

ST JOHN FISHER CATHOLIC VOLUNTARY ACADEMY

Behaviour Policy

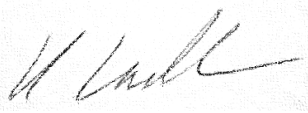
2026 – 2027



Aim high, Work hard, Be kind

St Thomas Aquinas Catholic Multi-Academy Trust

POLICY CONTROL

Policy date	11 September 2026	
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Approved by	Anthony Gallagher Headteacher	
Ratified by	Helen Ladkin Chair of Governors	

Aim high • Work hard • Be kind

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Our mission, aim and objectives

St John Fisher Catholic Voluntary Academy seeks to represent the Gospel teachings of Jesus Christ and the teaching of the Catholic Church as we strive to develop the talents of every member of our community.

Our aim

For the children of St John Fisher to believe and achieve in a safe, respectful and supportive Christian environment.

Our objectives

- To make the Catholic faith the foundation of our school culture.
- To ensure that our children respect themselves and others as children of God who are unique and special.
- To help pupils recognise and respect the different cultures represented in the school and the wider community and promote harmony within our society regardless of differences.
- To provide a variety of resources to explain and develop ideas of responsibility and personal accountability.
- To implement a disciplinary framework that is clear and understood by all members of the SJF community.

Core principles

Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

Respect for God

Respect for others

Respect for other people's property and belongings

Respect for oneself

CMAT behaviour principles

Each of the 23 schools within the CMAT has its own Behaviour Policy, which is necessary to respond to the context of that school. That said, as a family of schools, we build our Behaviour Policies on the following 12 principles:

CLARITY AND SIMPLICITY

1. Our policies will be clear, explicit, easy to understand and remember.
2. Our policies will have clear expectations, rewards and consequences.

RESTORATION

3. Our policies will focus on justice and improvement, not retribution.
4. Our policies will reflect the teachings of Jesus: forgiveness, dignity, respect and loving kindness.
5. Our policies will be adaptive and acknowledge that one size does not fit all.

6. Our policies will be based on the highest expectations.

RELATIONSHIPS

7. Our policies will be built on respectful relationships, encouraging positive mental health.
8. Our policies will show that everyone has a role to play in good behaviour: pupils, parents and staff.
9. Our policies will respect the unique dignity of all and will celebrate success.

COMMUNICATION

10. Our policies will recognise that all behaviour is a form of communication.
11. Our policies will include a clear behaviour curriculum to teach our pupils how to behave well.
12. Our policies will focus on staff as positive role models, the support of parents, and the personal responsibility of our young people.

Standards

Our expectations apply in every part of school life:

Safety	The safety of our children is paramount, and all members of the community have a responsibility to keep each other safe.
Learning	Our children will work in a respectful and attentive manner to ensure that they and their fellow students do their best.
Play	Our children will play with fairness at playtime and during P.E.
Travel	Our children will always represent the school values on journeys to and from school or on school trips.
Disagreement	Our children will be expected to learn strategies to cope with conflict and disagreement without resorting to anger or violence.
Prayer	Our children will always show reverence at times of worship and prayer at school or in church.
Property	Our children will respect property owned by themselves, others or the school.
Responsibility	Our children will take responsibility for their actions and accept the consequences if their behaviour does not meet the required standard.
Teamwork	Our children will learn to play and work with others.
Home-school co-operation	The school, parents and carers will work together as a team to develop our children.
Uniform	Our children will be proud to wear their SJF uniform and ensure that they always represent the best of themselves, their family and SJF.

Rules

We will endeavour to provide and maintain a friendly, encouraging, secure, supportive and positive school environment in which we can all learn.

We will endeavour to provide a pleasant and safe environment for all members of the school community. We will establish a set of school rules that are consistently applied across the school.

At no time will anyone intentionally do anything that causes harm, inconvenience or unnecessary work for other members of the school community.

Whole school rules

At St John Fisher we expect all children to follow our five School Rules.

1 We use kind hands, kind feet and kind words.	2 We have an attitude of gratitude.	3 We show respect.	4 We are good listeners.	5 We always try our best!
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Whole school rules are intended to reinforce our school motto ***Aim high, Work hard, Be kind*** and our school mission statement.

