Coldfall Primary School Behaviour and Relationship Policy Summary

September 2026
We connect before we correct

Going for Gold

'Positive behaviour must be caught as well as taught; adults need to BE what they want to SEE in children.'
Tracey Campbell

School Vision - Children at Coldfall

Our aims and ambitions for our children at Coldfall are timeless. They are rooted in idealism and morality. We aim to empower children so that they can thrive and flourish now, and in their futures.

We will teach our children to:
Be upstanders and activists
Be environmentally aware and responsible
Respect, celebrate, include and learn from a diverse range of people, cultures and backgrounds
Embody the school's values for living

RULES

Coldfall Golden Rules (Appendix 3)

1. Follow instructions
2. Keep hands, feet and objects to yourself.
3. Use kind words
4. Respect property
5. Walk quietly on the left
6. Work hard and try your best
7. Be kind online

ROUTINES

Each Year Team Leader is responsible for establishing clear routines for their year group. These routines (e.g. hanging up coats and sitting on the carpet or reading quietly after lunch) will identify specific actions that help all members of the Coldfall Community follow the Golden Rules.

SANCTIONS (When you choose wrong)

Sanctions:
Please see Sanction flowchart. Logical consequences should be used in the first instance (e.g. throwing equipment across the classroom – remove equipment, being disruptive in book corner – not able to use book corner, throwing food in dining hall – spend time cleaning tables). Time In can also be used. Time In is when a child will spend some time with SLT at 12pm and help with some jobs around the school e.g. cleaning dinner tables, returning lost property. SLT will take this opportunity to discuss the behaviours and some positive next steps. Teachers should ask YTLs and SLT for support when pupils are consistently not following the Golden Rules.

COLDFALL BEHAVIOUR SANCTIONS

Stage 1: Minor incidents

Children are given a warning based on Golden Rules. Feedback is brief e.g. 'follow instructions. Thank you.'
This is more effective than sssshhing or sharing feelings about poor behaviour.

Stage 2: Persistent minor incidents

If feedback is given again, then child has Time In at 12pm lunchtime with DHT (5, 10 or 15 mins).

Logical consequence can also be given (e.g removal of equipment, not allowed in certain areas)

Stage 3: Persistent low level OR disruptive behaviour

Logical consequence OR

Child spends time in the YTL class and completes work there. Time In can be given.

LOGGED ON MY CONCERN and PARENTS INFORMED

Stage 4: If poor behaviour persists

Referred to DHT or HT.

Behaviour Support Plan written. Pastoral Support put in place

LOGGED ON MY CONCERN

MEETING WITH PARENTS

Stage 5: If no change OR behaviour has impacted another pupil or is dangerous

Fixed internal exclusion is considered

LOGGED ON MY CONCERN and INTEGRIS

MEETING WITH PARENTS, CT and DHT

Stage 6: EXCEPTIONAL

Violence against staff, severe bullying, behaviour that endangers others, uncontrollable behaviour

Immediately sent to DHT/HT and exclusion set for fixed time.

LOGGED ON MY CONCERN and INTEGRIS

MEETING WITH PARENTS AND HEADTEACHER

Coldfall Golden Rules

Follow instructions
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ANY BULLYING, RACIST INCIDENTS OR BEHAVIOUR WHICH IMPACTS A PROTECTED CHARACTERISTICS IS REFERRED TO BEHAVIOUR LEAD (DHT) AND LOGGED ON MY CONCERN

NB At Coldfall we do not put children's names on the board for poor behaviour

REWARDS (When you choose right)

It is our aim that praise is the most consistent, positive reinforcement strategy used in our school. Teachers should find opportunities daily for acknowledging children's good behaviour.

