Growing as we learn. Learning as we grow.

Rooted in Jesus.

ST MARGARET'S COLLIER STREET CE SCHOOL

BEHAVIOUR POLICY

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.'
Dr. Dan J. Siegel

Review:	January 2026
Agreed by Governors:	March 2026
Next Review:	January 2028

We are a small, rural school at the heart of the local community where everyone has a valuable contribution to make to school life. Our vision is rooted in The Parable of the Sower (Luke 8v4-15).; reflective of the abundance of apple trees and rich farming land framing our school grounds the Parable of the Sower resonates with us. We believe that each member of our school community is like one of the seeds that has been scattered by the farmer. For each seed to grow into the healthiest, strongest plant it can be, it needs firm roots, nutrients and sunshine. At St Margaret's, we feel privileged to be able to provide the best 'growing conditions'. Through strong and purposeful links with parents and the wider community, our children are supported at this school.

We set high academic standards for our pupils and are committed to providing a range of exceptional experiences 'that go above and beyond', available to every pupil so that they can flourish. We aspire to develop self-worth, motivation and resilience in our staff and pupils so that they have all they need to live fulfilled and enriched lives.

Christian Values:

St Margaret's Collier Street is an inclusive school where all are welcomed. Our Christian values are Friendship, Fairness, Helpfulness and Respect; these values are lived out by all members of our school community. Staff and pupils understand how our Christian values enrich and affect our daily lives and achievements and demonstrate them through our words and actions. Pupils follow 'The Golden 5' rules which uphold everyone's right to learn, that we look after our school and care for all of those within it.

Religious Education and Collective Worship are central to the life of our school. Worship strengthens and supports the Christian character of our school, reaffirms our Christian Values and allows time for spiritual reflection and contemplation. Children take an active part in leading Worship through our Leading Lights group.

Worship reflects many traditions followed by the Church of England and recognises and follows the Church's liturgical year. We are committed to provide the most 'fertile foundations' for every individual so that they can grow spiritually. We aspire for our pupils to recognise themselves as global citizens. Through various fundraising events and links with our partner school in Malawi, our pupils can identify Christianity in action throughout the world and how they can make a difference.

Introduction

At St Margaret's Collier Street School we understand that behaviour is a language, a form of communication. We strive to promote our children's positive mental health and well-being using the principles of Nurture-UK and trauma informed approaches to support the children to manage their emotions and to develop socially appropriate behaviours. We set clear expectations and boundaries of behaviour according to the age or developmental stage of the child. We work together to support the children according to their individual needs to be able to act in accordance with our ethos and values.

For more information in the approaches that we have adopted as a school please refer to the following websites:

- Home - NurtureUK

Principles

- Behaviour is a form of communication of an emotional need (whether conscious or unconscious) and should be responded to accordingly
- Supporting emotional regulation
- Non-judgmental, curious and empathic attitudes towards behaviour; responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children who present with behaviours of concern need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support
- Putting relationships first, promoting strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community
- Maintaining clear boundaries and expectations around behaviour; changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure
- Predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more behaviours of concern
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for a child's SEMH needs. "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

Aims

- Encourage pupils to become independent and enthusiastic learners with a willingness to take risks
- Develop effective, developmentally appropriate strategies for effective emotional regulation, positive mental health and well-being and a good mindset for learning
- Support our pupils to build tolerance, make good choices and take responsibility in readiness for them taking their place in society
- Provide a climate of success within which the whole community can thrive and achieve their potential through social learning and positive experiences
- Enable children to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives
- Support pupils to learn to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others
- Maintain high and consistent expectations, limits, and routines sends the message that the child is worthy of continued unconditional positive regard and attention
- Encourage children to become accountable for their actions and the impact they may have on themselves and others
- Encourage the involvement of parents/carers in all aspects of their child's education and development

- Know and uphold our values, supporting all those who work/interact in our school
- Promote the value of the individual and responsibilities as a member of the school and wider community
- Be mindful and to have a deep reflective, team approach to behaviours of concern.

