Whitegate End Primary School and Nursery

Behaviour Policy
Incorporating Anti-Bullying

Responsible Person	Headteacher
Date reviewed	November 2026
Next review	November 2028
Signed	***R Hollingsworth***

At Whitegate End, we create **emotionally resilient children and staff** with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**.

Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and **stand up for the things we feel passionate about**.

We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.

Behaviour Policy

[This policy runs alongside the Equality Policy and Restrictive Intervention Policy]

At Whitegate End Primary School, behaviour is viewed through the lens of relationships, belonging and learning.

We believe that positive behaviour is developed when children are known, valued and understood. We recognise that all behaviour communicates a need and that children learn best when they feel safe, regulated and connected to trusted adults. Our approach combines high expectations with high levels of support, ensuring that all pupils are empowered to become successful learners and responsible members of society.

We maintain clear expectations and boundaries while recognising the impact that experiences, relationships, development, trauma, attachment and additional needs may have on behaviour. This policy promotes consistency, equity and inclusion whilst ensuring all children are treated with dignity, respect and unconditional positive regard.

This Behaviour and Relationships Policy is founded upon **The Whitegate End Way**, which recognises that:

- Relationships come first.
- Every child deserves to belong.
- Every child deserves to feel safe.
- Every child deserves to thrive.
- Inclusion is everyone's responsibility.
- Professional excellence drives positive outcomes for children

Aims:

- To provide a safe, secure environment where all members of the community can flourish, thrive and feel a sense of belonging and fulfil their potential.
- Ensure that all staff are aware of whole School behaviour and anti-bullying systems.
- To promote self-regulation and understanding of own feelings, emotions & actions,
- To promote a positive environment of praise, reward, celebration and encouragement.
- To prepare children for life after Whitegate End.
- Monitor and provide information regarding behaviour incidents and action.
- Monitor, challenge, record and address effectively and appropriately any incidents arising.

The policy also enables teachers to comply with teaching and learning standards set out by the DFE which states that all staff have a responsibility to; promote good behaviour, self-discipline and respect, prevent bullying and create positive and effective learning environments.

Legislative Framework

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Children Act 1989
- Children Act 2004
- Equality Act 2010
- Human Rights Act 1998
- Special Educational Needs and Disability Code of Practice (2015)
- Keeping Children Safe in Education (current version)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE)
- Suspension and Permanent Exclusion Guidance (DfE)
- Searching, Screening and Confiscation Advice (DfE)
- Restrictive Interventions, including the use of reasonable force, in schools (DfE)
- Working Together to Safeguard Children (current version)

The policy also reflects the school's duties regarding safeguarding, equality, anti-discrimination, attendance, SEND and pupil wellbeing

The Whitegate End Way - Belong. Safe. Thrive.

Our culture is built around three key pillars:

BELONG

Every child is known. Every child is valued. Every child has a place.

Children who experience belonging develop confidence, positive relationships and a strong sense of identity. Staff actively build community, celebrate individuality and ensure all children feel included.

SAFE

Emotional Safety. Psychological Safety. Physical Safety.

We create calm, predictable environments where children know what to expect and where trusted adults provide consistency, compassion and support.

THRIVE

Achievement. Wellbeing. Resilience. Aspiration.

When children belong and feel safe, they are better able to learn, achieve and develop into confident, resilient learners who are prepared for life beyond Whitegate End.

To achieve this we will:

- Employ systems to maintain a high standard of behaviour and respect for others throughout the whole school.
- Ensure that any incidents of discrimination/ unacceptable behaviour are recorded, monitored and addressed appropriately – information will be reported where appropriate.
- Engage and work with families at every opportunity so that both school and home can work together to support pupils in behaving appropriately and in a way that does not impact on achievement or safety.
- Encourage a positive relationship with families; ensuring that all parents/carers are aware of expectations which will be shared in the home/school agreement.

Trauma-Informed and Attachment-Aware Practice

Whitegate End is committed to following a trauma-informed approach.