- *The Golden Book or Star of the Week*
- *Postcards home from Head Teacher*
- *Teacher positive phone-call or note home*
- *End of term class treat for collaborative adherence to the class contract e.g. extra PE/games*
- *Class Dojo points (to be used towards collective additional OPAL play)*

Racist Incidents or discrimination against any protected characteristic * see App. 5

Intent does not supercede impact (Mpula Lawton, ARISE)

1. Inclusion and Racial Equity Group (REG) Lead is informed (Emily Gazzard).
2. REG lead will interview pupils. It will be explained to the 'wrongdoer' that their behaviour has been seen as racist.
3. Pupils will be reminded of their Coldfall 'Give me 5' adults they can talk to. Children will be offered support by a member of staff who the child relates to if desired.
4. REG lead will contact parents of both parties.
5. REG lead will arrange for restorative meeting with both parties where appropriate.
6. Incident will be recorded on My Concern and shared with DSL.
7. REG lead will offer meeting/phonecall for parents of either party with one of our REG staff members (Daisy Johns, Rhianna Roberts, Yasmin Kadir, Micah Hylton) or REG Governor (Helen Da Silva).
8. The incident will be discussed in general terms with the class with a member of the REG team. The aim of this discussion will be to educate the pupils around the impact of racism. It will not be done as a way of shaming or punishing the pupil involved. Behaviour will be closely monitored

Bullying

What happened to you? (Bruce D. Perry, Oprah Winfrey)

1. All bullying allegations will be logged on My Concern and shared with the Behaviour Lead.
2. Behaviour Lead will contact parents of victim to explain that the allegation will be explored.
3. All children involved will meet with the Behaviour Lead to ensure that that everyone's voice is heard.
4. If bullying is identified, then a plan will be put in place to support both the victim and the perpetrator. Support for the victim could be: time to talk with Give me 5 adults, time with school Learning Mentor, restorative activities with the 'bully' e.g. helping in a younger class.
Support for the perpetrator could be: time to talk with Give Me 5 adults, time with school Learning Mentor, restorative activities with the 'bully' e.g. helping in a younger class, working as a mentor with PE teacher for younger classes, helping in homework club, referral to external agencies if appropriate (e.g. Early Help, MASH,CAMHS, Haringey Learning Partnership). A Behaviour Support Plan may be put in place.
5. Pupils will be reminded of their Coldfall 'Give Me 5' adults they can talk to.
6. Behaviour Lead will update parents of both sides.
7. Behaviour Lead and class teacher will monitor behaviour closely.

Sexual harassment and sexual violence

"These are never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not reporting it." (KCSIE, 2022)

At Coldfall Primary, sexual harassment and sexual violence are not tolerated. Sexual violence and sexual harassment can occur between two or more children of any age and sex. All allegations of sexual harassment or sexual violence must be reported immediately to the DSL and logged on My Concern. DSL will contact parents of both parties and, where appropriate, a referral to Children's Services will be made in the first instance.

** Protected characteristics: age, gender reassignment, being married or in civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex*

Full Behaviour and Relationship Policy September 2026

Mission Statement

Our vision for staff and children is that we are empathetic and contributing members of society, who stand up for what is right, have a strong moral compass, and really make a difference. We have caring, respectful, kind relationships, children and staff who are passionate, active, proactive learners and who are emotionally intelligent, creative, hardworking and resilient members of the community.

Our aims for behaviour are:

- To create a welcoming, caring, respectful and safe learning environment enabling children and staff to be the best that they can be.
- To have a consistent, agreed, comprehensive school-wide approach to enabling positive behaviour and realisation of our vision.
- To explicitly model and enforce exemplary standards of behaviour, behaviour for learning and character development.
- To build a school based on the principles of "Ubuntu" in which we recognise our interconnectedness and that our actions and words affect each other.
- To empower children to manage their own behaviours and resolve issues, including bullying, successfully.
- To create staff and children who go beyond the norms of just good behaviours, and who actively strive to make a difference

Rights and Responsibilities of staff and pupils

Rights

Teachers have the right to teach; children have the right to learn
An environment free from bias and discrimination
Be listened to
Be able to explain their feelings
Be treated politely
Feel safe and secure in school; be praised and rewarded

Responsibilities

To be kind, caring and sharing, not to hurt another by what they do or what they say
To be polite
To protect the most vulnerable
To respect all
To take responsibility for our own actions and belongings

The following document outlines Coldfall's Behaviour and relationship policy in detail.