Approaches to developing safe, informed and positive behaviours

- Good quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents
- Clear expectations of behaviour that are made explicit; children are involved in the development of the rules of their class and their school spaces
- RHE, (Relationships and Health Education) is used to provide meaningful opportunities to learn about personal relationships, school, community and home life that promotes positive mental health and safeguarding
- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two
- Enable children to take responsibility for themselves and their actions in age and developmentally appropriate ways
- Reflect on incidents (where behaviour is against school expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and emotional learning to be incorporated into action plans
- Any plan of action is agreed and shared in a working partnership with parents/carers
- Reinforce positive behaviour
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies
- Pupils need to know explicitly what behaviour is expected in different circumstances
- Fixed Term Internal or External Exclusions may be used as part of our positive behaviour approach
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and be coregulators as needed
- We reward positive behaviour, challenge behaviours of concern and set achievable targets for development
- Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited and reviewed at regular intervals
- All staff must maintain a record of behaviours of concern and changes to a child's behaviour using CPOMS or ABC charts. Concerns for the safety of a child must be reported immediately to the DSL (Mr Tristan Wyatt-Hughes) or the Deputy DSL (Mrs Emma Finlay)

School Ethos

We strive to know our children well, understanding their individuality, life experiences and barriers to their learning and development. We provide challenges for our children whilst understanding their starting points. We value learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. We make provision for

developing the emotional learning of all our pupils, but most particularly for our most vulnerable pupils. We accept our children as they are, nurture their strengths and support their development so that they can be the best they can be.

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As adults, we must aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- provide a caring and effective learning environment that is consistent, predictable and safe
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, sex, race, ability and disability
- show appreciation of the efforts and contribution of all
- create an environment which recognises and celebrates difference
- understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours

Adult Strategies to Develop Effective Behaviours

Adults must apply the following principles in all interactions with pupils:

- IDENTIFY the positive behaviour
- Explicitly TEACH behaviour
- MODEL the positive behaviour
- PRACTISE behaviour alongside the child
- NOTICE effective behaviour
- CREATE conditions for effective behaviour

Adults as Co-Regulator

Adults act as co-regulators developing children's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.
Co-regulation involves various types of responses, including but not limited to: attuning to the child, providing a warm, calming presence and tone of voice, verbal acknowledgement of distress, modelling of behaviours that can:

- support emotional regulation and the provision of a structured environment that supports emotional and physical safety.

Adults will be responsive co-regulators by paying close attention to the shifting emotional and physiological cues of the child, while also regulating their own emotional state. When adults are able to demonstrate attunement and provide supportive, consistent responses in the midst of dysregulation, children develop a growing capacity for self-regulation.
Our positive approaches to behaviour and dysregulation involve us 'noticing' healthy behaviours, being explicit in descriptive praise and providing social recognition as reinforcement.

"When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos." L.R. Knost

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the self-esteem of children.

Classrooms should be welcoming environments which are organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Each classroom should have a safe space for children to regulate. All classrooms must have a zones of regulation board, and regular opportunities throughout the day for adults and children to check in.

Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage healthy behaviour and learning. Feedback should always be constructive and sympathetic to the needs of each child.

Classroom Practice

At the beginning of each academic year, class teachers will share the school rules and agree class rules with the children. This is to establish expectations of behaviour of children and staff. Children need to understand what is expected from them and what they can expect from us. The rules need to be displayed in every classroom. The revisiting of the class rules and expectations regularly is vital for them to remain important and relevant. All adults must work in partnership to model, reinforce and support the rules. These rules will be displayed in conjunction with our overarching school rules (the Golden 5).

Zones of regulation should be used every day, with regular opportunities to discuss strategies to help us when we feel dysregulated. Some pupils may need access to external calm spaces within the school to aid regulation.

School Rules and Rights

The rules and rights apply to our whole school community which includes children, parents/carers and staff. The rules and rights should be made clear to the children so that they understand boundaries and expectations. Boundaries and expectations help children to understand what is required and to predict outcomes. We are using the following school rules to ensure that all children and staff have simple and consistent communication when interacting with each other.

Rules (Golden 5)	Rights
• Listen carefully so we learn, grow and flourish • Show friendship through kind actions and words • Respect our school and treat everyone in it fairly • Be responsible for our own actions • Practice polite manners and helpfulness to all	To learn and develop To be treated with dignity and respect To be safe and thrive

Valuing Effective Behaviour and Achievements

Our emphasis is on recognition that supports development of effective behaviour and individuals' achievements rather than focusing on consequences for mistakes. We believe that social rewards have the biggest impact on children's learning and self-esteem. The easiest reward to give is verbal and social recognition, informal and formal, public and private, to individuals and groups. Recognition should be tailored to the development stage of the child which values their individual achievements. Rates of recognition for positive behaviour should be as high as for learning.