Research from neuroscience, child development and attachment theory demonstrates that experiences of stress, trauma or adversity can impact a child's ability to regulate emotions, build relationships and access learning. When children experience significant stress, the brain's survival systems can override logical thinking, making reflection, problem solving and learning more difficult.

As a result:

- We seek to understand behaviour before responding.
- We look beyond behaviours to identify potential unmet needs.
- We prioritise connection before correction.
- We focus on restoration rather than punishment.
- We provide opportunities for co-regulation.
- We teach emotional literacy and self-regulation

This approach does not remove consequences; rather it ensures that consequences help children learn, repair relationships and improve future choices.

The Whitegate End Relationship Framework

Our behaviour approach follows four key stages and these underpin all behaviour support across school.

Protect	**Relate**	**Regulate**	**Reflect**
We keep children safe, secure and cared for. This includes: • Safeguarding • Consistency • Protective routines • Predictable expectations • Emotional and physical safety	We build strong, respectful relationships. This includes: • Positive greetings • Trusted adults • Active listening • Empathy • PACE-informed interactions	We help children understand and manage emotions. This includes: • Co-regulation • Emotional coaching • Self-regulation strategies • Calm spaces • Sensory supports	We create space to think, learn and grow. This includes: • Reflect and Repair conversations • Restorative discussions • Accountability • Problem solving • Positive future planning

Whole School Approach

Whitegate End adopts the PACE approach developed by Dr Dan Hughes. PACE supports children to feel understood, valued and safe, creating the emotional conditions necessary for learning. PACE promotes secure relationships and emotional wellbeing through:

Playfulness Using warmth, humour and joy to create connection and reduce anxiety.	**Acceptance** Communicating unconditional positive regard and helping children understand that feelings are accepted whilst unsafe behaviours are not.
Curiosity Seeking to understand what may be driving behaviour by wondering rather than judging.	**Empathy** Showing children that adults understand, care and are alongside them through challenges.

Regulation Before Expectation

A central principle of Whitegate End is:

Regulation Before Reflection Connection Before Correction

Children cannot learn effectively, reflect meaningfully or make positive choices when they are emotionally overwhelmed.

When pupils become dysregulated, adults prioritise:	Adults use:
• Emotional safety • Co-regulation • Predictability • Relationship • Reassurance	• Calm voices • Open body language • Emotional coaching • Visual supports • Predictable routines • Safe spaces • Trusted relationships

This approach is informed by neuroscience and our understanding of how stress impacts learning and behaviour

WINE: Our Reflective Practice Model

Staff use the WINE approach when understanding behaviour and planning responses. As a starting point they will use: Can you help me to understand…? Can you tell me more about...?

Wonder I wonder what has happened	**Imagine** Imagine that must be…
Notice I can see…	**Empathy** Validate the child's experience without trying to fix it immediately. Offer comfort through presence and gentle words. Tune yourself in to the emotion - attunement

This model supports reflective practice, trauma-informed responses and long-term behaviour change by focusing on understanding and growth rather than blame.

Positive Behaviour Systems for Early Years

REWARDS

- Praise children for good choices.
- Pupil of the week (Star of the Week) award for the whole school assembly for the children who have impressed the teachers in EYFS during the week. This is also extended to Star of the Term and Star of the Year awards
- EYFS also use Dojos to reward making the right choices.

CONSEQUENCES

- Speak to child about their choices and then take child to another area to re-direct play and encourage co-operative play and sharing.
- In Early Years pupils are working towards their Always badge as in main school.
- Recurring problems to be addressed in partnership with the parents, the Head teacher and Learning mentor.

Positive behaviour Systems for Reception to Year 6

The Whitegate End Way Pledges

Replacing the former Always Promises, every member of our school community is expected to:

- Be Safe
- Be Respectful
- Communicate Kindly and Appropriately
- Work Together
- Be Ready and Responsible
- Try Our Best
- Make Positive Choices

These pledges are explicitly taught, modelled and celebrated throughout school and form the basis of classroom expectations, behaviour conversations and restorative practice.

Positive Behaviour Systems

We actively seek opportunities to recognise positive behaviour.

