
- Follow instructions
- Accept things won't always go my way
- Show kindness to others: don't hurt them with your actions or words
- Accepting things that haven't gone your way
- Cheer and encourage others

Boundaries

What it looks like...

- Right place, right time
- Walking safely
- Not always being first
- Sharing
- Accepting help
- Ask if you need to leave the classroom
- Taking turns
- Showing respect
- Keeping to routines
- Respect personal space
- Everyone is kind to everyone else

What you can do...

- Not let anyone distract you
- Drink water
- Follow instructions
- Keep active, take exercise
- Make good choices
- Keep trying, even if it's hard
- Not distract others
- Aim for your goals
- Listening to others opinions
- Talk at the right time
- Look forward, not back
- Never give up

Focus

What it looks like...

- Everyone working hard
- Everyone learning in the classroom
- Everyone working at an efficient pace
- Everyone giving their full attention to the task/ person speaking
- Everyone completing their tasks / activities
- No chit chat until breaktime



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What you can do...

Keep going Taking Ownership Taking things one step at a time
Persevere – give things a try Accept help Knowing when/when not to ask for help
Knowing who to ask for help Make decisions
Be brave and have confidence Accept responsibility for your own actions
Encourage others Do the right thing without being told
Be patient Determination

Independence

What it looks like...

Using resources to help you Find solutions Facing your fears
Facing problems head on Feeling Proud
Being prepared for learning Trying your best Accepting, meeting and
Exceeding challenges
Working hard Ask for things I need Starting & completing work on your own Finish strong!

What you can do...

Accept change Trying our best Keep believing Find solutions
Accept consequences Stay strong Work hard
Don't give up Keep trying Know when to stop
Be determined Accept mistakes Be brave and try
Making decisions Seek help and guidance

Resilience

What it looks like...

Purposefulness Doing the tough thing not the easy thing Everyone is being encouraging
Everyone is calm Accepting compliments and criticism
Everyone is trying Accepting that sometimes you have to do something you don't want to do Self-belief



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What you can do...

- Tell the truth
- Accept consequences
- Consider others
- "Owning it" even if you've done wrong
- Treat others as you would like to be treated
- Show manners
- Listening to others
- Be where I need to be
- Use equipment safely & independently
- Take care of property
- Accept challenges
- Give help

Respect

What it looks like...

- Understanding points of view
- Using our differences as strengths
- Accept decisions made by grown ups
- Everyone is smiling / happy
- Everyone is kind
- Wait for your turn
- Take responsibility for our actions

What you can do...

- Trying different ways
- Sharing your feelings politely
- Asking for time-out when needed
- Ignore distractions
- Tell someone how youre feeling
- Respond appropriately
- Be truthful
- Find a positive solution
- Waiting patiently
- Turn taking
- Accepting decisions of adults
- Thinking before speaking
- Deal with disappointments

Self Regulation

What it looks like...

- Understanding and explaining your feelings
- Believing in yourself!
- Keeping calm (using strategies)
- Try to stop bad feelings producing poor choices
- Accepting no means no
- Understanding what is making the right choices
- Stop means stop



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Behaviour for Learning

Adults are responsible for implementing classroom routines, objectives and strategies for behaviour for learning, as they do for class work.

In successful lessons the principles of Lee-on-the-Solent Junior School Sails are clearly modelled by everyone in the room.

Proactive Strategies

- Weekly 'Lee-on-the-Solent Junior School Sails' assemblies, focusing on one aspect of the SAILS values which is then followed through and reinforced in daily class assemblies
- Teaching 'Personal Development' as an explicit focus and rehearsing the making of good decisions.
- To prepare pupils well for each day ahead and to reflect on their behaviour around school
- Providing a range of therapeutic interventions, social skills and peer support groups
- Awarding SAILS, Badges and raffle tickets, allowing reflect to reflect on their achievement and discussing this with them.
- Profiling of pupils (e.g. through EHCP/SEND profiles, Arbor, knowledge of the pupils and other agency reports), leading to individual strategies and provision in class to support teaching and learning which staff are expected to know.
- Recognising outside influencing factors on behaviour and supporting pupils in accessing support, developing resilience and using approaches to manage their behaviour at times of anxiety and stress. This approach to behaviour enables us to minimise occurrences of disruptive behaviour
- Providing general equipment for pupils where this regularly causes conflict.

