



Windsor Academy Trust

Milton Primary Academy

Policy: Primary Behaviour Policy (inc Anti-Bullying)

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VERSION CONTROL		
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V2	14.10.25	<p>SCHEDULED REVIEW</p> <p>NEW POLICY</p> <p>POLICY RE-WRITE</p> <p>REVIEW TO GIVE EFFECT TO CHANGES IN STATUTORY GUIDANCE</p> <p>CHANGES TO NAMED PERSONNEL</p> <p>OTHER – ENSURE SPECIFIED</p>
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1. Purpose

We believe that everyone has the right to be and feel safe and respected in school. Therefore, we are committed to making sure that our schools are calm and orderly, caring, inclusive and welcoming.

This policy sets out:

- our overall approach to maintaining good behaviour in our schools;
- our commitment to inclusion;
- the expectations and responsibilities of our schools, staff, students and parents;
- how we enable everyone to meet these expectations and responsibilities.

2. Our overall approach

Excellent behaviour is necessary so that everyone feels safe, respected and able to be the best they can be and more. We take bullying and behaviour which displays prejudice very seriously. We never tolerate it. We deal with it quickly and effectively.

Excellent behaviour is also the foundation for effective learning. When students behave well, they have the greatest chance of unlocking their academic and personal potential.

We are committed to excellence in inclusion. Therefore we actively create school environments where students find it easy to behave well. We teach students how to behave well. We do this through being clear about our expectations, understanding our students, rewarding great behaviour and working with students and their families where things go wrong.

We follow a graduated, holistic response to behaviour where a student has suspected or already-identified special educational needs and/or disabilities, potential trauma or poor mental health and well-being. We do this while also making sure that all students are safe and can learn in a disruption-free environment.

We are committed to working in partnership with local agencies to support students' behaviour and play our part in providing a new start for students where this is of benefit.

We use suspensions, internal exclusions and permanent exclusions as a very last resort.

When we make changes to policy and practice around behaviour, we carefully consider the implications for students and groups of students through an equalities assessment.

3. Supporting students to behave well

Students are much more likely to behave in appropriate ways if we teach them how to behave. We take a deliberate approach to teaching students what we expect of them and why those things are important.

From the moment that students join the school, we make our school expectations and values clear. All parents are directed to this policy when they join the school. This policy has been written so that it is easily understandable by everyone in our school community.

We reiterate our expectations and values on an ongoing basis (for example in assemblies), especially when students first join the school.

Where school leaders and staff see emerging trends of behaviours that don't meet our values and expectations, they swiftly make sure that students are reminded of what we expect and why it is important. This might be through assemblies, time in class, meetings with groups of students, their families or through communicating with parents.

Our staff are expected to be consistent about expectations across the school. This means that students can be sure that the same expectations exist wherever they are in school.

We use sanctions and rewards consistently, fairly and proportionately to make sure that students know the high value we place on excellent behaviour.

When things go wrong

We recognise that sometimes things go wrong and students do not behave in the way that they should. There can be no 'one-size fits all' approach to help meet students' needs in this situation. However, support for students is likely to consist of things like:

- working with students and their families to better understand what is happening;
- the support of the Special Educational Needs Coordinator and their team;
- reasonable adjustments where students have protected characteristics;
- reasonable adjustments while students await a diagnosis or have personal crises;
- supportive behaviour tracking such as tutor report/head of year report to help students monitor their behaviour;
- SLT mentoring;
- class teacher mentoring;
- pastoral team mentoring;
- the support of outside agencies such as the education welfare service, school health service, children's services, educational psychology services etc.

4. Our Aspire Framework

Our Aspire Framework is an important part of our approach to behaviour in school. We work with our students to develop the aspirations to be the best learner they can be and the very best version of themselves. Staff work proactively and systematically with

students so that they understand and live the character virtues and learner skills in lessons and around school. Each schools' rewards systems are linked to the Aspire framework.



5. Bullying and prejudice

We believe that everyone has the right to be and feel safe and respected in school. We are committed to making sure that our schools are calm and orderly, caring, inclusive and welcoming.