RULES

Coldfall School Rules

The school has seven agreed **Golden rules** that enable children's right to learn to be protected and to ensure a safe, happy learning environment. Children will be encouraged in going for gold! These Golden Rules are displayed in every classroom, the corridors and the playground. All staff in the school (including office staff,

site staff and lunchtime staff) will follow the Golden Rules and model this to the children.

These are:

1. Follow instructions
2. Keep hands, feet and objects to yourself.
3. Use kind words
4. Respect property
5. Walk quietly on the left
6. Work hard and try your best
7. Be kind online

All children will agree to these rules through the establishment of, and by signing up to, the terms of their class contract at the beginning of the year. Children are accountable for their behaviour in accordance with these rules. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff. Teachers, and teaching staff (e.g. Teaching Assistants) have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The creation, sharing, or threatening to share AI-generated or digitally altered images of any pupil or adult in our school community is considered a serious form of harm and bullying, not 'banter', and will be treated accordingly under this behaviour and relationship policy.

Routines

Each Year Team Leader is responsible for establishing clear routines for their year group. These routines (e.g. hanging up coats and sitting on the carpet or reading quietly after lunch) will identify specific actions that help all members of the Coldfall Community follow the Golden Rules.

Sanction

Please see Sanction flowchart. Logical consequences should be used in the first instance (e.g. throwing equipment across the classroom – remove equipment, being disruptive in book corner – not able to use book corner, throwing food in dining hall – spend time cleaning tables). Time In can also be used. Time In is when a child will spend some time with SLT at 12pm and help with some jobs around the school e.g. cleaning dinner tables, returning lost property. SLT will take this opportunity to discuss the behaviours and some positive next steps. Teachers should ask YTLs and SLT for support when pupils are consistently not following the Golden Rules.

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Rewards (When you choose right)

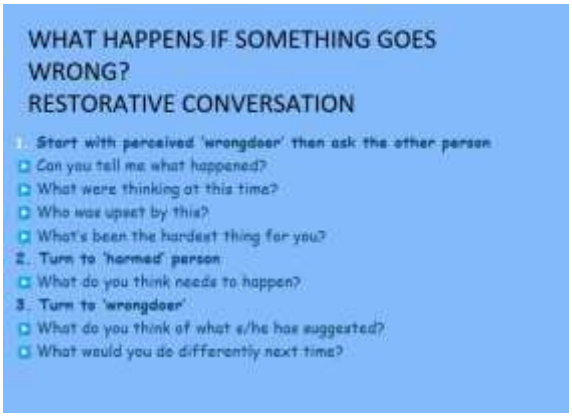
It is our aim that praise is the most consistent, positive reinforcement strategy used in our school. Teachers should find opportunities daily for acknowledging children's good behaviour.

- *The Golden Book*
- *Star of the Week*
- *Postcards home from Head Teacher*
- *Teacher positive phone-call or note home*
- *End of term class treat for collaborative adherence to the class contract e.g. a video, extra PE/games*
- *Class/house points (these can work towards a collective treat)*

Praise is the most effective, powerful tool for developing self-esteem, confidence and positive appropriate behaviour. Extrinsic rewards have limited long-term impact and lead to children valuing rewards over their actual behaviours and character development. Sincere recognition in the form of specific, positive feedback and praise is the most effective and valuable reward available.