Behaviour expectations in and around school

- **Fantastic walking** — hands by your side, shoulders back, walk on the left, smile
- **SHINE** — Sit up, Have a positive attitude, Interact and listen to the teacher, Never interrupt, Eye contact
- **SHAPE answers** — Speak in full sentences, Hands away from your face, Articulate, Project your voice, Eye contact
- **Dress to impress**

Uniform

The wearing of correct uniform is considered to be an important element in establishing a sense of community and expectations in school. Children are encouraged to take pride in wearing appropriate uniform, including P.E. kit.

HAIR

Hair should be sensible. We don't permit extreme styles, e.g. closely shaven styles, patterns or coloured hair. All shoulder-length hair should be tied back. Any hair accessories should be small, simple and in school colours.

JEWELLERY

With the exception of watches and studs, jewellery is not allowed to be worn in school. If the child's ears are pierced, plain gold or silver studs may be worn. During P.E., earrings need to be removed or covered with tape.

SUMMER UNIFORM

Summer uniform can be worn from Easter until October half term.

Roles and responsibilities

It remains the overall responsibility of the Head Teacher and the leadership team to ensure that high standards of discipline are maintained on a daily basis. However, at St John Fisher, we acknowledge the responsibility of every person, adult and child, in promoting and maintaining high standards of behaviour at all times.

Pupils in Year 6 are allocated duties and responsibilities, including aiding staff in the supervision of younger pupils. The roles of School Council and House Captains are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

The school collaborates actively with parents and carers so that children receive consistent messages about how to behave at home and at school. Parents are expected to support their child in adhering to the school rules, inform the school of any changes in circumstances that may affect their child's behaviour, and discuss any behavioural concerns with the class teacher promptly.

Behaviour and classroom management

We are committed to providing a broad, balanced and ambitious curriculum through high-quality teaching and learning. Well-planned lessons, clear routines and learning experiences that are appropriately matched to pupils' needs help to create purposeful classrooms and minimise disruption to learning.

All staff share responsibility for establishing a **calm, safe and positive learning environment** in which pupils understand what is expected of them. Staff are expected to address inappropriate behaviour promptly, fairly and consistently, in accordance with this policy. Positive recognition and appropriate consequences are used consistently to reinforce expectations and support pupils in making positive choices.

At the beginning of each academic year, all staff receive clear guidance on the school's approach to behaviour management through **staff behaviour management presentations and training**. These set out agreed expectations, routines, language, rewards and consequences to ensure a consistent whole-school approach. **Refresher sessions are provided throughout the year**, where necessary, to revisit expectations, address emerging issues and maintain consistency of practice across the school.

Class teachers have primary responsibility for establishing and maintaining positive behaviour within their classrooms, supported by Teaching Assistants and other members of staff.

Staff will

- Establish clear, predictable classroom routines and expectations.
- Ensure pupils are appropriately supervised.
- Prepare equipment, materials and resources in advance so that learning can begin promptly.
- Ensure pupils have access to the resources they need to participate successfully in lessons.
- Make the school rules and expectations clear and accessible.
- Explicitly teach, model and regularly revisit expected behaviours and routines.
- Build positive and respectful relationships with pupils.
- Use specific and meaningful praise to recognise positive behaviour, effort and attitudes to learning.
- Refer consistently to the school rules and expectations when giving praise or applying consequences.
- Respond to inappropriate behaviour calmly, promptly and consistently, following the agreed behaviour procedures.
- Use appropriate tone, language and volume, modelling the respectful behaviour expected from pupils.

- Work collaboratively with colleagues to ensure that expectations and responses are consistent throughout the school.
- Recognise that some pupils may require additional support or reasonable adjustments to meet behavioural expectations.

Safety on the move

Pupils are taught that the school's expectations for behaviour apply when moving around the school and when representing the school beyond the site. Pupils will:

- **Demonstrate 'Fantastic Walking'** when moving around the school building.
- Move calmly, quietly and safely around the school.
- Show consideration and respect for other pedestrians and road users.
- Understand the potential dangers associated with roads and follow the instructions of responsible adults when near or crossing roads.
- Follow the instructions of staff and other responsible adults during educational visits, trips and activities away from the school site.