There is no single agreed definition of bullying. Windsor Academy Trust defines bullying as:

“repeated actions that are intended to hurt someone either physically or emotionally”.

Bullying can take many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Prejudicial behaviour is when someone says or does something negative on the basis of a person or a group's characteristics. Examples would be things like being racist or using homophobic language.

We do not tolerate bullying or prejudicial behaviour. What this means is that we are committed to:

- enabling students to know when bullying and/or prejudicial behaviour are happening
- enabling students to easily report bullying and/or prejudicial behaviour
- encouraging students to report bullying and prejudicial behaviour
- acting quickly and effectively when staff see or students report bullying and/or prejudicial behaviour.

We have an anti-bullying strategy. This outlines what we are doing as a trust and as individual schools to deal with bullying and prejudicial behaviour.

Cases of bullying are dealt with individually. However, students who perpetually bully others are likely to be excluded from the school.

6. Rewards and recognition

We place a great deal of importance on the positive effect that rewards and recognition have on students. Students are encouraged to earn rewards and be proud of the positive things that they do. Students are consulted on a regular basis in class, during assemblies and through the Student Senate. You can find more details in our schools' rewards policies. You can find more information about our approach to rewards in section 12.

7. Expectations and responsibilities of staff

Our staff work hard to make sure that there is a calm, safe and orderly environment so that we can unlock student's academic and personal potential. We have high expectations of ourselves in the same way that we have high expectations of students. Our expectations of ourselves are that we will be fair and consistent in applying and upholding our behaviour policy. This way, students know that wherever they are in school, the expectations are the same.

Our staff will:

- use a variety of behaviour strategies as appropriate and in line with local strategies outlined in section 12 and 13
- refer to and use any agreed posters or prompts in the classroom or around school, e.g. rules, charts, values, or the Aspire Framework
- model what we expect of students in lessons, interactions, around the school and in our community
- be fair and consistent in applying the behaviour policy at all times.

8. Expectations and responsibilities of students

In section 12 and 13 you will find further information about the rules and expectations in our school. The character virtues from the Aspire Framework (respect, responsibility, resilience, collaboration, compassionate and courageous) underpin the way we expect our students to be with others and with themselves.

If students do not meet these expectations, then we will act in accordance with section 10 and 13 of this policy. We cannot allow students to disrupt others' learning and any behaviour that does so will be dealt with swiftly and appropriately.

Things that are not allowed in school

So that we can keep everyone safe and focused on learning, there are some things that students are not allowed to bring into school. This list isn't exhaustive, as we cannot imagine everything that might cause students or staff not to be safe or able to focus on learning.

students cannot bring into school:

- knives, regardless of size or purpose
- weapons of any kind
- alcohol
- illegal drugs
- recreational drugs and 'vapes'
- stolen items
- tobacco, cigarette papers, filters or other smoking equipment
- fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Mobile phones and other smart devices

We do not allow students to use mobile phones and other forms of smart technology such as tracking devices during the school day. If a student has a mobile phone or another form of smart technology out in school, it will be confiscated and returned to the parent or carer.

Only pupils in Year 6 who walk to and/or from school without adult supervision are permitted to bring a mobile phone to school with them; this is providing that written consent from parents has been received by the school before a pupil brings their mobile phone on site.

Upon arrival at school, Year 6 pupils carrying a mobile phone must ensure that it is switched off and handed to a member of staff immediately; the phone will then be stored securely until home time. Pupils are not allowed to keep mobile phones in their bag/locker or on their person during the day.

Any mobile phones that pupils bring to school are the sole responsibility of the pupil and their parents/carers; the school will not accept responsibility for any loss, theft or damage that may occur.