Managing and resolving their own conflicts

Our aim is to empower children to resolve their own issues and disputes as far as possible. Recent evidence and research is clear that over-involvement of adults in children's disputes and issues can often unhelpfully escalate issues and disempower children. The culture of overdependence on adults strips children of their ability to negotiate tricky social situations and of their confidence to resolve their own issues. Children will be taught to talk through and resolve problems calmly and responsibly. Staff will support children by using Restorative Justice approaches (see Appendix 1):



Character Development

The school aims not only to teach children about good behaviour and manners, but also to go beyond this to be upstanding moral citizens who have a positive impact on the lives of others.
In order to achieve this aim we teach children explicitly about empathy, the meaning of Ubuntu, the schools' values (courage, freedom, self- belief, equality, fairness, enthusiasm, perseverance, citizenship, wisdom, thankfulness, empathy, courtesy, excellence, forgiveness, generosity, humility, loyalty, patience, resilience, thoughtfulness, love, fun, friendship, kindness, respect, honesty, peace, trust, creativity and hard work and global citizenship).

These habits and behaviours are an integral part of day-to-day classroom practice and incorporated in:

- Assemblies (Values on Monday, Golden Rules in Golden Book assemblies and Year assemblies)
- PHSE and circle time
- English learning and core texts and stories
- Displays
- Special events

Daily routines for learning about character are established by a regular review of the Class Contract and Golden Rules, reminding children of their commitment to being Upstanders, Team players, Change-makers etc. The children also learn about the Zones of Regulation (see Appendix 1)

Children with persistently challenging behaviour

Some children with more specific behaviour needs may have a personalised Behaviour Support Plan in place with individual targets and strategies. These may include:

- Use of ABCC chart to track any patterns of behaviour (Appendix 2)
- Use of the NEST approach (Appendix 4)
- Home/school liaison book
- Daily sticker chart
- Specific rewards e.g. basketball time
- Mentoring with SLT or members of PE staff
- Specific mentoring sessions
- Mentoring younger pupils e.g. PE mentors, Minecraft mentors, Y1 or Y2 reading buddies.
- Referrals to outside agencies for specialist support (e.g. Haringey Learning Partnership, Early Help, Language and Autism team)

Extreme, wilful or persistent misbehaviour may lead to exclusions as detailed below.

Reviewing and monitoring of behaviour

Children's behaviour will be reviewed and monitored by the Behaviour Lead (Emily Gazzard) by analysing the concerns on My Concern. My Concern is a software programme used to record a variety of information for all children (namely concerns around wellbeing, behaviour and if relevant safeguarding) The Behaviour Lead will identify any patterns (for example any ethnicities who are over-represented or any areas of the school where behaviour incidents are likely to occur) and take action to address these.
Children with Behaviour Support Plans will have these monitored by class teachers and where necessary the Behaviour Lead.

Behavioural difficulties and SEND

For pupils with SEND, reasonable adjustments will be made to the Behaviour and relationship policy to support full inclusion of that pupil (e.g. ear defenders, regulation breaks, mindful seating arrangements). This will be done in conjunction with parents/carers and external professionals where necessary.

If a teacher has concerns that challenging behaviour may be related to SEND, a Teacher Concern Form will be shared with the SENCO who will then observe the child and work with the class teacher to develop supportive strategies. When a child presents with persistent and recurring behavioural difficulties, and with the permission of parents, we involve outside agencies to advise and support with behavioural difficulties. We may seek advice from an Educational Psychologist, the Language and Autism team, Educational Welfare Officer or a specialist Behaviour Support Team (Haringey Learning Partnership).

Internal Exclusions and Suspensions

Children who have exhibited significantly poor behaviour may be excluded from their classroom for a period. They are expected to work silently and independently, in a parallel class. There should not be interactions between the child and other members of staff or children in the class they have been sent to. At break and lunchtimes, they should stay in close attendance to an adult and not interact with other children.

Serious incidents impacting the health and safety of children or staff may also result in suspension at the Head Teacher's discretion. Suspensions last for a specific number of days. It is for the head teacher to determine the length of the suspension and when the child should return to school. Examples of behaviour that may

lead to such a sanction may include:

- Violence towards a staff member or pupil
- Continual disrespect, abusive language or behaviour to members of staff
- Significant and wilful damage, theft or vandalism of the school's or its members' property

If there are further serious incidents following the initial suspension, the period of exclusion may be increased (e.g. 2 days then 5 days). This decision is made by the headteacher.