Examples include:

- Verbal praise
- Dojo points
- Celebration assemblies
- Star of the Week/Star of the Term/Star of the Year
- Headteacher recognition
- Positive communication with families
- Whitegate End Way Pledge badges
- Additional responsibilities and leadership roles

Children are rewarded for demonstrating our values, character, effort, resilience and commitment to the Whitegate End Way and are asked to wear their pledge badges at all times. Each class will have a 'Pledge Champion' who will encourage the class to maintain the Pledges.

What do these rewards entail?

- Children can also earn Dojos. These can be awarded by any member of staff and can be earned for meeting one of our 7 pledges. They can also link with our work on developing positive characteristics of learning. The Dojos are counted regularly weekly and added to the class total. Each class works together to receive incremental rewards. These are displayed in each classroom.

- Whitegate End Way Pledge Rewards - Each unit will hold a weekly Pledges assembly that will celebrate the learning and characteristics of learning during the week. This is used to support pupils praising their peers and to reward Pledge badges.

- Star of the week - All teachers select a pupil each week to award their pupil of the week award to. This could be for a range of reasons, all of which are explained in Friday assembly when they are presented.

Graduated Staged Procedure to behaviour

Staff will deal with behaviour in line with our Staged Procedure (**Appendix A**). This approach is shared with the children and staff regularly.

Universal Support	Targeted Support	Specialist Support
Available to all pupils: • Quality First Teaching • Whitegate End Way pledges • Positive relationships • Emotional literacy teaching • PACE-informed interactions • Consistent routines • Positive recognition systems	For pupils requiring additional help: • Learning Mentor support • Check-ins and check-outs • Individual behaviour goals • Family support • Small group interventions • Emotional regulation programmes	For pupils with significant needs: • Individual Positive Behaviour Plans • Functional Behaviour Assessments • Educational Psychology • SEMH Services • CAMHS • Early Help • SEND support • EHC Plan processes

Suspension remains a last resort following graduated intervention and support.

Teachers have statutory authority to use consequences for pupils for misbehaviour which occurs in School and, in some circumstances, outside of school. The power to use consequences also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers will act appropriately whenever pupil's actions could have consequences for the orderly running of School, poses a threat to another pupil, themselves or member of the public or could adversely affect the reputation of the School.

Reflect and Repair

At Whitegate End, children are supported to learn from mistakes through restorative conversations. As a school we believe that children should be given the chance to correct their mistakes and believe that there is always a positive solution. It is a key to how we manage behaviour that children should learn from their choices.

Our Reflect and Repair process focuses on:

What happened? Understanding events objectively.	**Who was affected?** Developing empathy and responsibility.
What can be learned? Identifying better choices and strategies.	**How do we move forward?** Repairing relationships and restoring trust.

This process aligns with restorative and trauma-informed practice and supports children in becoming reflective, responsible learners.

'Lost Learning'

Pupils who have not completed their work in lessons as the teacher expects may be asked to spend some of their own time catching up. In extreme circumstances, and in agreement with parents this may include some time after school. This session is always supervised by a teacher or teaching assistant.

Physical contact

The DfE guidance – Use of reasonable force makes it clear that schools should not have a no contact policy. At Whitegate End we recognise that Physical contact between staff and pupils may occur. This may include

- Holding hands with a small child
- Calming/reassuring/comforting a child upset or injured
- A touch on the arm or shoulder to re-focus attention
- Guiding a pupil by the arm from a situation or a location.
- Reasonable intervention to keep children or adults safe from danger

Restrictive Intervention

Whitegate End adopts a de-escalation first approach.

Reasonable force may only be used:

- To prevent injury.
- To prevent serious damage to property.
- To prevent serious disorder.
- To keep pupils and adults safe.

All incidents will be recorded and reported in line with school procedures and DfE guidance. (refer to Restrictive Intervention Policy)

DSEN - Behaviour

For some children, extra help will be needed with their behaviour and indeed it may be that they have an identified special need around behaviour. Specific targets will be set and reviewed regularly. At each stage parents will be consulted and asked to sign relevant documentation.