Reactive Strategies

When pupils follow 'Lee-on-the-Solent Junior School Sails' this will be recognised. Rewards might include:

- Positive signs, looks and gestures
- Verbal praise
- Sails, Badges and Raffle Tickets
- Lee on the Solent school sail for, Boundaries, Resilience, Focus, Respect, Self-Regulation, Independence and the Crest Badges for achieving all six
- Praise sent home through dojo messages, emails or verbally
- Achievement certificates
- Choosing a reward from the 'reward menu' after receiving a badge
- Headteacher / Deputy Headteacher / Subject Leader rewards

Strategies to support pupils in meeting Lee on the Solent Junior Expectations include:

- Aversive signs, looks and gestures
- Verbal warnings



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- Direction to move seats
- Direction to leave the room briefly (to take time out and reset with support)
- Direction to work in another classroom for the lesson
- Diversion – to an alternative task or activity
- Sensory modulation or relief e.g. 'heavy work' on the Play Trail

Additionally:

- Loss of privileges
- Paying back of time missed - primarily in school time, however, in consultation with parents these can be through detentions after school
- Internal exclusions/isolation (with an adult/in another class)
- In the most serious cases, and to keep themselves and others safe, responses may be used which may include physical intervention.
- Fixed term suspensions
- Permanent exclusion

Parents/Carers may be contacted at any time to come and support their child should behaviour interfere with learning in lessons or disrupt the school community.

Use of reflection time and restorative conversations enable pupils/staff understanding of the incident and to discuss how to prevent incidents from occurring again. It also gives the pupils the opportunity to feel they are being heard.

More Serious Incidents

Staff should ensure that the pupil who is demonstrating extreme behaviour is safe, and all other young people are safe; ask for help when needed from any other staff member of staff team.

Pupils in the school are encouraged to use the available quiet spaces such as the library space and the outdoor spaces if they require it to calm down.

Removal from a situation can be through risk-assessed physical intervention. This is usually when other strategies have been exhausted, if the pupil is a danger to themselves, others, property, or is severely disrupting learning. (see Restrictive Physical Intervention Policy).

At Lee-on-the-Solent Junior School, suspension is used as a last resort and is not in itself an effective strategy for bringing about change in a young person's behaviour. What it does do, in some circumstances, is to give the pupil time to reflect and calm down. Equally importantly, for the school to modify what is in place for a pupil and adaptations to be put into place in the physical environment and learning environment to try to prevent further incidents. For more information, please see the school's suspension and exclusion policy.



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The Most Serious Behaviours

At Lee-on-the-Solent Junior School, the safety of staff and pupils is paramount. Behaviours which would constitute a serious breach of this policy and therefore trigger consideration of permanent exclusion include:

- Persistent bullying / harassment of pupils or staff – in person or electronically
- Persistent prejudicial offences
- Assault on pupils or staff
- Sexual assault or persistent sexual harassment
- Serious and/or persistent damage to school property

Standard Operating Procedures - For All Staff & Volunteers

Pupils' needs are best supported when good relationships exist within consistent and clear routines and expectations.

Punctuality is essential for both staff and pupils. We cannot expect pupils to be punctual if we are not. This extends to preparedness for each lesson during the day. A warm welcome for every pupil is essential for late arrivals who may be anxious and should be settled as quickly as possible. Their punctuality can be discussed later.

Where there has been a behaviour incident in their previous session together, staff are expected to make it clear to pupils that the relationship has been reset and there is a fresh start for all.

Pupils should enter and sit at the direction of the teacher.