Permanent exclusion usually occurs after an incident (or series of incidents) so serious that the head teacher decides that the pupil can no longer attend the school and his/her name will be removed from the school admission register following a review of the exclusion by representatives of the governing body.

The law on school exclusions states that the decision to permanently exclude should be taken only:

- in response to serious or persistent breaches of the school's behaviour and relationship policy, and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

The role of parents

Parents, working in partnership with the school to consistently reinforce the school's expectations and following up on behaviour issues arising from school, are an important factor in every child's success. Furthermore, the school requires that parents respect the admonishments of staff when they address misbehaviour in order that teachers' authority to do their job is not undermined. Finally, we expect parents to work in partnership with the school on 1:1 Behaviour Support Plans, helping their child to succeed at school.

The role of governors

The governors at Coldfall Primary School are aware of the Golden Rules and familiar with the behaviour and relationship policy and how it is implemented.

Physical Restraint

This may be used if a child is endangering themselves, or others or likely to cause damage to property. It can also be used if a child is significantly disrupting the education of other pupils. The school follows the DFE guidance on physical restraint – "The use of Reasonable Force in Schools 2013" document:

What is reasonable force?
1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

• All members of school staff have a legal power to use reasonable force

• This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• In a school, force is used for two main purposes – to control pupils or to restrain them.

• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Discriminatory Behaviour

Any racist, sexist or discriminatory behaviour is unacceptable, logged and reported termly to the Local Authority. The school specifically teaches the importance of valuing and respecting each other. Children are taught that all forms of discrimination against any of the protected characteristics are wrong.

This behaviour and relationship policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Recommended reading for staff and parents:

Will You Be The One? By Tracey Campbell When the Adults Change, Everything Changes by Paul Dix What Happened to You by Bruce D. Perry, Oprah Winfrey

External support for parents:

- *Parenting support programmes: https://haringey.gov.uk/children-young-people-families/early-help-haringey/parenting-support-programmes*
- *CAMHS*
- *Markfield*
- *SEND Power*
- *Early Help referral*
- *Workshops/training as shared by the school*

September 2026

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour and relationship policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour and relationship policy online

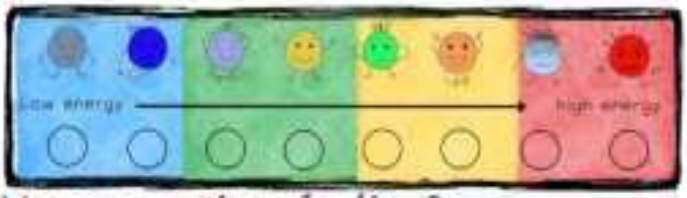
Appendix 1

Restorative Approaches and Zones of Regulation

Pause

What happened?

How were you feeling?



How were they feeling?

What can we do now?

Say sorry

Share ideas

Make a plan

Something else

We have agreed to:

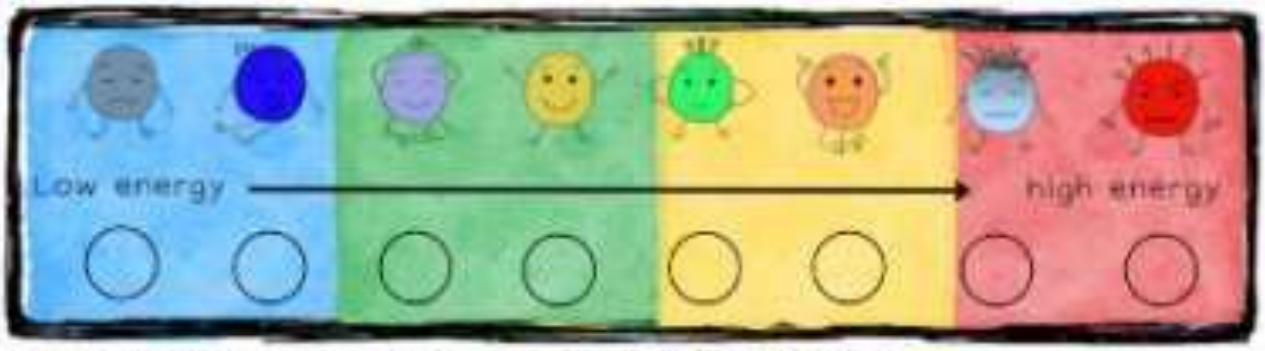
Date:

Sign: _____ _____ _____ _____

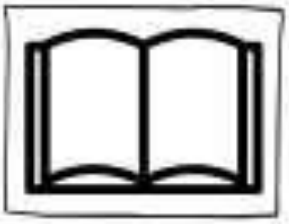
Reflect and Reset

What happened?

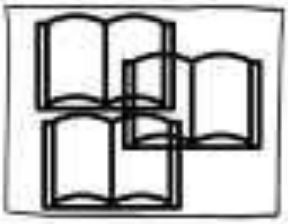
How were you feeling?



What was the impact of your choice?

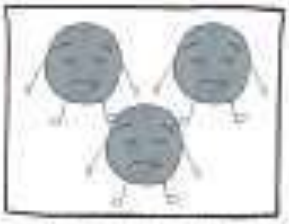


I stopped myself from learning



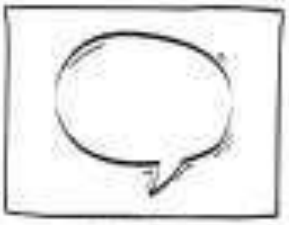
I stopped others from learning

I feel sad

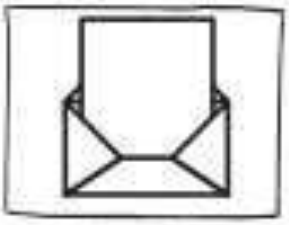


I have made others feel sad

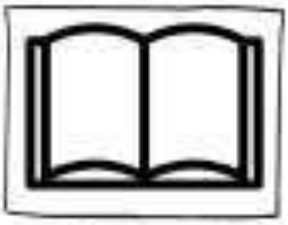
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work

I have an idea

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

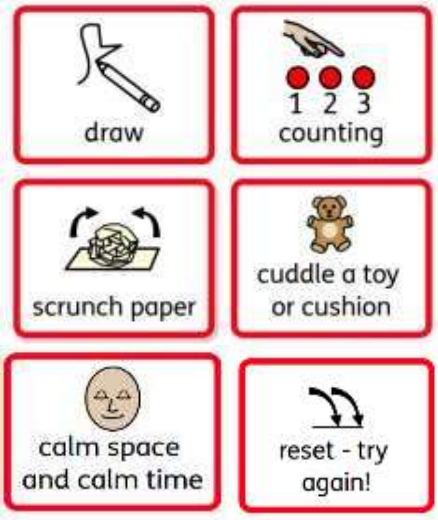
Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	Overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

Blue Zone

Green Zone

Yellow Zone

Red Zone



Appendix 2
ABCC Chart

ABCC CHART

Child's Name:	
Adult completing chart:	