- Initial Concern – initial cause for concern noted by the teacher.
- School Support – child will be placed on the SEN list and arrangements will be made within the school resources to meet the needs of the individual pupil.
- School may also seek the advice of outside agencies e.g. Educational Psychology Service, QEST, SEMS.
- Education Health Care plan for Behavioural, Emotional and Social Development.

There is an information booklet for parents available in school, stating how the SEND process is managed. (See school SEND guidance)

Suspension

Pupils may be suspended from School for a fixed period of time at the discretion of the Headteacher. Pupils may be suspended for any incidents which compromise the physical or emotional wellbeing of any of the school staff, pupils or visitors, persistently disrupting the learning of other pupils, intimidation/bullying or persistent defiance and disregard of school rules.
Pupils may also be suspended for a single serious incident at the discretion of the Headteacher.

Pupils may also spend some time in a separate learning space, preparing them for transition back to the classroom once they are ready to learn. Pupils will be set work and supervised by an adult.

Suspension and permanent exclusion are measures of last resort.

Prior to suspension, the school will seek to:

- Implement graduated support
- Review SEND needs
- Work with families
- Access specialist services
- Consider reasonable adjustments
- Explore alternative interventions

Any suspension or exclusion will be undertaken in accordance with current DfE Suspension and Permanent Exclusion Guidance.

Mobile Phones

Children are not permitted to have a mobile telephone in school. If they are found to have one, they will be asked to hand it in at the office until the end of the day. Year 6 children are allowed to store their mobile phones in a box at the office and collect them at the end of the day to support them in their transition to secondary school.

Recording and reporting of Incidents

Incidents of pupils' challenging behaviours and action taken will be recorded by staff using CPOMs. All incidents are collated and logged regularly.

Bullying/racial/homophobic/ hate incidents
Incidents of bullying of a racial or homophobic nature will be recorded and monitored separately in keeping with the 2010 Equality Act. Such incidents will be reported as appropriate including reporting to the LA through the electronic NOHIB system.

Leadership, Management and Governance

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children this would include;

- Ensuring that the School complies with this policy.
- Ensuring that the School's policy and its procedures and strategies are carried out and monitored.
- Ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address issues arising.
- Governors will support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- The Chair will reasonably consider any appeal against a decision made in relation to this policy.

Responsibilities - The Headteacher/Senior Leadership Team

- To implement the policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and have access to it.
- The Headteacher/SLT will work to maintain high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- Ensure that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- To respond appropriately to any complaint made to the School in relation to this policy by pupils and/or parents/carers.
- Ensure that any incidents of challenging behaviour or bullying are dealt with and recorded appropriately.
- Report to governors regularly regarding any incidents, pupil support in relation to this policy and its impact.

Responsibilities - All Staff

- Be vigilant in all areas of the School in relation to any type of challenging behaviour, harassment and bullying and ensure that appropriate and fair action is taken in relation to any incidents.
- Take appropriate action in response to incidents arising and ensure all incidents are recorded.
- Be a role model for pupils and treat all other staff and pupils with respect in keeping with the School's values.
- Support the investigation of incidents and record information when necessary.
- Be consistent in the application of this policy and feedback to the SLT any relevant points regarding the effectiveness of this policy or behaviour management procedures.

Responsibilities – Families/Pupils

Parents/carers will be informed of the school's expectations and will be expected to support the school in developing a safe and effective learning environment through its behaviour policies.

- Parents/carers are expected to read and sign the home/school agreement and act in accordance with it.
- Where parents/carers have an issue with the management of behaviour in School they are expected to raise their concerns appropriately in keeping with the school complaints procedure.
- Parents should model respectful behaviour to their children.
- Pupils are expected to behave appropriately and respectfully towards all other members of the community, follow the 'Whitegate End Way Pledges' promises and take responsibility for their own actions both in school and out of school on educational visits.

Appendix A - Behaviour for Learning Procedure

Whitegate End PRIMARY SCHOOL & NURSERY

Responding to Behaviour: Consequences, Repair and Support

Our approach to behaviour is based on the understanding that children feel safest when adults provide clear expectations, predictable routines, consistent boundaries and calm, respectful responses. We recognise that behaviour is influenced by a range of factors and may communicate a child's needs, emotions, experiences, level of regulation or ability to access the skills required in a particular situation.