9. Expectations and responsibilities of parents/carers

Everyone has a role to play in making sure that our school is a calm and orderly environment. We need parents/carers to work with us to make sure that all students unlock their academic and personal potential. There are some specific things that parents can do to help us. These include:

- openly supporting the expectations in this policy;
- letting us know of any practical difficulties you might have, for example in getting hold of equipment or uniform;
- letting the class teacher or pastoral staff know of anything that might affect your child's ability to behave well in school;
- helping us to celebrate when students have successes or behave well by celebrating the successes at home;
- working with us to resolve issues of poor behaviour - for example coming to a reintegration meeting, reiterating expectations at home, etc;
- personally role modelling the principles of this policy when on the school site.

10. Sanctions

Being clear on what sanctions are for helps us to use sanctions effectively.

Sanctions are used for the following purposes:

- to make our high expectations of behaviour clear to the school community,
- to help students reflect on their behaviour and choose to behave differently,
- to enable us to maintain a safe, calm and orderly environment.

We will only use sanctions that are reasonable, fair and proportionate. We will only use sanctions when students do not follow our school's expectations.

Some sanctions are much more serious than others. Therefore, some sanctions can only be applied by more senior members of staff and some only by the executive headteacher. Please see section 13 for details of our school sanctions. When these local sanction routes are exhausted then all WAT schools may instigate the following as appropriate:

Person responsible	Action	Further details
SLT	Removal from class to 'Refocus'.	<p>Removal to refocus is where a pupil, for serious disciplinary reasons, or when extra measures may support behaviour, is required to spend a limited time out of the classroom at the instruction of a senior leader. We may use removal and align with the guidance in the DfE's behaviour in schools 2022 document when doing so.</p> <p>Refocus is different from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.</p> <p>The use of refocus will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil. Parents will be informed on the same day if their child has been removed from the classroom.</p>
Executive Headteacher	Managed move	<p>See the exclusions and suspensions policy for full details.</p> <p>Sometimes, a student will benefit from a fresh start at a new school. A managed move aims to support this new start.</p> <p>The behaviour of students outside school can be considered as grounds for a managed move.</p>
	'Off-site direction'	<p>See the exclusions and suspensions policy for full details.</p> <p>The executive headteacher can require a student to be educated off the school site to improve the student's</p>

		<p>behaviour. This will be discussed with the student and their family, but students and their parents do not need to agree to the off-site direction.</p> <p>The behaviour of students outside school can be considered as grounds for an off-site direction.</p>
	<p>Suspensions and permanent exclusions</p>	<p>See the exclusions and suspensions policy for full details.</p> <p>When a student returns from a fixed-term exclusion there will be a meeting between the student, parent and a representative of the school. The aim of this meeting is to work together to prevent more exclusions.</p> <p>The executive headteacher may permanently exclude in line with the Department for Education’s Statutory Guidance. A permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school’s behaviour policy, and where allowing the student to stay in the school would seriously harm the education or welfare of the student or other students in the school.</p> <p>The decision to give a suspension or permanent exclusion is a very serious one. The executive headteacher will always take the context and circumstances into consideration. It is not possible to list all of the reasons that a student could be excluded, but reasons are likely to include:</p> <ul style="list-style-type: none"> ● serious violence, actual or threatened, against a student or member of staff ● bringing onto academy premises or being found in possession of a weapon or illegal/recreational substance ● bullying/cyberbullying or other harmful online behaviour ● sexually inappropriate behaviour, sexual abuse or assault ● threatening others – physical or verbal ● deliberate involvement in or instigation of conflict ● verbal aggressiveness ● willful disobedience or serious disrespect to a member of staff ● stealing ● knowingly possessing stolen property ● vandalism and destruction of property ● consistently disrupting learning ● misusing fire alarms or extinguishers ● smoking (including shisha pens or e-cigarettes) drinking alcohol, using or distributing drugs or other illegal substances ● cheating in a test or exam

		<ul style="list-style-type: none"> any other one-off behaviour considered by the executive headteacher to be exceptionally serious. <p>The behaviour of students outside school can be considered as grounds for exclusion.</p>
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11. Reasonable force, screening, searching and confiscation

School staff can use reasonable force in certain circumstances, normally to keep students safe or to stop damage occurring. These circumstances are likely to be extreme and infrequent. We follow the Department for Education's guidance in the use of reasonable force - 'Restrictive interventions, including use of reasonable force, in schools' April 2026. Although schools do not have to tell parents when reasonable force has been used, we always communicate with parents following use of reasonable force and make a full record of incidents. (Appendix B)

None of our schools use screening (using hand-held wands or walk-through detectors) routinely. However, we may use these if needed.