Behaviour for learning should be reinforced through consistent praise and use of the rewards system.

Lessons should be well planned and scaffolded to enable every pupil to access learning and thereby encourage good behaviour; the implications for teaching should be reflected in planning.

At the end of a session the room should be left tidy. If furniture is moved it should be returned to its original position.

Behaviour is to be recorded on CPOMS.

If a pupil absconds from the classroom a member of staff from that lesson must monitor them to ensure they are safe. At these times staff are required to use their professional judgement as to whether a pupil is ready to discuss the problem and their behaviours and they must keep the pupil in their sight at all times. Minutes out of class should be recorded on CPOMS and these will make up a 'payback' during a break or lunchtime. If they fail to attend, the pupil will complete this after school and will be arranged with their parent or carer.

All adults employed by the school are responsible for maintaining good order throughout and for seeing through any issues that come to their attention.



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We all have an individual duty to be observant and to respond to unacceptable and/or inappropriate behaviour, to maintain a safe learning environment.

Examples of behaviours around school which must be addressed:

- Inappropriate sexualised behaviour, including language, gesture and physical contact.
- Homophobic, racist or other prejudicial or offensive taunting
- Bringing any harmful substance or item into school
- Fighting or physical assaults
- Persistent refusal to comply with reasonable expectations
- Over boisterous or dangerous behaviour
- Swearing
- Running in corridors

Responding to Behaviour

At all times staff are expected to demonstrate sound professional judgment based on knowledge of the pupil's profile of need. Strategies and approaches used should clearly reflect this, combined with the context of any scenario.

These are some useful principles which can be applied to most situations:

- Always avoid confrontational language, tone and public demands in front of others. This inevitably results in aggressive and uncooperative responses, or distress to the pupil. It is more effective to take a pupil to one side – often when the initial arousal has reduced
- An approach of 'catching us getting it right' will be adopted
- At all times body language and facial expressions should be assertive but positive. It is never acceptable to use aggressive gestures.
- If the pupil does not respond to the above, take-up time and processing time should be given, unless the situation is genuinely urgent and unsafe. 'Striking while the iron is cold' is much more likely to bring about a genuine change in behaviour since, without anxiety and cortisol in the brain, pupils have a higher likelihood of reflecting meaningfully and learning from their mistakes
- Acknowledgement that behaviour can take many forms; sometimes a look, a reminder of the expectations or a little humour can bring pupils back to where they need to be. Rarely is a stern or authoritative intervention effective with pupils who have, typically, high anxiety, poor language skills and slow processing speed. In fact, this can be viewed as provocative and unhelpful
- Using the minimum of language, a calm explanation of the impact of the behaviour on others and/or the rationale for the direction should be given
- Pupils should never be threatened, although warning of possible consequences is reasonable when delivered in a supportive manner. Beware of the chasm between what you think you have transmitted and what has been received



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- Pupils should be clear that all incidents will be followed up in due course, and this should be seen through by the staff member using the minimum level of response articulated in the policy
- When confiscating prohibited items (appendix A), if the relationship does not enable the pupil to hand them over, staff must insist firmly and assertively but never grab or snatch. If a pupil refuses to hand something over the incident should be referred to a School Leader for support. See Appendix A Searching and Confiscation
- Pupils who refuse to give in any item declared contraband by the school e.g. mobile phone, their parents may be contacted to support the school on dealing with this situation

Record Keeping

Having dealt with an incident it must be recorded using CPOMS, as soon as possible after their occurrence. This will be monitored by SLT.

Recording information is not a proxy for seeing through incidents oneself. Adults who wish pupils to respect their authority will need to make the investment in establishing that authority – as part of developing effective, secure relationships. This will sometimes mean providing catch up times or ensuring that consequences are clearly connected to undesirable behaviours. This is proven to be ineffective when delegated away from the individual.

Failure to record promptly and accurately using the proper procedures by any grade of staff will be viewed as a conduct issue.