When responding to behaviour, staff will seek to understand what has happened, what the child may need, who has been affected and what needs to happen next.

Consequences will be fair, proportionate, relevant and, wherever possible, restorative and educational. Responses will distinguish appropriately between minor and serious incidents. Consistency does not mean that every child will always receive an identical response. Staff will apply the school's agreed approach consistently while using professional judgement and making reasonable adjustments to reflect individual circumstances, developmental stage, additional needs, SEND, vulnerability and relevant contextual factors.

A trauma-informed approach does not remove boundaries or accountability. Children will be supported to understand the impact of their behaviour, take appropriate responsibility and, where possible, repair relationships or harm. The purpose of a consequence is not to shame or punish a child, but to support safety, learning, reflection and the development of more successful strategies for the future.

Where a child is dysregulated, restorative discussion should normally take place once the child is sufficiently regulated and emotionally available to engage meaningfully. Reflection should not be forced at a point when a child is unable to process the conversation effectively.

Restorative conversations should maintain the child's dignity and communicate that the behaviour is being addressed, not the worth or character of the child. Adults should remain calm, curious and respectful, while being clear about boundaries and the impact of unsafe or inappropriate behaviour.

Repeated incidents should prompt adults to consider not simply "What consequence is needed next?", but also "What is contributing to this behaviour, what skill may need to be taught, and what support or adjustment might help this child to be successful?" Patterns of behaviour should therefore inform assessment, planning and early intervention.

Recording and responding to incidents

See also the school's '**Use of Restrictive Intervention Policy**'.

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Where behaviour results in injury, suspected abuse or a safeguarding concern, the appropriate incident and/or safeguarding recording procedures must be followed. Where a member of staff is unsure whether an incident may constitute abuse or non-accidental injury, advice must be sought immediately from the appropriate safeguarding lead in accordance with the school's safeguarding procedures.

Where restrictive physical intervention is required, the appropriate Physical Intervention (P.I.) record must be completed as soon as practicable and in accordance with the school's Restrictive Intervention Policy.

Parents/carers should be informed of relevant incidents in accordance with the school's agreed procedures, safeguarding responsibilities and statutory requirements.

Our graduated response to behaviour

The school has an agreed, graduated approach to behaviour which provides a framework for staff while allowing appropriate professional judgement and reasonable adjustment.

Our responses are intended to:

- provide children and adults with clarity, predictability and consistency;
- maintain physical and emotional safety;
- protect teaching, learning and the rights of other children;
- provide children with opportunities and appropriate support to regulate, reflect, repair and re-engage with learning;
- explicitly teach and reinforce the behavioural, social and emotional skills children need to be successful;
- identify patterns that may indicate unmet need, SEND, communication difficulties, emotional or pastoral needs, or other barriers to successful participation;
- ensure the early involvement of parents/carers and, where appropriate, pastoral staff, the SENCO, senior leaders and external professionals;
- ensure reasonable adjustments and additional support are considered where appropriate; and
- use suspension and permanent exclusion only in accordance with the school's policy and the relevant statutory guidance.

Appendix A - Behaviour for Learning Procedure

Whitegate End PRIMARY SCHOOL & NURSERY

Staff should recognise that co-regulation often precedes self-regulation. Children may sometimes require support from a calm and emotionally available adult before they are able to reflect, problem-solve or independently regulate their behaviour.

Serious incidents

Serious incidents will be considered individually. Staff will establish the circumstances of the incident and consider the context, impact, level of risk, needs of those affected, the child's individual circumstances and any relevant patterns of behaviour before determining an appropriate response.

The immediate priority following a serious incident is to restore safety. This should be followed, when appropriate, by support for those affected, investigation, communication with parents/carers, restorative work and consideration of any additional provision required to reduce the likelihood of recurrence.

Suspension or permanent exclusion may be considered where the relevant threshold is met and must be undertaken in accordance with current statutory guidance and the school's Suspension and Permanent Exclusion Policy.