WAT Schools follow the Department for Education guidance outlined in 'searching, screening and confiscation advice for Headteachers, school staff and governing bodies September 2022'. School staff will always seek the permission of a student before any search takes place.

School staff are allowed to search a student if the student agrees. When talking to a student about a search, a member of staff will explain why the search is taking place and how the search will be conducted to help them understand why the search is taking place.

Staff are allowed to search for some items that are prohibited by the school rules *without* the student's permission. They can do this if they reasonably believe that the student has any of the items listed below:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

We will never ask a student to remove anything other than outer clothing. Unless it is an emergency (for example, a student or students are going to get hurt), searches will be done by a member of staff who is the same sex as the student, with another member of

staff there, too. Normally, a search will be done by senior staff. It is important to remember that searching a student is unusual. It does not happen often.

If a student brings in an item that is against the school rules, or that the headteacher or head of school considers is inappropriate, this item can be confiscated. Sometimes we will need a parent or a carer to pick up a confiscated item. Sometimes, we cannot return an item to the student. An example of this would be a knife, or something that has been stolen.

12. Rewards and recognition

Where a pupil's behaviour is deemed to exceed the expectations outlined in the school behaviour policy, leaders recognise that there is a need for a system in which these pupils are suitably rewarded.

In Class	Whole School	Senior Leaders
<ul style="list-style-type: none"> • Verbal • Remarkable day postcards • Marbles in the jar - whole class reward 	<ul style="list-style-type: none"> • Star Learner linked to an ASPIRE character trait • House Points 	<ul style="list-style-type: none"> • Executive Headteacher's (Headteacher's Award) • As deemed appropriate

13. Rules and sanctions

Our three school behaviour rules are designed to complement the 'ASPIRE values'. These behaviour expectations will be shared on a weekly-basis in whole school assemblies.

School Behaviour Rules		
Be Ready	Be Respectful	Be Safe
<i>Be organised, focused and prepared to learn</i>	<i>Show kindness and manners to all, be responsible and make good choices</i>	<i>Follow rules and routines whilst looking after yourself and others.</i>

Where behaviour is deemed to not conform with these expectations, leaders recognise that there is a need for a system in which appropriate and proportionate consequences / sanctions may be issued. Children are made aware of this system, and it therefore acts as an incentive for children to follow the expectations outlined in this policy.

Any consequences and sanctions issued will be restorative in nature and align with the principles outlined below:

- **Respect for everyone** (by listening to others' opinions and valuing them).
- **Responsibility for actions** (by taking ownership of one's choices and not blaming others).
- **Repair of harm** (by identifying solutions and ensuring that behaviours are not repeated).
- **Re-integration in learning** (by working through a structured, supportive process which aims to solve problems).

Any consequences and sanctions issued will also:

- Not be applied to a group of children for the actions of an individual.
- Be consistently applied by all staff to help all stakeholders feel safe and secure.

The table below (page 12 and 13) shows the levels of escalation we use at Milton Primary Academy to determine the appropriate consequence or sanction to issue:

Levels of Escalation

Level 1	Action(s) / Consequence (s) enacted by staff:	
<ul style="list-style-type: none"> • Low level disruption • Minor infringement of school rules <p><i>Examples but not limited to:</i></p> <ul style="list-style-type: none"> - Shouting out - Rocking on chair - Not paying attention 	<ul style="list-style-type: none"> • All staff may give a non-verbal reminder (facial gesture or hand signal) • All staff may give a verbal reminder outlining the behaviour that needs to be stopped • All staff may advise a child to access the zones of regulation chart to help them to control their emotions 	<p>Does not need to be recorded on Arbor</p>
<p>The majority of low-level behaviour should be managed within Level 1 by the class teacher or member of staff covering the class.</p>		