To recognise and promote effective behaviour, we use a range of social recognitions including;

- Verbal feedback
- Non-verbal feedback e.g. thumbs up gesture, smile, pat on shoulder
- Sharing effective behaviours with other adults for positive reinforcement
- Awarding dojo points
- Age-appropriate class-based reward systems and dojo rewards (year R, KS1, LKS2 and UKS2)
- Acknowledgement in worship/newsletters of rewards and achievements
- Mention to parent/carer at home time
- Phone call/text to parents/carer
- Pupils in year 6 who consistently follow the school and class rules, may be appointed as a 'Peer Mentor'

Example	Teacher in class praise	Phone call home/speak to parent/carer in person	Share Learning with SLT	Share Learning with Head
Good learning	✓	✓		
Good effort	✓	✓		
Good improvement	✓	✓		
Positive Crossed the line behaviour				
Great/Exceptional learning	✓	✓	✓	✓
Exceptional Effort	✓	✓	✓	✓

Exceptional improvement	✓	✓	✓	✓

St Margaret's Collier Street Behaviour Blueprint

School Rules	Adult Led social interactions	Valuing highly effective behaviours	Consistency and routines
Listen carefully so we learn, grow and flourish Show friendship through kind actions and words Respect our school and treat everyone in it fairly Be responsible for our own actions Practice polite manners and helpfulness to all	Daily meet and greet; Calm and consistent interactions; Catching effective behavior in the moment; Immediate positive verbal feedback, and Nonverbal feedback e.g. thumbs up, smile, pat on shoulder	Acknowledgement in celebration worship or newsletter; Communication with parents/carers; Sent to SLT/Headteacher for recognition	School rules routinely revisited; Clear boundaries and expectations; Support plans are followed consistently; Class visual timetables; Accessible materials and resources; Engaging, well-paced learning opportunities; Supportive learning environment; Regular check ins with zones of regulation throughout the day.

Responding to Behaviours of Concern

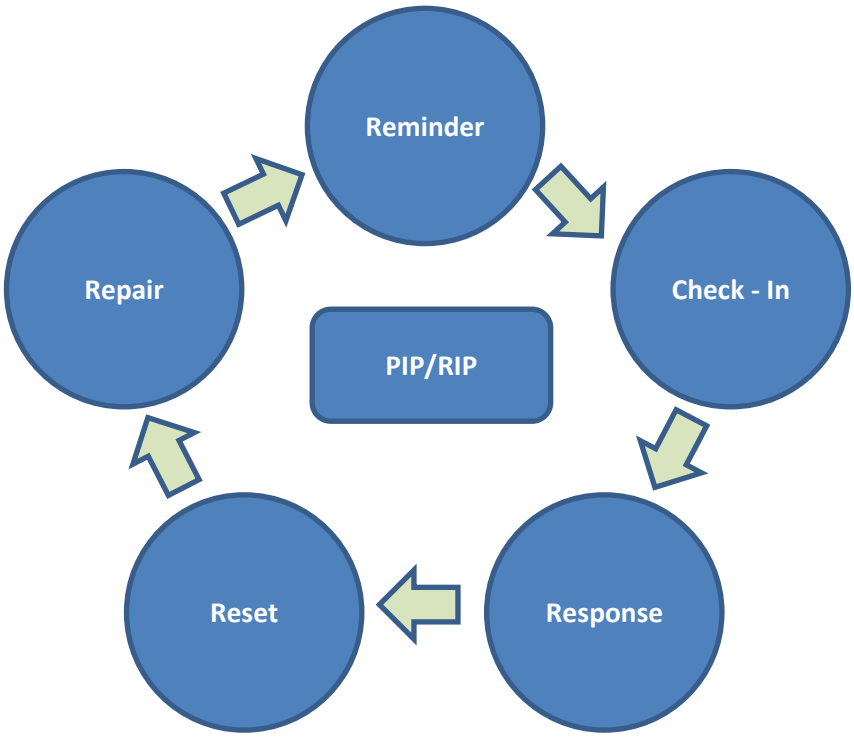
When a child is displaying behaviours of concern we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also.

Stepped Boundaries

The stepped boundaries can be used with all children, however, those with specific needs (e.g. Autism and SEMH) may have a separate and individualised behaviour plan in place which must be followed.