Rewarding good behaviour and achievement

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. St John Fisher will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- Positive feedback to individuals or groups.
- Visual prompts to highlight an individual's good behaviour, e.g. stickers.
- Letters or phone calls home to parents.
- Awarding House Points on Class Dojo for school attributes, e.g. excellent 'SHINE' behaviour.
- Nominations for termly SJF cups such as 'The Kindness Cup' or 'The Progress Cup'.
- Nominations for termly virtue awards for children who have demonstrated exceptional examples of the school virtues in action.
- A celebration assembly, held regularly in celebration of pupils' success in and beyond the school day.
- Golden Time, which may be offered on the last Friday of every month for all children who have earned it.
- Certificates for children who achieve 100, 250 or 500 house points.

Golden Time

A thirty-minute session known as 'Golden Time' is timetabled in for children with excellent behaviour. 'Golden Time' is a positive behaviour management tool where all children can earn 'Golden Time' through good behaviour. All children will be rewarded Golden Time if they have house points accumulated.

If a child has continuous warnings, yellow cards or red cards in the weeks leading up to Golden Time, then they will have time out in the Reflection Room to discuss with the adult on duty (with support from SLT) what mistakes they made and how they have learnt from them.

Golden Time will normally take place on the last Friday of each month. During Golden Time, children may perform any activity they wish following consultation with the class teacher. Class teachers are asked to be flexible in rewards and activities available during Golden Time.

Guidance for adults in school

ADULTS IN SCHOOL SHOULD AT ALL TIMES

- Praise good behaviour. Praise is a vital element in encouraging good behaviour and attitudes.
- Look for examples of good behaviour to draw other children's attention to. Reward it with House Points or a certificate in Merit Assemblies.
- Remember that children want and need attention. If they do not receive it for being good, some will seek it by making the wrong choices.

THE WAY TO GOOD ORDER

- Lead by example
- Explain expectations clearly
- Respect every person and expect to receive respect
- Set high, realistic standards
- Apply rules firmly and fairly
- Praise good behaviour
- Treat everyone as an individual
- Share in a corporate responsibility
- Never be afraid to apologise

MAINTAINING DISCIPLINE

- Insist on acceptable standards of behaviour
- Apply school rules uniformly
- Work to agreed procedures
- Insist that children conform to agreed codes of behaviour
- Follow up problems to their conclusion
- Establish your authority firmly and calmly
- Focus on the behaviour not the child, i.e. separate the problem from the person
- Do not bear grudges or pre-judge children

DO ALL YOU CAN TO

- Know the children as individuals and show you care
- Be positive and build relationships
- Be consistent
- Keep calm
- Listen
- Use humour

MANAGE SITUATIONS BY

- Dealing with the incident
- Carrying out any action you have said you will take
- Listening to all sides of the story
- Establishing the facts
- Making a decision
- Ensuring that the child's class teacher is informed

MOST IMPORTANTLY

- Be aware of potential problems
- Prevent children misbehaving before they start

DO ALL YOU CAN TO AVOID

- Humiliating anyone
- Shouting
- Over-reacting
- Using sarcasm
- Blanket punishments
- Punishing what cannot be proved

IF PROBLEMS ARISE

- Try to reconcile the problem — consider doing this privately
- Cooling down — time for reflection
- Discussing how the problem might be avoided in the future

Sanctions

Teacher use of sanctions

- Feedback to be given immediately after the poor behaviour.
- Feedback to criticise the behaviour and not the child.
- Feedback should be delivered in a calm and professional manner.
- Feedback should include WHY the behaviour was unacceptable and WHAT improvements the child can make to their behaviour, or what exactly the teacher or TA requires from the child.
- The intention of the sanctions is to encourage a return to consistently good behaviour.
- Sanctions should be proportionate to the behaviour.

The behaviour thermometer

The following sanctions will be applied if a child exhibits low-level inappropriate behaviour.

BASELINE Good to be Green	At St John Fisher we expect all children to follow our School Rules. SCHOOL RULES 1. We use kind hands, kind feet and kind words. 2. We have an attitude of gratitude. 3. We show respect. 4. We are good listeners. 5. We always try our best! CHILDREN TO SHOW • Quality sitting in classrooms, in assemblies and at lunch times • Quality listening when an adult or child is talking • Their best effort when completing a task or activity • Respect towards all adults and children • Fantastic walking around the school • Following instructions — first time, every time • Good manners at all times • Dress to impress
STAGE 1 Non-verbal warning	ISSUED FOR • Shouting out • Moving or getting up when not supposed to • Playing with friend's hair • Talking when the teacher is speaking • Making silly noises • Fidgeting ACTION TO TAKE