Level 2	Action(s) / Consequence (s) enacted by staff:	
<ul style="list-style-type: none"> • Persistent low level disruption • Mid-level disruption • Persistent minor infringement of school rules <p><i>Examples but not limited to:</i></p> <ul style="list-style-type: none"> - Not completing work to the best of their ability without reason; - Being off task after verbal reminders; - Causing distractions to others 	<ul style="list-style-type: none"> • All staff give another verbal reminder outlining the consequences of continued behaviour (pupil given choice) • If persistent behaviour continues, the pupil is to miss 5-10 minutes of break or lunch with the teacher/support staff who issued the consequence. Pupil to have reflection time. • EYFS may use the 'Thinking Chair' 	<p>Needs to be recorded on Arbor by class teacher.</p> <p>Parents informed by class teacher via phone call.</p>
<p>Level 2 behaviour is to be dealt with by the class teacher or member of staff covering.</p>		

Level 3	Action(s) / Consequence (s) enacted by staff:	

<ul style="list-style-type: none"> Repeated incidents of Level 2 behaviour Causing significant disruption during lessons without reason Breaking school rules and not following expectations, <p><i>Examples but not limited to:</i></p> <ul style="list-style-type: none"> - Stopping other people from learning; - Causing purposeful distractions; - Being unkind to others; - Being dishonest; - Being rude to others; - Running in the corridors; - Wasting/damaging school resources or property, e.g. toilets 	<ul style="list-style-type: none"> If the pupil continues to be disruptive after following Level 1 and Level 2 and supporting measures have been tried, class teacher to speak to SENCO and a Boxall profile to be completed. Outcomes from the Boxall to be shared with parents and a discussion had around supportive measures to be implemented and trialed. If there is a one-off incident, the class teacher should speak to the child in the first instance and determine appropriate next steps If there is a repeated behaviour, the class teacher is to inform the Phase Lead, who will discuss the incident further with the pupil and 15 minutes of lunchtime will be missed with the Phase Lead. During this time, the pupil is to reflect on their behaviour and complete appropriate reflective activity/letter of apology. If the pupil is in EYFS/KS1, a positive behaviour chart may be tried to reinforce positive behaviours. 	<p>Needs to be recorded on Arbor by class teacher.</p> <p>Parents informed by phase leader via phone call.</p>
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Level 4	Action(s) / Consequence (s) enacted by staff:	
<ul style="list-style-type: none"> Repeated incidents of Level 3 behaviour Causing significant disruption during lessons significant infringement of school rules Reputational risk to the school Physical or aggressive behaviour towards peers or staff without reason <p><i>Examples but not limited to:</i></p> <ul style="list-style-type: none"> - Damaging school property; - Unsafe behaviour which puts them or others at risk; - Defiance without reason; - Spitting; - Physical altercation - provoked or unprovoked; - Bullying; - Racism; - Swearing at pupils or members of the public; - Stealing. 	<ul style="list-style-type: none"> If behaviour has not been managed at level 3, class teacher and Phase Lead to speak to AAHT, who will gather context to investigate the behaviour further. AAHT to liaise with the welfare team to understand pupil context (if known) After investigation, AAHT arranged a face to face meeting with parents to discuss next steps, which could include a behaviour contract and a behaviour report card for the next 2 weeks. (appendix 1 and appendix 2) AAHT to oversee the report card daily and meet with parents at the end of the 2 week period to discuss progress and next steps. 	<p>Needs to be recorded on Arbor by class teacher</p> <p>Parents informed by the AAHT and logged on Arbor</p>

ALL BEHAVIOUR THAT EXCEEDS LEVEL 4 SHOULD BE MANAGED IN-LINE WITH THE DETAILS PROVIDED IN SECTION 10 WHERE THE DHT AND EXEC HEAD USE SANCTIONS AT THEIR DISCRETION. THIS SHOULD BE MITIGATED AS FAR AS POSSIBLE.