Always remember, where it is possible:

- RIP – Redirect in Private
- PIP – Praise in Public (although some children will prefer praise in private also)



1. **Reminder**
   - Aim is to get the pupil back on track
   - Share the relevant school rule 'remember our rule… '
   - Quiet language (Low and Slow)
   - Eye contact and/or child level/side by side
   - RIP (redirect in private)

2. **Check-in**
   - Explain to the pupil that they have had a reminder of the school rule and that you're now checking in with them because they have continued not following the school rules, use zones of regulation to check how they are feeling
   - Aim is to get the pupil back on track 'what do you need to get back on track?' Talk to the pupil about the school rules and what they need to be doing
   - Quiet language (Low and Slow)
   - Eye contact and child level
   - RIP (redirect in private)

3. **Response (Scripts)**
   - *Intervention Script*
     When to use: After pupils have been reminded about the school rule and had a check in regarding their repeated undesired behaviour, it is time to use an intervention script.

     "Johnny, I've noticed….."
     "That's not showing me our rule of ……"

"This is the third time I have spoken to you about (insert rule), and you're going to need to see me for a few minutes at break to discuss this / complete your learning at home after school / I'm taking a bit of your time to talk about this"

"Do you remember yesterday (or last week) when you ……? That's the behaviour I expect to see from you. Thank you for listening."

Children will not be kept in at breaktime or lunchtime to complete work, however work can be sent home for completion if it is deemed appropriate.

(Remember pupils may try to derail you with innocent questions, arguing and personal comments. We close derailing off by: agreeing with the pupil, tell them that you are 'hearing them', tell them that you will talk to them later to answer those questions, and then return to the script)

- ***Crisis Script*** **(for children)**
  When to use:
  When a pupil is dysregulated and not in a place to talk. You give them the time they need to begin regulating again. Support can be provided to regulate or you can stand nearby and use the script.

  "When you're ready, I'm here. (When they're ready). Talk and I will listen."

- ***Help Scripts*** **(for adults)**
  When to use:
  When adults are supporting pupils either physically or verbally and there may be a need for a change or adult (for the pupil or adult).

  "Help is available?" Thumbs up or down to respond

  "There's a call for you at the office that you need to take"

- ***Rule script***
  Let me remind you of our rule….
  I will speak to you for 'x' minutes at break/lunchtime
  You're going to have to catch up on this learning at home after school
  We are going to fix this at the end of the day

4. **Reset**

Leaving a classroom is not a punishment. It is a reset.
For example: 'You need an opportunity to reset. I am going to take you out of the room to allow you to do that before you return' or 'let's go for a walk to help you to feel calmer'.

5. **Repair**

Teachers and teaching assistants will lead on restorative chats as part of their day-to-day management of the class. When the behaviour has crossed the line a member of the leadership team will lead on this reflection during break or lunchtime.

The conversation should only take place when all parties, both children and adults, are regulated and in the Green Zone. Some of these conversations may need to take place on the following day.

Restorative Chat

1. What happened?
2. What were you thinking/feeling?
3. What do you think/feel now?
4. Who has been affected by this?
5. What needs to happen to put things right?
6. What are you going to do differently next time?

Restorative Choice/decision/options (not to be used with Autistic, SEN or specific children)

1. What choices did you have?
2. What choices did you make?
3. How did that choice affect you and others?
4. What choice could you make next time so it can be resolved without you being in trouble?

Restorative Conference

1. What happened?
2. What were you thinking/feeling?
3. What do you think/feel about it now?
4. Who has been affected and how?
5. What needs to happen to put it right?

Reparations

Like repairing relationships when things go wrong between two people, when physical property is damaged/destroyed, this too needs repair. When or where appropriate, children will be supported to fix/replace damaged property to understand the wider consequences of their actions. For example; a child who writes on a school wall would be expected to clean it or help the site supervisor paint over the damage.

At each step Boundary remember:

When a child is initially observed to be struggling, they must be supported by a class-based adult to regulate, reason and reflect. (Appendix 1 – The Regulate – Relate – Reason strategy)

By contributing to a safe, structured, open hearted and stimulating sequence of interactions the adult can literally engage the child's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

If the behavior is repetitive/persistent or for ineffective emotional regulation, the child may need additional layers to support to assist them to regulate:

- Classroom safe places
- Change of environment
- Additional/regulation resources
- Tailored strategies to support emotional regulation (personal toolbox)
- Specific job
- Sensory break
- Movement break

Repetitive/Persistent Behaviours

To better understand what a child's behavior is communicating we use the following approaches to assess and create a support plan (where needed) for a child who needs additional support. We collect data on CPOMS and all senior leaders monitor this closely. We may ask staff to complete ABC charts for the low-level persistent behaviours. We may complete more formal assessments – Boxall profile, SDQs etc., following these assessments it may be identified that children need regular tailored support. If this is the case it is planned in collaboration with all stake holders – class teacher, senior leaders, family leads, parents/carers and where appropriate the child.

