
Behaviour Policy

UNITED LEARNING BEHAVIOUR POLICY Adapted for Whittingham Primary Academy

Date of last central office review:	30 th September 2022	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2023	Owner:	Principal
Date of next school level review:	September 2024		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	Annually
School policy ratified by Local Governing Bodies	Annually
Implementation of Group Policy	Annually



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Behaviour Policy

Expectations

There is nothing more important to us than pupils' learning – there are no excuses or barriers to learning.

Pupils learn best in a safe secure environment, free from disruption.

We believe in early intervention: being pro-active rather than reactive. We believe that praise is the most powerful form of influencing pupil's behaviour.

We aim for all our pupils to leave us as mature young people, able to act and interact in all social settings in an excellent manner that reflects their core values of integrity and respect. We believe that they will be intrinsically motivated to do the right thing.

All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning.

We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupils' understanding of why certain behaviours are expected and in turn help them to make positive decisions around their own conduct as we prepare them for life and learning.

Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.

Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education Act 2002

Education and Inspection Act 2006

Equality Act 2010

Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance 2012, 2013



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Policy Implementation: Roles and Responsibilities

Pupils	Expected to take responsibility for their own behaviour and follow the school behaviour expectations at all times.
Parents	Work in partnership with the school to maintain excellent standards of behaviour and inform the school about any changes at home that could impact learning or behaviour in school.
All staff	Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction.
Member of SLT responsible for Behaviour	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the school. Tracking and monitoring rewards and consequences systems and devising and implementing strategies to improve behaviour where required.
Head Teacher	Responsible for the implementation and day-to-day management of the policy and procedures. Reports records of serious incidents to LGB on a termly basis.
Local Governing Body	Responsible for ensuring the behaviour policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel.

Rewards

Whittingham Primary Academy does not reward children for following rules as it is our belief that pupils should inherently make the correct choices. Instead, we focus on everyone behaving and demonstrating good conduct as it is the right thing to do and contributes to us creating a wonderful learning environment.

At Whittingham Primary Academy, we have six core school values, which are the focus of weekly assemblies and are continually referred to in all we do.

Our School Values are:



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- Creativity
- Ambition
- Determination
- Respect
- Enthusiasm
- Confidence

School Values Note

Pupils who demonstrate or model one of the Whittingham School Values can receive a School Values Note. This is celebrated in class by the teacher and shared with pupils and is shared on a weekly basis.

Merit Awards

Pupils are recognised for their achievements every Friday in assembly. Pupils are chosen from each class who have displayed in their learning, behaviour and/or conduct, something that has stood out to their class teacher and receive a certificate. Their name will be reported in the weekly newsletter, will also be displayed in the main hall and possibly tweeted on the school account.

Outstanding Effort Notices

On other occasions, children will be rewarded when they go above and beyond what is expected from them. For example, if a child does an exceptional piece of home learning or displays impressively one of our school's values or approaches their school learning in a positive way. This recognition they can be from another teacher, or a member of leadership and pupils receive a certificate to recognise this.

Pupils Attending Reflection

At Whittingham Primary Academy, pupils who have not shown the desired positive behaviour choices and have moved to yellow or red will attend Reflection. Where this has happened, parents will be informed either before or at the end of the day by a member of leadership or the child's class teacher.

At Whittingham Primary Academy, Reflection takes place during lunchtime with a designated member of the leadership team. Lunchtime reflection allows a reasonable time for the child to eat, drink and use the toilet, parental permission is not required in order for pupils to attend.

The behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- wearing the school uniform and posting/sharing videos online
- in some other way identifiable as a pupil at the school.



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Even where the above conditions do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

Procedures for Managing Behaviour at Whittingham

However positive we are, there are going to be occasions when children forget the rules and need to be reminded. Managing behaviour at Whittingham is based on the 'Stay on Green' system/graduated approach and there is a clear process for addressing undesirable behaviour and it must be followed, with the actions taken by the class teacher and recorded on CPOMS (school's tracking system).

The expectation is that teachers will form good relationships with the children and that most behaviours will be dealt with within the classroom through clear boundaries and expectations and following the 'Stay on Green' system if this does not work.

Stay on Green System

All children should start the day with their name on **Green**.

Stage	In Class Action	Response
Green <ul style="list-style-type: none"> Out of seat/calling out/interrupting teacher during whole class instruction/interrupting other children Inappropriate language (not aimed at children) Not listening Not keeping hands and feet to themselves 	1st Verbal Warning	Low key response Verbal reminder using positive framing for undesired behaviour (I.e. Thank you for keeping your hands to yourself) Positive Choices Praise those making correct choices Rule reminder/quiet reminder Support children to make the right choice Remind "At Whittingham we ... "
Blue <ul style="list-style-type: none"> Out of seat/calling out/interrupting teacher during whole class/ loud noises/interrupting other children Inappropriate language (not aimed at others) Not listening Not keeping hands and feet to themselves Upsetting and name calling to other pupils 	2nd Verbal Warning Log on Cpoms <i>Pupil moves their name from green to yellow</i> <i>Pupils correcting their behaviour and making positive choices move from blue to green</i>	Child asked to move their name from green to blue. Child can move back to green if correct choices/behaviours are made Low key response Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice Remind" At Whittingham we..." If behaviour continues- child is reminded of rule/ explained that they may move to yellow or red