Playtime and Lunchtimes:	
<ul style="list-style-type: none"> Many playtime behavioural incidents can be managed in isolation on the playground by a lunchtime supervisor (LTS). If an incident occurs on the playground whereby the pupil needs to calm down and reflect then LTS can direct children to the most senior LTS on duty (J.Barber) for a given period of time, appropriate to their age, for 'Time Out'. (No more than 5 minutes) The pupil will have a restorative conversation with JBarber and follow further appropriate directions that are needed. e.g. apologise to others if others are involved and/or continue to join in and play fairly/appropriately. If an incident on the playground persists or an isolated incident happens that is Level 3 or above then LTS can direct children to the member of staff on Leadership Lunch. Here the child/children will be given 'Time Out' with a leader for a given period of time, appropriate to their age. 	<p>Class teacher informed of any incident where a child has had 'Time Out'.</p> <p>All incidents of 'Time Out' need to be recorded on Arbor by the class teacher.</p> <p>If a child has been given 'Time Out' with a phase leader, parents are informed by phase leader via phone call.</p>

De-escalation Strategies

Where a child demonstrates unacceptable or undesirable behaviour(s), staff members will draw on a range of de-escalation strategies to diffuse a situation or support a child in adhering to the expectations of the behaviour policy. These de-escalation strategies may include:

Resource	Response
<ul style="list-style-type: none"> using the 'Zones of Regulation' using the 'Wellbeing Scale' to support pupils with identifying how they are feeling referring to visual reminders of school/WAT expectations – class charter, ASPIRE Values, etc. 	<ul style="list-style-type: none"> appearing calm and using a modulated, low tone of voice using simple, direct language providing adequate personal space and not blocking a pupil's escape route (unless the pupil poses a risk to themselves or others) showing open, accepting body language, e.g., not standing with arms crossed reassuring the pupil and outlining a desired outcome identifying any points of agreement to build a rapport talking to pupils about their emotions, so that they begin to understand what they are feeling offering the pupil a face-saving route out of confrontation use words such as 'first' or 'next' to help a child in identifying the steps needed to correct their behaviour rephrasing requests positively, e.g., "If you don't return to your seat, I won't help you with your work." may become, "If you return to your seat, I can help you with your work."

14. Anti-Bullying

Values and Principles

Everyone at Milton Primary Academy has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to maximise their potential and thrive in all aspects of their education and development. We are committed to creating a climate where bullying behaviour is not accepted by any member of our school community and is reported immediately.

Aim

We are a **TELLING** school. This means that anyone who is aware of bullying should report it immediately. We are also a **LISTENING** school and we are committed to listen to students, parents / carers and staff who report issues of bullying and to investigate their concerns most seriously. To prevent bullying we will;

- o To encourage and promote the 'telling school' ethos.

- o To model that we are also a 'listening school'.
- o To demonstrate that we take bullying very seriously and that it will not be tolerated.
- o To take measures to prevent all forms of bullying within our School.
- o To protect those who might be bullied.
- o To demonstrate that the safety and happiness of all pupils are enhanced by dealing positively with bullying incidents.
- o Preventing any repeat bullying incidents from reoccurring by working with both victims and perpetrators.

Our definition of bullying

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves and where there is an imbalance of power. Anti-bullying is when everyone in the school understands that bullying is unacceptable. EVERYONE has a part to play in order to stop bullying.

- o Physical – kicking, hitting, pushing, using violence, taking and damaging belongings
- o Verbal – name calling, taunting, mocking, making nasty comments, making threats
- o Emotional – leaving people out/deliberately ignoring them, gossiping, spreading rumours, tormenting (e.g. hiding books, threatening gestures).
- o Cyber-Bullying – bullying using social media/text messages/phone calls/, picture/video clips on phones, instant messenger, email, chat rooms, websites/blogs
- o Racist – racial taunts, inappropriate jokes, graffiti and gestures.
- o Sexual – unwanted physical contact or sexually abusive comments / gender based violence /
- o sexual harassment.
- o Homophobic/Biphobic – discriminating against someone because of their sexual orientation
- o Transphobic – founded on gender identity.
- o Child on child: verbal or physical, by person or by electronic, on-line or written
- o means and can be directed at both staff and pupils
- o This list is not exhaustive.