Communication with parents

Working in partnership with parents and carers is an integral part of school life for getting the best outcomes for the children. Teachers should be having regular informal conversations with parents regarding their child's behaviour.

For our children who have a high level of SEMH support, the school will communicate regularly with parents/carers.

Senior leaders will inform parents, either in person or over the phone, regarding any incidents that have 'crossed the line' or if a child has entered a crisis.

Parents should be informed throughout the process if assessments are taking place and any subsequent interventions, so that they can both contribute to the assessment process and potentially support the interventions at home.

Crossed the line behaviours (see appendix 2)

A 'Crossed the line Behaviour' is where the behaviour action is more serious and has affected people or property in a way that has become unsafe and/or not sustainable in that moment. At this point, this is when a senior leader will need to take the lead to decide on what happens next. The

first decision the senior leader will make is to validate if the behaviour has crossed the line, and then will take appropriate actions following this.

Restrictive interventions including the use of reasonable force

The use of restraint is to be avoided where possible but in some circumstances it may be used to:

- avoid injury to children or adults
- avoid self-harm

Search and confiscation

The Headteacher and staff authorised by the Headteacher can use force that is reasonable given the circumstances to conduct a search for prohibited items such as weapons, stolen items, cigarettes or vapes or any item that should not be in school for the children and/or their peers' safety.

Suspensions and Exclusions

We will always, by any means possible, avoid excluding our pupils. However, there are some situations that will warrant a reactive response from school. If a child is directly involved in any of the following, they may be given an immediate suspension at the Head Teacher's discretion following a full investigation:

- Physical assault against a pupil or adult
- Verbal abuse / threatening behaviour against a pupil or adult
- Bullying (see Anti-Bullying Policy)
- Racist, homophobic or religious abuse
- Damage to, or theft of, property
- Sexual violence or sexual harassment

Suspensions may be either internal where they will attend school but learn away from their class or an external suspension, which requires the pupil to undertake their learning off site. In the case of an external suspension, this will be registered with the local authority.

Following a suspension, the pupils and parents will be called to a 'return to school' meeting and a support plan will be initiated where appropriate. The Repair scripts should be used for this process.

Parents are always informed by a standard letter if an exclusion has been given. Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps

Recording and Monitoring Behaviour

CPOMS

Behaviour of concern will be recorded on CPOMS. This information will be used to help plan future individual behaviour management strategies.

Some pupils may be given a personalised behaviour for learning and emotional regulation support plan if individual needs are not being met through the outlined whole school approach. This will be written in consultation with the adults working alongside the child and their parents/carers.

Racial, Homophobic, Religious Incident Form (appendix 3)

Something is a racist or religious incident if the victim or anyone else thinks it was carried out because of hostility or prejudice based on race or religion. If this is the case it should be reported to a member of SLT, and the Racial/Religious form will be filled out in partnership with the member of staff, and if appropriate will be logged on the Kent Racial Incident Survey Site. The incident should also **be recorded on CPOMS as a racial incident**. Parents from both parties must be informed of the incident and outcomes.

Appendix 1 - The Regulate - Relate - Reason (and Repair) Strategy



"Without some degree of regulation, it is difficult to connect with another person, and without connection, there is minimal reasoning. Regulate, relate, then reason." Dr Bruce Perry

Dysregulation occurs when the brain responds to sensory input in a manner that triggers the 'alarm' (fear/survival) state in the brain. This alarm is set to protect us from threats and ensure our survival. When a child becomes dysregulated, it means they have entered survival mode and are no longer in a calm/relaxed state (reasoning) due to actual or perceived threat (fear). The child is less perceptive of time, less cognitive, more reflexive, and more emotional. The child, when in this state, will have their ability to listen, learn, comprehend, and cope be significantly impacted.

The R, R, R (and R) strategy can be used to support a dysregulated child to move from 'survival' to their 'reasoning' brain with the co-regulation support of an adult. Follow in the order below:

1. **Regulate** (Brainstem, the survival brain)
   The adult must support the child to regulate and calm their fight, flight or freeze response using soothing, comfort and reassurance with limited words.

2. **Relate** (Limbic brain, the emotional regulation brain)
   The adult will relate and connect with the child through an attuned and sensitive relationship by empathising and validating the child's feelings so they are seen, heard and understood.