In the case of more serious incidents, it is possible to request support from senior leaders who will consult with staff about the intervention required, and usually reflect with them later about what could have been done differently.

If any incident has involved a physical intervention this must be reported immediately to senior staff so that they can oversee the informing of parents before the pupil leaves for home at the end of the day. This must be recorded in the numbered book.

Prejudicial Incidents

All racist, homophobic and sexual incidents must be logged as a prejudicial incident on CPOMS. This is a legal requirement. The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately (see appendix B).

Bullying

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE 2017). We also accept the definition of the anti-bullying alliance: 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' Bullying can include physical and emotional abuse such as name calling, prejudicial language, taunting,



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mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours. This may also be relentless low-level behaviours that build up over time. The school uses Government Guidance when tackling issues of bullying which can be found here:

[Preventing and tackling bullying](#)

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Issues of cyberbullying can present difficulties as these can often happen within the family home and can be unconnected to the school setting. However, the school aims to work in partnership with parents, and other external agencies including the police, to address issues of cyberbullying. To tackle issues of cyberbullying we use a prevent and respond approach. Please see the attached document for more information: [Cyberbullying - Understand prevent and respond. Guidance for Schools.pdf \(eani.org.uk\)](#)

Bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

How the school deals with bullying can be found in Appendix C.

Preventing Bullying

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language which does not uphold our school's SAILS values.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.



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- Celebrate success and achievements to promote and build a positive school ethos.

Links with other policies

- Child Protection and Safeguarding Policy
- Curriculum Policies, such as RSE and PDL
- Code of Conduct Policies
- Attendance Policy
- Equalities Policy
- Complaints Policy
- Physical Intervention Policy



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Searching Pupils

Appendix A

Following the 'Searching, screening and confiscation' (Dfe January 2018) guidance the school can:

Search a pupil for any item if the pupil agrees, (it is understood that the ability to give consent may be influenced by the pupil's profile of need

The Headteacher has the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence
 - To cause personal injury to, damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for; in our school this includes mobile phones and other electronic devices.

Please see specific guidance on 'Searching, screening and confiscation' (Dfe January, 2018) regarding electronic devices.

The person carrying out the search must be the same sex as the pupil being searched and a witness, also if possible, the same sex must be present. The search can only be carried out on the school site or where the member of staff has lawful control of the pupil, for example on school trips. Please see Appendix B for further information regarding this. All staff have been given a copy of the 'Searching, screening and confiscation' (Dfe January, 2018) and this should be read in conjunction with this policy.

Any search carried out should be done under the guidance of section 9, P10 of 'Searching, screening and confiscation' (Dfe January, 2018) (Appendix 2) and only involves removal of outer clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outerwear includes hats; shoes, boots, gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes school drawers, lockers and bags.



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Use of Force

Members of staff can use such force as is reasonable given the circumstances when conducting a search 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. Such force cannot be used to search for items prohibited under the school rules.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

The guidelines on P11-12 'Searching, screening and confiscation' (Dfe January, 2018) should determine how items confiscated will be disposed of in discussion with the Headteacher and the Deputy Headteacher.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

For further information on how to carry out searches, confiscation of all things and specifically statutory guidance for dealing with electronic devices (p13) please refer to 'Searching, screening and confiscation' (Dfe January, 2018)

Recording

All searches, screens or confiscations will be recorded on CPOMS with the time and date.



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Response for Dealing with Prejudice-Related Incidents Appendix B

We are aware of our responsibilities under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it.

We celebrate the range of all people who belong to our school community and beyond. We seek to be welcoming to all people and families and are equally inclusive of people who have a protected characteristic and those who do not.

We recognise that prejudice-related incidents do happen, and we take them extremely seriously, recognising that they can cause harm to all those involved, as well as to our wider school community. By effectively educating our children, and tackling prejudice-related incidents, we seek to create a positive school environment for everyone and to safeguard the wellbeing of all pupils and staff.