Helping children understand what happens next

Children should be explicitly taught the school's behaviour expectations and understand the support and responses they can expect when those expectations are not met. Procedures should be clear, accessible, developmentally appropriate and predictable.

Professional judgement remains essential when determining the appropriate level of response. High expectations and a trauma-informed approach are complementary rather than competing principles. Adults should maintain clear and consistent boundaries while recognising that some children will require additional teaching, co-regulation, reasonable adjustments or individualised support in order to meet those expectations.

Appendix A - Behaviour for Learning Procedure

Whitegate End PRIMARY SCHOOL & NURSERY

Guided Behaviour For Learning Process.

Stage of Behaviour For Learning and staff leading	Triggers	Recommended strategies / procedures	Expected outcome	Monitoring / reporting	Further advice Who? /What?
Stage 1 Class teacher	Difficulty meeting expectations and/or behaviours that impact on learning	**Quality First Teaching strategies** including: • Verbal reminders of school expectations, positive motivators and consequences. • Use of zones of regulation , check in charts and calming strategies eg: deep breathing, brain breaks, Class Dojo points etc	The child responds to reminders and behaviour ceases.	Lesson observations by Senior staff to identify any trends and offer modelling / support to adult as necessary.	Learning Mentor/Colleague/SLT Re: Quality First Teaching for inclusion
Stage 2 Class teacher	Repeated difficulty in meeting classroom expectations.	**Final Warning** Use the agreed script **"[Name], I can see this is difficult right now. Remember our pledge: [pledge]. I need you to [expected behaviour]. I'm here to help. If this continues, [logical consequence] will happen. When you're ready, we can move forward."** and appropriate linked positive motivators and consequences	The child follows advice of adult and co-regulates.	If appropriate record use of final warning and outcome. Adult to use professional judgement.	Learning Mentor/Colleague/SLT Re – next steps/ motivators

Appendix A - Behaviour for Learning Procedure

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Stage 3 Class teacher	The child continues to have difficulty meeting the expectation following a final reminder and support. The agreed consequence is applied.	Use **Reflect and Repair** proforma/process to review and discuss with the child.	The child learns from the 1:1 debrief session. Together the situation is repaired and does not repeat the behaviour	Record on CPOMs.	As above

Stage 4
 	
Class teacher and SLT
	When the Class Teacher identifies that the child requires additional support beyond Reflection and Repair to understand, regulate and move forward successfully.	**Individual behaviour / support**
		
		Advice for Class Teacher re next steps.
		
		CT to meet with parents to share concerns.
		
		Child to be placed on an individual inclusion diary and possibly a Care and Support plan (if P.I. has become a frequent event)
		
		Functional Behaviour Analysis
			The diary is used for up to four weeks and is monitored before next steps agreed.	• Inclusion Diary to be completed for 4 weeks
				• Detailed evidence of review individual behaviour / inclusion diary with:
				  • child daily
				  • SLT, CT, child and parents weekly
					L.A services i.e. SEHMs for help with implementing Inclusion diaries and analysis, Care and Support plans and P.I. forms.