	• Taking something away from a child • Moving towards a student or standing near a child • Non-verbal gesture, e.g. finger on lips • Point to 'good lining up' picture, etc. • Assertive look • Stop, wait and look
STAGE 2 Verbal warning	ISSUED FOR • Repeated Stage 1 behaviour • Off task — fiddling, wandering • Disturbing other children • Attention-seeking behaviour • Not sharing • Being unpleasant ACTION TO TAKE • Offering a choice of behaviour • Having an individual chat with the child in class time • Speaking respectfully but firmly about their choices • Warning the child of the consequences of continuing their behaviour (see Appendix 3) • Saying a student's name • Proximal praise • Rewarding other pupils showing the desired behaviour
STAGE 3 Yellow card	ISSUED FOR • Name calling (more serious) • Throwing small missiles, e.g. paper or erasers • Hiding other people's belongings • Lying • Refusing to co-operate / arguing • Running around the classroom • Being rude to an adult • Failing to abide by Stage 1 or 2 warnings • Sexist language ACTION TO TAKE (DEPENDING ON BEHAVIOUR DEMONSTRATED) • Pupil will forego minutes of playtime, or a morning detention • Issue a final verbal sanction (red card) • Give the child time out to think

	• Child to write an apology note • Asking the child to move seats or tables
STAGE 4 Red card	Repeated yellow card offence. A child is moved to red if they have continued to display unacceptable behaviour despite being given opportunities to improve their behaviour through the previous coloured stages. The parent(s) or carer(s) of the child will be informed by the class teacher via a phone call or face to face. A child who is moved to red will stay on the red section for the remainder of the day. They will also have to give up 15 minutes of their morning play or of their lunch time, depending on the time of the incident — here they will complete a reflection sheet (see Appendix 4) and issue an apology to the person that requires it, with a restorative justice approach (see Appendix 2). All reflection sheets are recorded and monitored. This behaviour will be recorded on Arbor and the Headteacher will be notified.
STAGE 5 Automatic red card	A child can also be automatically moved to red if they display any of the following: • Leaving the room without permission • Verbally abusive behaviour towards others, including using racist (see Appendix 6) and/or homophobic language • Sexual harassment: sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse • Consensual and non-consensual sharing of nude and semi-nude images • Upskirting • Deliberate invasion of privacy • Physical behaviour such as touching of clothes or hair • Inappropriate dancing or thrusting • Swearing • Bullying others — this must be reported to the phase leader or Senior Leadership Team as soon as possible • Physically and/or verbally abusive behaviour towards others, including hitting, pinching, pushing, kicking and goading others • Deliberately damaging property
STAGE 6 Multiple red cards	Two or more in a week. • Parents informed — meeting with class teacher to discuss.

	• Send to a member of the Senior Leadership Team (SLT). A member of the SLT will then work with the class teacher to consider the strategies to use to support the child in modifying their behaviour. • Child put 'on report' for a period of time. • Loss of the whole of playtime or lunchtime. • Follow-up letter sent home to parents. • Child uses 'time' to try to make amends, e.g. repairing property, re-doing work, apology. • Barred from representing the school in sporting or musical events. • Temporary internal exclusion. • Lunchtime exclusion.
STAGE 7 Red card continuation	Send to the Head Teacher, who will invite the child's parents for a meeting to discuss the child's behaviour. At this meeting a pastoral programme will be put into place to ensure the child's behaviour and progress is monitored with the support of the SLT. The child will have specific targets and agreed sanctions and rewards from both home and school. This will last 2–4 weeks, at which point it will be evaluated.
STAGE 8 Formal review	A final review meeting will be held with parents to explain this phase. The pupil will be removed from lessons (internal exclusion). Outside agencies could be engaged to try to support the pupil. A specific set of targets would be set and then supported by intensive staff involvement. This phase will last 2–4 weeks. If sufficient progress has been made, the child will revert back to Stage 7. If insufficient progress has been made, the matter will be passed to the Governors and could lead to a fixed-term exclusion and possibly permanent exclusion. For a serious incident, including physical assault against another pupil or staff member, pupils will immediately be referred to Stage 6 and dealt with appropriately by the Head Teacher.