In doing so, we aim to fully meet our obligations under the 2010 Equality Act, as well as best prepare our children for life in modern Britain and to thrive in a diverse, globalised world. In responding to prejudicial incidents, we aim to:

- establish an agreed definition of prejudice-related incidents;
- share the principles behind our programme of preventative education;
- detail how we respond to, report and monitor prejudice-related incidents.

This appendix should be read in conjunction with our Equality Policy and Behaviour for Learning Policy.

Defining Prejudice Related Incidents

At our school we define a prejudice-related incident as

any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010:

- Disability
- Gender reassignment
- Religion and belief
- Race, including colour, nationality, ethnicity or national origin
- Age
- Sex (Gender)
- Sexual orientation
- Being married or in a civil partnership
- Being pregnant or on maternity leave

We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean



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that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. We recognise that children are learners and test boundaries and new knowledge; our curriculum and individual response will ensure children are educated so that they understand fully the impact of their actions and words upon others. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice-related.

We recognise that prejudice-related incidents may take a range of forms, which include but are not limited to:

- use of prejudicial language;
- ridicule and jokes;
- verbal abuse;
- physical assault;
- graffiti or damage to property;
- discriminatory behaviour e.g. refusing to work with a person;
- incitement to behave in a prejudicial manner;
- bullying, including cyber bullying.

Prejudice-Related Incidents and Bullying

We recognise that any child may be affected by bullying and sometimes bullying is related to prejudice. All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However, not all prejudice-related incidents would constitute prejudice-related bullying.

To determine if prejudice-related incident/s are bullying, refer to our definition of bullying: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online (Anti-bullying Alliance Definition). We know that experiencing bullying can have a significant, negative and lasting impact on a child's emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have.

The Role of Preventative Education

We recognise that effective preventative education can reduce the chance of prejudice related behaviour occurring. We know that children learn about building respectful relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities, and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong inclusive culture. Our preventative education fulfils the following relevant sections of the DfE statutory requirements for Relationships Education, Relationships and Sex Education and Health Education guidance.



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By the end of primary school pupils should know:

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care, (Family and people who care for me).
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs, (Respectful Relationships)
- what a stereotype is, and how stereotypes can be unfair, negative or destructive, (Respectful Relationships).

These aspect of the Curriculum will be taught via:

- PDL Sessions
- Other curriculum areas, especially English, RE and computing
- Enrichment activities, especially our assembly programme

Responding to Prejudice-Related Incidents

All prejudiced language or behaviour should be challenged and how that challenge is made will depend on the circumstances and severity of the incident, and on any previous similar incidents involving either the victim or perpetrator.

The terms victim and perpetrator are used within this policy as they are terms that are easily understood, however care should be taken not to use these terms in front of involved parties. Anyone can report a prejudicial related incident to the school and the school will follow this policy in order to deal with it fairly and effectively. Should stakeholders feel the incident should be dealt with directly by the Designated Safeguarding Lead (DSL), this can be reported confidentially to a DSL through the school office.

When dealing with any possible prejudice-related incident, members of staff will:

- treat every issue seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored
- respond immediately – acknowledging that the incident has happened and offering support to the victim of the incident
- reinforce the school's position on discrimination and prejudice
- focus on the perpetrator's behaviour, rather than the person – making sure that they know that the behaviour is not acceptable
- ensure that witnesses know what behaviour was not acceptable and why. Prejudice-related incidents will always be properly investigated (by a class teacher or senior leader as is deemed most appropriate).