	<i>Pupil moves to blue and completes a five-minute time out at next play or lunch time</i>	Class teacher to discuss with parents
Yellow <ul style="list-style-type: none"> Continued disruption to class and other despite Level 1 or Level 2 Obstructive behaviour in refusing to participate/ refuse to work Inappropriate language aimed at others Beginning to challenge authority/ minor level. Treating classroom without respect Break/destroying class/school equipment Rudeness to adults Highly disruptive behaviour Throwing objects to hurt 	Time taken back from closest play/lunch Parents informed (either by phone call or face to face conversation at the end of the day) <i>Incident logged on CPOMS</i>	<p>Rule reminder "At Whittingham we..., by continuing to... you are choosing to lose 10 minutes from your playtime..." <u>Pupil moves name to yellow.</u></p> <p>Praise those making correct choices Support children to make the right choice Rule reminder/ quiet reminder.</p> <p>Possible consequences include: Full play/lunch lost – to be spent with SLT Lost play/lunch time – with class teacher or SLT subject to behaviour Work being sent home by class teacher Internal exclusion for next lesson including play/lunch - to be spent with SLT</p> <p>*If occurs in the afternoon, work is to be sent home to be returned the next day.</p> <p>Class teacher/SLT to discuss with parent at the end of the day or call home made by class teacher</p>
Red <ul style="list-style-type: none"> Intentional physical violence to hurt others Racist/Religious/homophobic/inappropriate language/incident Self-exiting class (subject to pupil needs) 	Immediate move to red Sent to Senior Leader/ Behaviour Lead – Behaviour lead in lesson time, SLT at lunch time	<p>Rule reminder "At Whittingham we..., by continuing to... you are choosing to be..." <u>Pupil moves name to red.</u></p> <p>Consequences could include:</p> <p>Internal Exclusion Fixed Term Exclusion</p> <p>Praise those making correct choices</p>



	<p><i>Incident logged on CPOMS</i></p> <p><i>Consequence given</i></p> <p><i>Complete Reflection</i></p> <p><i>In the event of a fixed term exclusion, a re-integration meeting will take place the following morning with the class teacher and member of SLT</i></p>	<p>If this behaviour consistently happens behaviour plan issued for child.</p> <p>Meeting scheduled with headteacher/senior leadership</p>
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Additional Information:

- Once a child has completed their consequence after moving to blue/yellow/red they immediately go back to 'green'
- If the incident involves serious verbal or physical aggression, a member of the Senior Leadership Team can be informed and will make telephone contact with the parents.
- CPOMS information will be analysed by the Head Teacher and monitored by SLT.

Parental Involvement

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasise positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

Bullying

- Bullying is a form of anti-social behaviour that the school considers inappropriate and unacceptable in all its forms.
- Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally.
- Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- Cyber-bullying via text messages or the internet
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g., punching, kicking, hitting, spitting at another person
- Verbal e.g., name-calling and/or offensive, discriminatory verbal abuse



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- Exclusion e.g., deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g., deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g., via the internet or text
- By someone known to the recipient or an unknown protagonist e.g., an anonymous email
- Cyber-bullying e.g., communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

Bullying will not be tolerated at Whittingham Primary Academy

Parent should refer to the schools' Anti-bully policy in Appendix 1 of this document, for detail on procedures to follow if you are concerned that your child may be involved in bullying activities.

Use of reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, authorised by the Head Teacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What does it mean to use physical intervention on a child?

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why use physical intervention?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour and is only used after de-escalation strategies have been unsuccessful at alleviating the danger.

Prohibited items and searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items



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Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g., a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).

Only the Head Teacher or a member of school staff authorised by the Head Teacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search will, where possible, be the same sex as the pupil being searched.

The exception to this rule where a search can be carried out on a pupil of the opposite sex and/or without a witness will only occur where the Head Teacher or member of the Senior Leadership Team reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in school and pupils may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force, as is reasonable given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence



or cause harm. Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the pupil has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers, and desks.

It is a condition of having a locker in school that the pupil gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from pupils

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school should make this broad definition clear.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term



exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

Use of social media

In using social media relating to all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Examples of prohibited use,

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully, or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Exclusions: explanatory notes

Also refer to the schools Exclusions Policy.

Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Head Teacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.



The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; etc

Types of Exclusion

Fixed Term Exclusion

Set out examples of when a fixed-term exclusion may apply, for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of fixed-term exclusion for children with an EHCP. The school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues/specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

The Investigation

Any investigation will be conducted in accordance with DfE guidance so as to be fair.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils' previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

Head Teacher's Decision

The decision to exclude will be made by the Head Teacher or the designated teacher in charge after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Head Teacher, or the designated teacher in charge.

Role of the Local Governing Body

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)



- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.



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Appendix 1

Anti-bullying Policy

Statement of Intent

At Whittingham Primary Academy, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Objectives of this Policy

This policy outlines what Whittingham Primary Academy will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. Whittingham Primary Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Safeguarding policy
- E-Safety policy
- Acceptable use policies
- Teaching and Learning Policy
- Provision of Information and Data Protection Policy
- Inclusion Policy

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to



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- support, uphold and implement this policy accordingly
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy

Definition of bullying

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017). Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

School ethos

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

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.



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- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority, United Learning and other relevant organisations when appropriate.

Responding to bullying

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

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Head Teacher, Designated Safeguarding Lead or another member of leadership staff will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including Early Help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded on CPOMS by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:



- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding Lead, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence, pupils may receive targeted 1:1 support via the Thrive Program
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non- discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.
- Promote openness and opportunity to discuss how to prevent bullying during the



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school's PSHE lessons.

- Hold regular whole school and/or class assemblies to promote openness and discuss how to prevent bullying and what pupils can do address it

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Monitoring and review

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning. The Head Teacher will be informed of bullying concerns, as appropriate.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN



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and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

- DfE: SEND code of practice: www.gov.uk/government/publications/sendcode-of-practice-0-to-25 Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Educate against Hate: www.educateagainsthate.com
- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online www.bullying.co.uk

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