Pupil support

The school recognises its legal duty under the Equality Act 2010; consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's SEND lead will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. The child may be added to the school's SEND record and issued with personal targets in the form of a one-page profile.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful and repeated, over a period of time. Details of our school's approach to prevention and addressing bullying are set out in our Anti-Bullying Policy.

Physical restraint

In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort, by staff who have been trained
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Monitoring arrangements

The school records concerning incidents of misbehaviour on Arbor. These are reviewed and monitored by the Head Teacher and Key Stage Co-ordinator fortnightly.

The Head Teacher keeps a record of any child who is suspended or excluded for a fixed term, or who is permanently excluded, and reports these records to the Governors.

This behaviour policy will be reviewed by the Head Teacher and Governing Body every year. At each review, the policy will be approved by the Head Teacher.

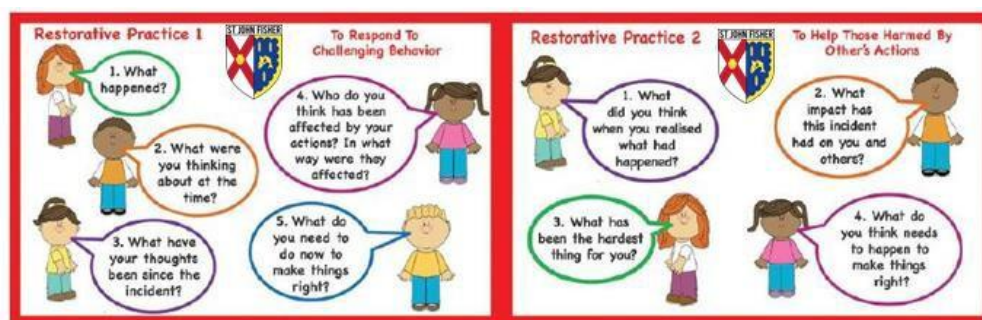
APPENDIX 1

House point certificates



APPENDIX 2

Restorative questions

**To respond to challenging behaviour**

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To help those harmed by others' actions

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

APPENDIX 3

Dealing with challenging behaviour



The 30-second script

A calm, consistent way to respond in the moment.

1. <i>I noticed you are...</i>	<i>kicking the desk / struggling to sit on the carpet</i>
2. <i>I understand you are...</i>	<i>angry / upset / frustrated</i>
3. <i>You need to...</i>	<i>(state the desired behaviour)</i>
4. <i>Then we can...</i>	<i>(state what the outcome will be)</i>
5. <i>If you choose not to...</i>	<i>(state the desired behaviour) then... (state the consequence)</i>
6. <i>Do you remember when you...?</i>	<i>(refer back to a positive event)</i>
7. <i>That is who I need to see today!</i>	
8. <i>I know it's tricky, but I believe you can do it — thank you.</i>	<i>Walk away and don't turn back: allow take-up time and show you believe they can do it.</i>

APPENDIX 4

Reflection sheet



REFLECTION SHEET



Name: _____ Date: _____

What happened today?

What were you feeling?







SAD
ANGRY
FRUSTRATED
WORRIED
CONFUSED

What school rule did I break?

- 1 We use kind hands, kind feet and kind words.
- 2 We have an attitude to gratitude.
- 3 We show respect.
- 4 We are good listeners.
- 5 We always try our best.

What should I do now?

How did your behaviour make other people feel?

☐
☐
☐
☐
☐
☐

Happy
Sad
Confused
Angry
Scared
Unsafe
Worried
Frustrated

I could have:

Pupil Signature _____

Staff Signature _____

APPENDIX 5**Dealing with harmful sexual behaviour**

Our school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

While we won't tolerate the behaviour, we won't demonise anyone — we'll support and listen to all of the pupils involved.

The alleged perpetrator(s) will be offered support (see more on this below), so that they can change their behaviour.

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. We won't be able to map out perfectly which sanctions will be used for which behaviours, as context will impact how we handle each incident. Instead, below are all of the sanctions we will consider using:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term exclusion), length dependent on incident, or permanent exclusion

How to decide what sanction is appropriate

The response to each incident will be proportionate. For example, a 'lower-level' incident such as a sexist comment will be addressed through education, our curriculum and the way our school promotes respect.

Use exclusion from school only in the most severe cases, for example if the police recommend we exclude a pupil after an incident of sexual assault.

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before- or after-school-based activities). This is set out on page 106 of KCSIE.

Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation. We will listen to the victim(s) and their wishes will inform our response, but we will make the final decision.

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. We have a culture and ethos of respect, tolerance, acceptance and diversity to

make it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Focus on the importance of reporting the behaviour

We will let pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse
- Highlight the supportive and protective aspect of a 'zero-tolerance' approach
- Make it clear that reporting incidents benefits everyone, including:
 - The victim(s): by stopping the problem and getting the help and support they need
 - Other people: by preventing it happening to someone else
 - The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Promote appropriate sexual behaviours

As well as focusing on what's inappropriate, we will help pupils to understand what good and healthy sexual behaviour means. Our RSE/RHE curriculum will cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Responding to 'low level' incidents

If the incident is very 'low level' — for example, a pupil making a comment that staff have reason to believe they don't fully understand — it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot.

- We will use it as an opportunity to encourage a class discussion about appropriate and inappropriate language.
- If they apologise, staff will keep an eye out for any recurrence from that particular pupil.
- If they refuse, escalate the incident to a more serious sanction.
- Parents will be involved immediately.
- We will offer support to the alleged perpetrator(s).
- Gently but firmly condemn the behaviour, not the pupil.

Supporting the alleged perpetrator(s)

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse. We will offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. Gently but firmly condemn the behaviour, not the pupil — otherwise they won't feel safe to open up about their own experiences.

Have a plan in place to help them modify their behaviour — this may involve counselling or clinical care.

KCSIE 2021 contains more information about how to support the alleged perpetrator(s) — see paragraph 464.
Consider outreach programmes for groups of offenders.

In some circumstances, we may feel it's appropriate for a group of pupils who have committed similar offences to engage in an outreach programme where they can hear first-hand about the impact of behaviour such as theirs.

For more serious offences, we may consider arranging for the perpetrator to meet with survivors of sexual abuse who feel comfortable talking about their experience.

APPENDIX 6**Responding to racist incidents**

St John Fisher CVA Primary School is committed to providing a safe and inclusive environment for all children. Racist behaviour of any kind is unacceptable and will not be tolerated. This appendix outlines the steps the school will take when a racist incident is recorded.

Our priorities**SUPPORTING THE VICTIM**

Our first priority is the well-being of the child who has experienced racism. We will offer immediate support, listen to their concerns, and take steps to ensure they feel safe. This may include individual support from a designated member of staff, counselling services, or involving parents and carers.

EDUCATION

We will address the incident with all parties involved.

- **For the victim:** we will provide resources and age-appropriate discussions to help them understand racism and its impact.
- **For the perpetrator:** we will explain why their behaviour was wrong and unacceptable. We will use age-appropriate methods to educate them about different cultures and promote respect for all individuals.
- **For the school:** after a racist incident, we may hold an assembly about diversity and racism.
- **For parents:** depending on the circumstances, communication may be given to the class where the incident(s) took place, highlighting the school's response and support network.

CONSEQUENCES

There will be appropriate consequences for the perpetrator, depending on the seriousness of the incident. These may include restorative justice approaches, detentions, internal suspensions or, in exceptional cases, exclusion. This will be at the discretion of the Headteacher after consultation with the SLT.

COMMUNICATION

We will keep parents and carers of both the victim and perpetrator informed throughout the process. We will be clear and sensitive in our communication, and aim to work collaboratively to address the issue. For parents of the victim, we will ensure that they are aware that there is an open-door policy to the SLT for follow-ups and updates in the aftermath of the incident.

Reporting racist incidents

- Any member of the school community (staff, pupil, or parent/carers) who witnesses or experiences a racist incident should report it immediately to a member of staff.
- All reported incidents will be taken seriously and investigated thoroughly and promptly.
- The school will keep a confidential record of all racist incidents. This will be recorded on CPOMS. This information will be used to monitor trends and improve our strategies for preventing and responding to racism. These incidents will be noted at Governors' meetings.

Working together

We believe that by working together, we can create a school community where everyone feels valued and respected. If you have any questions or concerns about racism in our school, please do not hesitate to contact the Headteacher.

Additional resources

- Equality Act 2010 — www.legislation.gov.uk/id/ukpga/2010/15
- Department for Education — Tackling prejudice-based bullying: advice for schools — respectme.org.uk/bullying/prejudice-based-bullying/

Please note: this appendix is intended as a guide and may be reviewed and updated periodically.