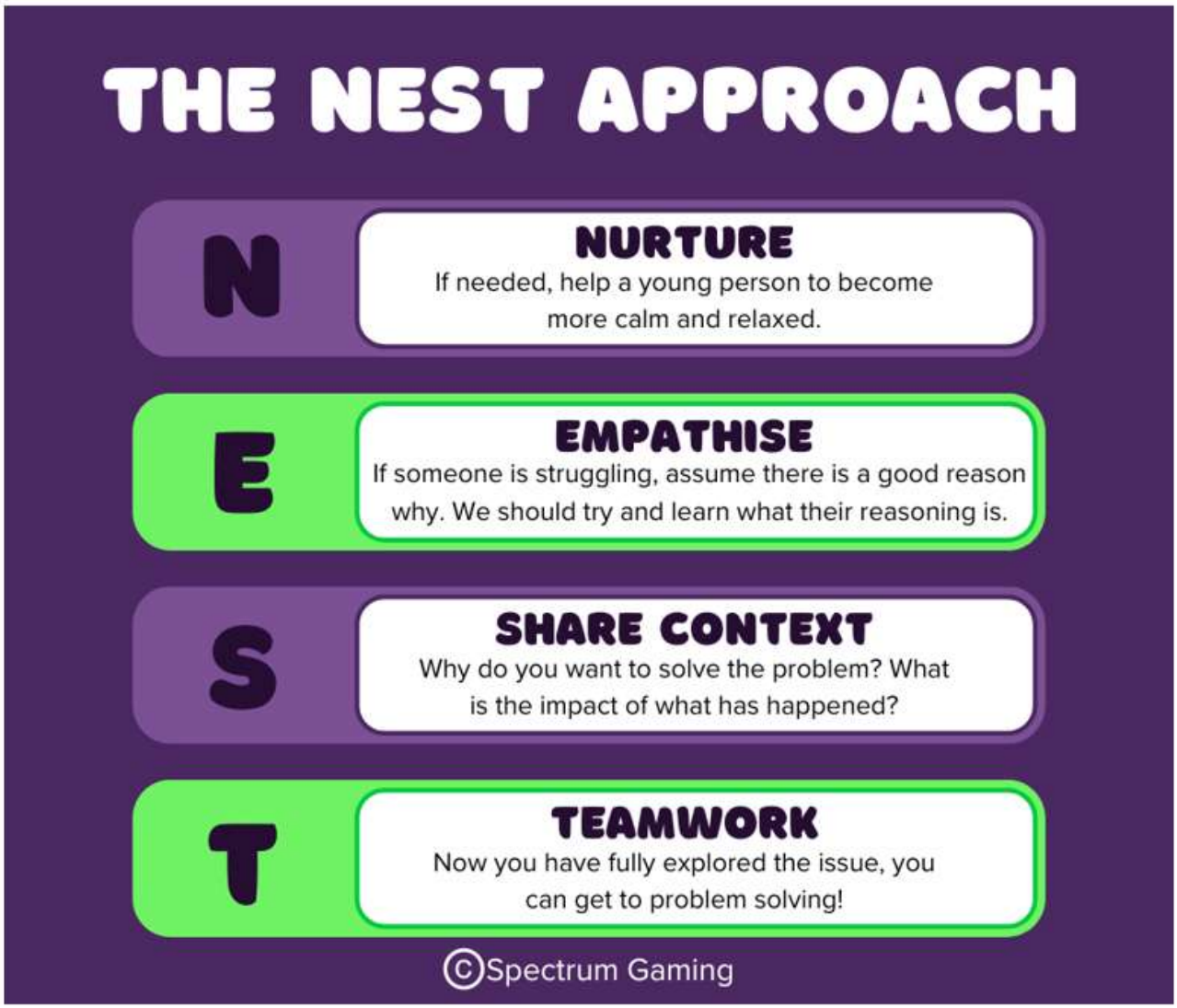
Date & Time	**A**ntecedence What was happening before behaviour	**B**ehaviour Describe behaviour	**C**onsequence What was response from adult	**C**ommunication What could child be trying to communicate

Appendix 3

Golden Rules visuals

The Golden Rules

Appendix 4
NEST approach



Appendix 5
Managing Racist Incidents

Managing Racist Incidents
Intent does not supersede impact
EMPATHY, CONSEQUENCE, EDUCATION

At Coldfall we aim to ensure every child feels safe, both physically and psychologically in our school. We recognise the impact racist incidents can and do have and therefore aim to ensure every child feels heard, valued and seen in our dealing of racist incidents. We will ensure we learn from every incident and continually review our next steps to be proactive in educating our children and talking bias, racism and racist views. This approach sits alongside the work we do to teach our children about antiracism and the value of all our community

