Behaviour Policy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff 2022

- Searching, screening and confiscation at school 2023
- The Equality Act 2010
- Keeping Children Safe in Education
- 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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Unacceptable behaviour is defined as:

- Disruption in lessons, around the school and at break and lunchtimes
- Disrespect for the values of the school

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and values
- Any form of bullying
- Sexual violence or assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

➢ Vandalism

➢ Theft

➢ Fighting

➢ Smoking

➢ Racist, sexist, homophobic or discriminatory behaviour

➢ Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

➢ Deliberately hurtful

➢ Repeated, often over a period of time

➢ Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying are laid out in Appendix 1

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

- The headteacher is responsible for:
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle any behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction to school:

- The school's key rules, values and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

We believe that good behaviour is the key to a good education. We believe in the principles of 'positive' behaviour management and we understand that good behaviour needs to be taught and modelled.

The school environment plays a central role in a child's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

At Wilbury Primary School we want to teach good behaviour habits by rewarding positive behaviour, rather than emphasising or focusing too heavily on the negative. Therefore, the policy is based on a system of simple rewards and sanctions that are easily understood. We work towards standards of behaviour that are based on the principles of our School values of; Respect, Resilience, Responsibility and Kindness. Our expectation is that everyone in the school community aims to demonstrate this behaviour at all times.

We know that young children need to be taught how to adhere to these values and rules and we understand that some children will need more support, intervention and guidance to do so.

We know that an effective whole school policy requires:
• Consistency- everybody to follow it
• Effective classroom management and practice
• Positive relationships
• Motivating steps to achievement
• Clear rewards and sanctions

6.1 Mobile phones

Children are not allowed mobiles phones in school or have access to them during the school day. We encourage Primary age children, in line with Enfield Local Authorities' recommendation not to have access to a mobile phone.

If a child walks home alone and parents want them to have a phone, parental permission will need to be provided. No smartphones.

There is a particular area where phones should be stored during the school day.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules clearly in the classroom
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's poor behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 How we recognise and reward positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

At Wilbury, positive behaviour will be rewarded with:

Key Stage One:

- Praise and approval from adults or peers
- Effort chart stickers, badges, certificates
- Allowed to show senior staff their work
- Awarding raffle tickets for good dining room behaviour– to win a prize in assembly
- Special person of the day/week
- Weekly achievement assembly
- Wilbury Values medal handed out weekly to a pupil who is a shining example of outstanding behaviour and learning.

Key Stage Two:

- Effort chart stickers, certificates, charts
- Class merit certificates given out weekly
- Class points collected and reported in assembly
- Weekly achievement assembly

- Praise and approval from adults or peers
- Allowed to show senior staff their work
- Awarding raffle tickets for good dining room behaviour– to win a prize in assembly
- Special person of the week
- Wilbury Values medal handed out weekly to a pupil who is a shining example of outstanding behaviour and learning.

Rewards Systems : Effort chart Stickers explained

All classes have their own reward systems (e.g. table points).

Additionally, when a child displays excellent effort, attitude or behaviour to learning they will earn an “effort chart sticker” which is displayed on a chart in the classroom. Once they reach a certain amount of stickers they will receive a badge in their assembly.

20 stickers = Yellow Badge

40 stickers = Silver Badge

60 stickers = Gold Badge

80 stickers = Ruby Badge

100 stickers = Diamond Badge

120 stickers = Head teacher’s award for excellence (Head Teacher will present this award along with a book of the child’s choice)

140 stickers = Governor’s Award (One of our school governor’s will join the assembly to hand out this prestigious award)

This ongoing rewards system teaches the skill of perseverance and determination. It teaches the children that working hard consistently pays off.

7.4 Responding to unacceptable behaviour

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment.

Staff will endeavor to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school uses the following sanctions for unacceptable behaviour:

The Stage System

We follow a whole school staged approach to behaviour which works on a daily basis.

If a child behaves in an unacceptable manner, they will be given a “stage”. Stage 1 (verbal warning) is usually enough to remind the child that they need to behave appropriately.
If the unacceptable behaviour continues or escalates it may be necessary for the child to be given a second “stage” (stage 2) which would result in them sitting out of the lesson (but still in the classroom) for 10 minutes in order to reflect on their behaviour and how to correct it.
A further repeat or escalation will result in Stage 3– a Red File. A major incident could also result in an immediate Red File. Consequences of reaching this stage will be: their name entered into the red file and on CPOMs, they may have to attend the lunchtime reflection room, they will have a letter sent home or parents/ carers will be called directly.
An example of the behaviours that will result in a stage or an instant Stage 3 (Red file) is below.