Raising awareness about bullying

- Bullying is “tackled” through the curriculum via PSHE led by the class teacher or other appropriate staff (HLTA’s).
- It is addressed through the whole school and class assemblies.
- The school participates in Anti-Bullying Week activities and reinforces these throughout the year.

Roles and Responsibilities

Prevention is better than cure, so at Milton Primary Academy we are vigilant for signs of bullying and always take reports of incidents seriously. We actively seek to be informed about bullying in order to work towards eliminating it from our school. It's ok to **TELL**.

Creating a safe environment is essential for effective learning and ensures that all students' rights to a positive experience are met. Expectations of appropriate pupil behaviour must be made explicit. This requires a **'whole' school approach** which aims to develop a shared awareness and understanding so that a consistent approach to tackling bullying is taken. All members of the school community share the responsibility for preventing and stopping bullying.

The Headteacher will:

- o Disseminate the policy to the whole school community via a link on the school website.

- o Implement the policy effectively.
- o Train staff and raise awareness.
- o Monitor, review and evaluate the effectiveness of the policy.
- o Report to the trustees on request.
- o Liaise with the Local Authority and WAT Academy Trust to ensure that best practice is shared effectively.

Staff will:

- o Take all reports of bullying seriously and respond to each incident accordingly.
- o Inform the senior leadership team of any concerns/incidents regarding bullying and any actions taken.
- o The SLT will take appropriate action of any intervention/prevention strategies /programmes which involve Student Support Centre programmes to support both the victim and perpetrator.
- o Log all bullying incidents on peer interaction logs and Arbor.

Students will:

- o Take responsibility for their own behaviour and actions and treat one another with mutual respect and kindness.
- o Report any incidents of bullying to their class teacher, trusted staff member or parent
- o Report any incidents that have occurred over social media sites.

Parents/carers will:

- o Inform school of concerns raised by their child.
- o Support key messages being given to their child and where appropriate attend meetings and contribute in a positive way.
- o Monitor their child's use of social media regularly if their child uses social media.
- o Expect that all reports of bullying will be dealt with, even if it is requested that the school do not do so, due to our duty of care. Every incident will be dealt with sensitively and anonymously where required.

The Anti-Bullying Ambassadors will:

- o Raise awareness of all aspects of bullying such as emotional, physical, racist, sexual, homophobic, transphobic, verbal and cyber through activities / events / media and assemblies.
- o Meet regularly to discuss bullying concerns and implement strategies on how to deal with them.
- o Act as a voice for all students.
- o Plan and deliver assemblies.
- o Review anti-bullying policies.
- o Encourage new ideas.
- o Report any incidents of bullying that they are aware of.
- o Provide support for victims and perpetrators.
- o Liaise with feeder primary schools where necessary.
- o Create surveys for students to complete to monitor all aspects of bullying.

Bullying outside of school

- o If the school becomes aware of any bullying issues outside of school, during term time or school holidays, the school will encourage students and parents to contact relevant agencies i.e. Police, Children's Services and CEOP (Child Exploitation and Online Protection).

- o School may discipline a pupil in accordance with our own Behaviour and Safeguarding Policies, if the misbehaviour poses a risk to a pupil and the reputation of the School.
- o Telephone calls from concerned members of the community are followed up. All reported incidents of bullying are investigated and taken seriously by members of staff.

How bullying is dealt with

Initially, a peer interaction log will be completed giving as much detail as possible and the victim is advised to keep away from the bully as much as possible while the incident is investigated by an appropriate member of staff.

In consultation with the Head of School, a decision regarding sanctions will be taken in line with the school's Behaviour Policy. Parents/Carers will be informed if bullying is systematic and/or causing distress to the student and are automatically advised if the incident is a Police matter. Prior to issuing any sanction, where appropriate an investigation is conducted to determine if the challenging behaviour was a **direct or indirect consequence of the pupil's underlying special educational needs** or disability-related triggers.