Action	Next steps
Ensure the child feels safe after a racist incident. Tell them that you are sorry they were made to feel that way and ask them if they will meet with you, or a named member of staff, to explain what happened and how they are feeling.	Refer to Racial Equity Group Lead (Emily Gazzard)
Ensure you actively listen to their experiences and record it as they say it, as you would with any safeguarding incident. Be empathetic and try and imagine how the child feels.	
Ask the child if there is anything you can do to support them.	Offer some time with a member of the REG
Under no circumstances tell a child 'that it wasn't racist' or 'you are imagining it' or 'I am sure they didn't mean it.'	
Do not ask them to speak with the child who made the racist comment straightaway without discussing with REG lead/team.	
If you are unsure about speaking to the child, please ask for support from REG.	
If you feel unsure or are worried that you are not able to handle the disclosure, be honest with yourself and ask for support from the REG lead or a member of the REG.	
Once all the facts have been ascertained, Emily Gazzard will speak to the parents of the children involved. Emily will make it clear that Ewan Marshall has been informed about the incident.	
Emily to offer parents support from a member of the REG.	
Emily to liaise with staff to arrange a restorative conversation between the two parties.	

Consider what support will be needed for the child who has likely experienced trauma as a result of the racist incident. A consequence for the other child on its own is not sufficient.	
Emily to feedback to parents and child about findings from the incident and provide clarity around consequences. Parents and pupils to be informed about what next steps will be taken to educate the pupil and those in their class.	
REG lead and teacher to liaise to find some reading/activities for the class of the children involved to make it clear that racist language is not acceptable	
After the incident, a member of the REG and teacher to check in with the child who has experienced racism to check that they are ok.	
After one week, REG and teacher to check in with the children again.	
After three weeks, REG and teacher to check in with the children again.	
Supporting a parent whose child has experienced a racist incident	
Make sure the parent/carer is spoken to as quickly as possible after all the facts are collected on the day of the incident but not as a rushed discussion at the end of the day.	Please note Emily Gazzard will contact parents of children involved in racist incidents
Be mindful of appearing defensive when speaking to parents and be aware of their own feelings around the incident.	
Share the protocol for dealing with racist incidents and what has happened so far and what the children involved have said.	
Explain to parents that this incident is being taken very seriously and that Ewan Marshall the headteacher is aware of it.	
Ensure parents know that their child will be offered a safe space for their child and that a restorative meeting will be offered to ensure the child can speak of their experience.	
Explain to parents what individual/small group/class work will be done to help educate those involved.	
Explain to parents that a member of staff will check in with their child	
Working with a parent whose child has shared racist views or comments	

Ensure that the parent/carer is spoken to as quickly as possible after all the facts are collected, not as a rushed discussion at the end of the day.	Please note Emily Gazzard will contact parents of children involved in racist incidents
Be prepared for the parent to possibly deny that this is the case or to defend their child. Be sure about what their child said and why it is racist.	
Share the protocol for managing racist incidents with the parent.	
Explain to the parent the seriousness of this incident.	
Explain to parents that this incident is being taken very seriously and that Ewan Marshall the headteacher is aware of it.	
Ensure parents know that their child will be offered a safe space for their child and that a restorative meeting will be offered to ensure the child can speak of their experience.	
Explain to parents what individual/small group/class work will be done to help educate those involved.	
Explain the duty of the school to teach respect, love and care for one another. Discuss the curriculum and how it teaches the children to be antiracist.	
Give the parent an opportunity to discuss any support they think could help their child in school so this does not happen again.	
Ensure they understand the consequences will fit the incident and that learning will be a large part of that process to supporting their child.	
Ask the parent to support your discussions at home and speak to their child about the incident, how it made the other child feel and the need for all pupils to be antiracist.	