If teachers and parents work together on this, we can ensure our children remain polite, respectful and kind for their future ahead. Most children adjust their behaviour following a discussion between parents and their teacher/member of staff.

For some pupils specific behaviour programs will need to be set up, agreed and implemented.
The Red File is not intended for the small number of children who are continually behaviourally challenged and who have their own individual behavioural systems. These will be discussed with parents/carers before they are implemented.
We do not want a second of the children’s learning wasted by any low level misbehaviour.
Therefore if a child receives stage 1s on three separate days in one week– they will be sent to their Head of Department at lunchtime to discuss this low level inappropriate behaviour. If the Head of Department notices a pattern in future weeks, they will call the parent/carer in for a meeting. Working together on this will ensure misbehaviour does not reoccur.

Examples of the inappropriate behaviours that will result in a child being given a stage and the escalation of consequences…

Stage/ Consequence	Behaviours
Stage 1: Verbal Warning	Sitting inappropriately Calling out Not following instructions Wasting time Not lining up appropriately Not following the “no noise” signal Repeatedly speaking in line/ on the carpet Arriving late to class/line following play or lunch time Chewing gum Distracting other children
Stage 2: Sit out of the lesson for 10 minutes to reflect and regulate	Repetition or a new inclusion of the above behaviours
Stage 3: Red File Sent to Head of Department and entered into the red file Letter sent home to parents/carers or parents/carers spoken to directly Rest of session in another class Lunchtime in “Reflection Room” after they’ve eaten	Repetition of the above behaviours (3 times) **Automatic Red File:** Rudeness/ swearing Being unkind Bullying (including cyber bullying) Defiance towards adults Leaving the classroom without permission Hurting others physically Threatening behaviour Vandalism Dishonesty Stealing Inappropriate language online
Stage 4: Sent to a member of Headship Lunchtime in “Reflection Room” after they’ve eaten Racism recorded	Consistent misbehaviour as stated above Discriminatory behaviour Harassment

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. **Serious misbehaviour is likely to mean the earlier sanctions do not apply**.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Wherever possible the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, parents will be contacted to support the search.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

7.7 Off-site unacceptable behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online unacceptable behaviour (see our online safety policy)

The school can issue behaviour sanctions to pupils for unacceptable online behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis in line with the school sanctions.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

8. Serious sanctions

8.1 Reflection

Pupils can be issued with Reflection time during break or lunchtimes.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a reflection time, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious unacceptable behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short movement breaks for children who find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual, hearing or physical impairment to sit in

sight of the teacher and whiteboard.

- Training for staff in understanding conditions such as autism
- Use of Learning Rooms for SEND pupils who thrive in a smaller learning space
- Use of separation spaces (sensory room or the regulation room) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings with both parents/carers and pupil
- Daily contact with Head of Department or pastoral lead
- Report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing

behaviour. Regular staff training is accessed by all staff including on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Core principles of Trauma Informed Practice
- Only nominated staff have access to the proper use of restraint training

Deputy Head Teacher keeps certificates and log of training

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Lisa Wise- Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Behavioural Lead.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Social media policy
- Online safety
- Health and Safety Policy
- SEND Policy
- Physical restraint policy
- Exclusions policy

Appendix 1: Our approach to Bullying

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Wilbury Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

Vulnerable Groups: We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND) (Children with special educational needs and disabilities (SEND) | NSPCC Learning)
- Children from ethnic minorities (Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are or are perceived to be gay, lesbian or bisexual (Safeguarding LGBTQ+ children and young people | NSPCC Learning)

Signs of Bullying

Staff and parents should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Online-safety is an important and on-going part of the school Curriculum and information for parents is included in newsletters and on the School's website. E safety workshops are held to raise parents' awareness of cyber-bullying.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) both individually and, if the victim agrees, together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation and accept a sanction, which may include losing play times, suspensions etc.

Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded on our CPOMs system. Parents of both parties should be informed of the agreed actions.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) again and agree clear expectations and likely further sanctions if the behaviour continues, this should be shared with the pupils involved. Any further incidents will lead to intervention, this may include a suspension and referral to outside agencies. Further monitoring, support and sanctions as deemed necessary will be put into place. Any necessary action will be taken until the bullying has stopped.

Further information on protecting children from bullying is available at
Protecting children from bullying and cyberbullying | NSPCC Learning