When there is an identified issue between two students that occurs more than once or is deemed serious then a **STOP agreement** is issued, or it may be issued to prevent recurrent issues. Both the victim(s) and the perpetrator(s) sign this agreement and where necessary parents are informed. The STOP agreement helps students to understand and reinforces our zero-tolerance approach to the situation.

Sanctions may include:

- o Mediation between victim and perpetrator.
- o Parental Meetings.
- o Parents informed about behaviour of their child.
- o Outside agencies informed to support where appropriate.
- o Detention.
- o Refocus.
- o Fixed-term suspension or permanent suspension.
- o Report

(NB: This list is not exhaustive)

Support for the victim

- o The victim is supported by their class teacher and other members of staff, as appropriate.
- o A Peer Mentor from the class can be allocated to the victim to support them.
- o A victim can be attached to a staff member should it be appropriate.
- o The Nurture Lead can help support the victim should it be required.
- o Counselling is also sometimes advised through the What? Centre.

Support for the perpetrator

The bully is supported by their class teacher or other allocated staff member. A bully can be attached to a staff member should it be appropriate and there may be a referral to a behaviour modification programme run by the SSC (Student Support Centre). The bully will be reminded of the possible consequences of bullying and sanctions for repeated incidents will be clearly explained to him/her – this is also reinforced by the STOP agreement. Persistent bullies will receive firm sanctions and may be excluded from school.

Other parental involvement

Parents/Carers are reminded regularly to inform their children that they must tell someone should they ever be bullied.

15 . Appendix A - Behaviour Contract

This contract is a written agreement between you, your teacher and the Associate Assistant Headteacher. The aim is to identify clear goals for you and support you in the classroom / at break/lunchtimes to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Expectations:

1	
2	
3	

To help me follow the class charter / school behaviour expectations, I can:



1	
2	
3	

When I demonstrate challenging behaviour, you can help me by:



1	
2	

3	
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The consequence(s) for not meeting the agreed expectation(s) is/are:

1		
2		

The reward for meeting the agreed expectation(s) is/are:

1		
2		

My contract will be reviewed on (date): _____

Pupil signature: _____ AAHT signature: _____

16:Appendix B - 2-Week Report Card (Issued by the AAHT)

Name: _____	Class: _____	Date Rep _____
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Week: _____	Register	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lu
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Please use scale 1-5 (5 - Excellent 4 - Good 3 - Fair 2 - Some Improvement Needed 1 - Much Improvement Needed)

Leadership Comments	Monday	
	Tuesday	
	Wednesday	
	Thursday	

	Friday	
--	--------	--

**2 consecutive weeks of behaviour scored at 3+ are required for the removal of this report card.*

17. Appendix C – Behaviour Plan

This plan is a written account of the triggers identified and support to be implemented in instances where a child needs to improve their behaviour to conform with school expectations.

This plan is to be devised and implemented at the discretion of the behaviour lead.

Pupil's Name: **Class:**

	Summary / Response	Responsible person(s)
Behaviour(s) observed		
Triggers identified		
Strategies currently in place to support the pupil		
Internal and external support accessed by the school (indicate if this is already accessed / to be accessed)		
How the school will respond to instances in which the pupil does not conform with the expectations outlined in the behaviour policy / their behaviour contract		

Signed:

_____ Senior Leader	_____ Other Staff
_____ Class Teacher	_____ Other Staff
_____ Other Staff	_____ Other Staff

**18. Appendix D - Restrictive interventions, including use of reasonable force
Incident proforma**

Name of pupil
Name of staff member who used restrictive intervention/positive restraint
Date, time, location, and duration.
Pupil's SEN status (including code)/additional needs or disability.
De-escalation strategies attempted.
Type and degree of force/restriction used.
Justification: Why was it necessary?
Details of any injuries or medical treatment.
Parent(s) notified in writing.
Date and summary notes from parental meeting