3. **Reason** (Cortical brain, the thinking brain)
   The adult can now support the child to reflect, learn, remember and articulate events that caused them to become dysregulated

4. **Repair** (Louise Bomber 2020: Know Me to Teach Me)
   It is important that the child does not carry around shame, guilt or fear following an incident of dysregulation. The adult must seek to repair the relationship with the child, forgiving any behaviours and starting afresh.

Appendix 2 – Crossed the Line behaviours

The school may use some of the following responses for inappropriate behaviour and behaviour which crosses the line.

Example behaviour	Teacher	Teacher	SENCO	SLT	HT	HT
	Stepped boundaries 5Rs (Reminder, Check in, Response, Restore, Repair) PIP/RIP	Restoration/Work completion	Internal (Behaviour has continued or escalated from teacher)	Internal (Behaviour has continued or escalated following SENCO intervention)	Fixed Term Exclusion	Permanent Exclusion
Off task behaviour in lessons	✓	✓	✓			
Answering back	✓	✓				
Being dishonest to a member of staff	✓	✓				
Incorrect uniform	✓	✓				
Mobile phone seen	✓	✓	✓	✓		
Off task in transition	✓	✓				
Not handing in belongings (phone, including inappropriate food – understanding must be given to some children with SEN in regards to food)	✓	✓	✓	✓		
Overheard swearing	✓	✓	✓	✓		
Swearing at a peer or member of staff	✓	✓	✓	✓		
Racist/trans/homophobic comments or behaviour	✓	✓	✓	✓		
Fighting	✓	✓	✓	✓	✓	
Vandalism of school property	✓	✓	✓	✓	✓	
Persistent off task behaviour	✓	✓	✓	✓		
Refusal to follow instructions	✓	✓	✓	✓		
Leaving a lesson (unless part of an agreed plan)	✓	✓	✓			

CROSSED THE LINE BEHAVIOURS						
Absconding school				✓	✓	✓
Prolonged bullying of a child				✓	✓	✓
Theft				✓	✓	✓
Sexual/trans/homophobic/racist bullying				✓	✓	✓
Verbally threatening a peer or member of staff				✓	✓	✓
Physical violence towards a peer or member of staff				✓	✓	✓
Using an implement to hurt another person				✓	✓	✓
Damage to property – financing implication/intention				✓	✓	✓

The school may also use the following as consequences:

- Limiting child access to extra-curricular and wrap around care sessions
- Removal of unstructured times e.g. break times
- Removal of devices from home (with family support)
- Working with safer school police officer and other outside agencies
- Zoning areas of the playground and limiting children to specific zones when allegations of bullying have been made and all other steps to resolve the issue have failed (this will be carried out as fairly as possible and zones will be rotated daily to allow access to all areas over time)

Appendix 3 (please use the copy in staffroom or on the shared drive)

Racial/ Religious Incident Form

(sections in bold must be completed)

Date Form Completed:	
Name of Person Reporting:	
Position in School:	
Date of Incident:	

Name of Victim:				
USPN of Victim:				
Status of Victim	Pupil	Staff	Pupil from outside	Other
Ethnicity				
Year Group				
Involved in Previous Incidents?	Yes		No	
If yes how many and when:				

Name of Perpetrator:				
USPN of Perpetrator:				
Status of Perpetrator	Pupil	Staff	Pupil from outside	Other
Ethnicity				
Year Group				
Involved in Previous Incidents?	Yes		No	
If yes how many and when:				

Location of Incident	

Incident:

- [ ] Name Calling
- [ ] Verbal Abuse
- [ ] Physical Abuse
- [ ] Refusal to co-operate due to cultural or religious
- [ ] Graffiti
- [ ] Threatened assault
- [ ] Attacks on property
- [ ] Abuse by electronic means (i.e. text or instant messaging)
- [ ] Socially isolated
- [ ] Other

Brief Description of Incident

What action(s) was / were taken to deal with the incident? (Please select all that apply) *

- [ ] Warning to the perpetrator
- [ ] Discussion with the perpetrator
- [ ] Discussion with the perpetrator's parent(s) / guardian(s) / carer(s)
- [ ] Discussion with the victim's parent(s) / guardian(s) / carer(s)
- [ ] Restorative Justice
- [ ] Mediation
- [ ] Mentoring
- [ ] Counselling
- [ ] Curriculum change or addition
- [ ] Exclusion
- [ ] Referral to Police
- [ ] Referral to another body
- [ ] Other Sanction/Action (includes Reflection Room)
- [ ] No Action (please give reason for this)

Outcome