Appendix A - Behaviour for Learning Procedure

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Stage 5 Class teacher, AHT, SLT and possibly SENCo (if identified SEMH)	Where a child continues to experience difficulty meeting expectations despite the targeted support and strategies identified through an Inclusion Diary, or where there are significant concerns regarding their behaviour, wellbeing or safety	May include some or all of the following: • The creation of individual De-escalation Plan evidencing adjustments linked to additional funding. • Referral to work with the Learning Mentor. • Access to Early Help Offer (E.H.O.) leading to the involvement of all necessary agencies. • Referral to The Hive if appropriate	Outcomes may include some or all of the following: • The evaluation of the Child's De-escalation Plan meets all planned expectations. • The evaluation of the work with additional adults meets all planned expectations. • The E.H.O. plan brings about positive change	• Daily feedback to child • Appropriate review with parents. • Behaviour for Learning Log to be recorded daily (spreadsheet format). Child to meet with SLT daily to discuss.	L. A services i.e. SEHMs for help with Provision Plans if appropriate. L.A. services eg; Early Help. Child may need individual provision to support unmet need eg: Therapeutic interventions.
Stage 6 Class teacher, Headteacher	Pupil at Risk of Exclusion (P.A.R.E.)	**Internal Suspension** • Arranged on an individual basis, taking account of the child's needs, circumstances, the nature of the incident and any relevant reasonable adjustments. • The length of any suspension will be determined in accordance with the school's agreed procedures and relevant guidance, taking account of the circumstances and seriousness of the incident. • Our aim is to support the child to develop an age-appropriate understanding of what happened and its impact on themselves and others, while identifying the support, skills and strategies needed to reduce the likelihood of recurrence	The child is supported to demonstrate the skills and behaviours needed to re-engage positively with learning and is welcomed back into their class	• Behaviour for Learning Log to be recorded on CPOMS. • Record of integration meeting led by Headteacher.	L.A. Access Team – for advice re exclusion. PARE/POS advice re Pastoral Support plan (P.S.P.) (creation and use including recommended recording/ reporting)

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Stage 7 Class teacher, SLT & Headteacher	Increased risk of P.A.R.E.	**Fixed Term Suspension** • Possible need for a Pastoral Support plan (P.S.P.)	• The child is supported to demonstrate the skills and behaviours needed to re-engage positively with learning and is welcomed back into their class If placed on a P.S.P - Targets are achieved so the PSP is no longer necessary	Letter to Parents Notification of suspension sent to L.A. Record of integration meeting led by Headteacher. Detailed P.S.P reviews with: • child daily • AHT child and parents weekly	Suspension and Permanent Exclusion Guidance L.A. Access Team for advice re exclusion. SEHMs for advice re Internal Suspension (creation and use including recommended recording/ reporting)
Step 8 Headteacher and identified school staff	Ongoing difficulties in meeting behaviour expectations that significantly impact the learning, wellbeing or safety of the child or others, and/or serious breaches of the school's agreed behaviour and safety expectations.	**Permanent Suspension**	• If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks. • If appeal unsuccessful, remove child from school roll.	Letter sent to parents Copy of exclusion letter, Notification Parts One and Two and Data sheet sent to L.A	Suspension and Permanent Exclusion Guidance L.A. Access Team for advice re exclusion. SEHMS for advice re Day Six Provision

Appendix B - Anti-Bullying

Whitegate End PRIMARY SCHOOL & NURSERY

Whitegate End Primary School Anti-Bullying Policy

This policy is an integral part of our Behaviour Policy

Rationale

Everyone at Whitegate End Primary School has the right to feel welcome, secure and happy.

'We have consistently high expectations and will create opportunities for every member of the school community to achieve their potential'

'We care for everyone and provide a welcoming and secure, environment where trust, honesty and responsibility in all relationships are recognised'

Bullying of any sort creates a barrier to achieving maximum potential and also prevents equality of opportunity. We believe it is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

We see bullying as a deliberate attempt by an individual or a group of individuals to persistently hurt, frighten or upset another person by physical, psychological or verbal actions. It can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant rumours about someone. Bullying can happen anywhere-at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Transphobic focussing on transgender
- Verbal name-calling, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
  Mobile threats by text messaging & calls
  Misuse of associated technology , i.e. camera &video facilities

What Bullying is not:

Not every unkind thing children do constitutes bullying. Children, especially young children, are still learning how to get along with others. They need parents, teachers and other adults to model kindness, conflict resolution, inclusion, and responsibility.

As a result, children will at times do or say something that is hurtful, mean or unkind. And while it is important to address the behaviour, **it is inappropriate to label them a bully**.

In this policy we aim:

to **stop** bullying behaviour
to **re-educate** attitudes and behaviour for the future
to **reconcile** pupils involved if possible

This policy is an integral part of our Behaviour Policy

Appendix B - Anti-Bullying

Whitegate End PRIMARY SCHOOL & NURSERY

Statement of Intent
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.