The person investigating will:



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- offer immediate support to the victim, acknowledging their feelings, reassuring them that the matter will be treated seriously and ascertaining whether they have been the victim of prejudice on previous occasions
- ensure that both perpetrator and victim have a fair hearing and are given the opportunity separately to fully explain the incident
- approach witnesses to gain their accounts of the incident (in writing if appropriate)
- where appropriate, bring both parties together to give them a chance to be involved in resolving the situation
- determine whether the incident was indeed prejudice-related or not, and ensure that the reasons why are explained to all parties involved
- give the perpetrator the opportunity to take responsibility for their actions and to try to repair the harm that they have caused
- address underlying issues (for example, with a playground dispute in which prejudice-related abuse has been used, the original dispute should be resolved as well as prejudice-related behaviour)
- ensure that all parties, including the witnesses, understand what is being done to address the incident and the reasons behind this where it is appropriate and does not impact of the confidentiality of any involved parties
- inform relevant members of the senior leadership team and record on CPOMS labelling the type of discrimination / prejudice and detailing the facts, actions and consequences
- inform parents/carers*
- follow up with the perpetrator and victim after an agreed time to decide whether any further action is needed
- where appropriate, ensure that there are subsequent curriculum opportunities for all pupils in that class/year group to develop their understanding of prejudice and discrimination, and to address any prejudiced attitudes.

** unless there is a lawful/safeguarding reason not to do so*

Recording and Reporting Prejudice-Related Incidents

Whenever a member of school staff deals with an incident that may be considered to be prejudice-related, they should report that to the Headteacher. The concern should be logged on CPOMS. The Headteacher/Designated Safeguarding Lead/Named Staff Member will then report all prejudice-related incidents to the LA.

There may be occasions where a prejudice-related incident may need to be reported to the police as a potential hate incident or a potential hate crime. Police and the Crown Prosecution Service classify hate incidents as any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to disability, race, religion, transgender identity or sexual orientation. (N.B. this list is shorter than the list of protected characteristics). If a crime may have been committed the category of a potential hate crime may apply. As the age of criminal responsibility in England is 10 years old, this category is unlikely to apply if the perpetrator is under 10. Criminal offences might include behaviour such as: malicious communications, assault (both



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physical and emotional/verbal assaults), public order offences, criminal damage, harassment or sexual assault.

If the perpetrator of a prejudice-related incident is a member of staff, the school's disciplinary policy will be followed. However, following a full investigation, this will still be recorded as a prejudice-related incident.

Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with equality legislation, with the Chair of Governors taking a lead with this
- monitoring the frequency and pattern of any prejudice-related incidents and the actions taken by school staff to address them.

The Headteacher with support from the rest of the Senior Leadership Team, is responsible for:

- ensuring that there are effective policies, procedures, recording and reporting systems in place for dealing with prejudice-related incidents
- ensuring that all prejudice-related incidents are dealt with effectively and that staff and pupils receive appropriate support
- providing training and ensuring that all staff, pupils and parents/carers are aware of their responsibilities
- monitoring the frequency and nature of prejudice-related incidents and the effectiveness with which the school tackles and seeks to prevent them
- reporting prejudice-related incidents to the Governing Body and Local Authority
- setting and monitoring equality objectives in partnership with the Governing Body and other school leaders.

Teachers and all other members of support staff are responsible for:

- challenging prejudicial attitudes and behaviours
- complying with school policies and procedures
- promoting equality through the curriculum
- modelling respectful behaviour
- responding to prejudice-related incidents according to school/college policy
- reporting incidents when they occur.



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Guidelines for Dealing with Bullying

Appendix C

Responding to Bullying Concerns

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- An appropriate member of SLT will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures (CPOMS). This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties to address the incident where it is appropriate and does not impact of the confidentiality of any involved parties
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Children's Services if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

When Responding to Cyberbullying

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems
 - identifying and interviewing possible witnesses
 - contacting the service provider and the police, if necessary.



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- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy (section within our behaviour policy). (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply.
 - providing advice on blocking or removing people from contact lists.
 - helping those involved to consider and manage any private information they may have in the public domain.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Hampshire Children's Services or support through the Child and Adolescent Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.



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- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include:
 - Detentions/internal exclusions
 - Removal of privileges (including online access when encountering cyberbullying concerns)
 - In extreme or repeated cases, fixed-term or permanent suspensions.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Hampshire Children Services, Early Help or CAMHS

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.