If bullying does occur, either in or out of school, 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

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated in or out of school.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

<u>Policy into Practice</u>

At Whitegate End we will use the curriculum whenever possible to reinforce the ethos of the school and help children to develop strategies to combat bullying-type behaviour. The school policy will be communicated to everyone;

- through assemblies
- As part of the PSHE/RSE curriculum
- through 'circle time' discussions
- in class activities
- via newsletters to parents carers
- through role play and drama techniques

Prevention

We will use a variety of methods for helping to prevent bullying of any form. As and when appropriate, these may include:

- regular focus on anti-bullying including the different forms of bullying across school
- reinforcing 'rights and responsibilities'
- PSHE/RSE focus in class- including having discussions about bullying, different forms and what to do about it.
- Having anti bullying days/weeks
- Safer Internet Day -including cyber bullying awareness.
- Reinforcing our key values of Responsibility, Resilience & Respect

Appendix B - Anti-Bullying

Whitegate End PRIMARY SCHOOL & NURSERY

We will ensure that the children are clear about the definition 'Bullying' – that they know the difference between Bullying, being unkind, being mean and simply 'falling out'. All reported incidents of Bullying will be taken seriously and investigated by staff members.

Teachers, **teaching assistants** and **midday staff** should remain vigilant and be aware of the signs that a child may be a victim of bullying – for example if;

- he / she becomes reluctant to come into school or play out
- there is a change from their normal behaviour
- he / she becomes withdrawn or aggressive

Procedures

1. Record and Report bullying incidents to staff
2. Inform parents/carers regarding any incidents of Bullying

As soon as staff at school are aware of a bullying problem, they will deal with it as soon as possible and stop it becoming a crisis. Adults will;

- listen and discuss the bullying incident with the victim to determine the extent of the problem.
- listen and discuss the incident with the suspected bully.

Teaching Assistants and Middays should report any incident to Class teachers. Class teachers will remind the pupils of the School Always promises and also remind them of the consequences of any repetition.
Investigation and monitoring will take place by staff. They will also speak with other pupils involved in bullying incidents.

All events must be logged on CPOMS and then reported to a member of SLT or Learning Mentor.

If bullying is associated with racism/hate it must be recorded and reported to the Headteacher who will report it to the Local Authority via the NOHIB system.
All incidents will be recorded on the behaviour log and through the CPOMS secure data base.

Outcomes
Parents will be informed and may be asked to come into school for a meeting to discuss the problem. In serious cases exclusion will be considered and if necessary and appropriate, police will be consulted.

As advised on KIDSCAPE –
The bully (bullies) may be asked to genuinely apologise.
If possible, the pupils will be reconciled

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

It is imperative that in order to ensure effective monitoring and to facilitate co-ordinated action, all incidents of 'suspected' and 'proven' bullying should be reported to the Headteacher / Deputy Headteacher/SLT.

Appendix B - Anti-Bullying

Whitegate End PRIMARY SCHOOL & NURSERY

The Role of Parents / Carers

If parents suspect their child is being bullied they should:

- remain calm and listen to their child
- let their child know that it is right to tell someone
- believe their child but be open-minded in case there has been a misunderstanding
- contact the Class teacher as soon as possible
- reinforce the message that fighting back is not the answer
- let their child know that they will work with school to stop the bullying

Parents of bullies and their victims will be informed of bullying incidents and the action that has taken place. They will be also asked to support strategies that are proposed in order to support their child.

The Role of Children

Children will be encouraged to report all incidents of bullying – to understand that 'a bully is only a bully if he or she is allowed to get away with it'.

'If an individual or a group of individuals are continually hurting, upsetting or frightening you or others, stop this by:

- Telling a member of staff immediately
- If you don't feel able to tell your teacher, confide in a friend or friends immediately
- If you have been told about someone being bullied tell a member of staff immediately
- Tell parents immediately who can then inform staff
- Put a note in the **'worry' box.** In the classroom. Class teachers and Teaching assistants are then responsible for ensuring the appropriate action is taken.

Literature and websites which may be helpful in supporting the issue of Bullying

…..bullying
www.dfe.gov.uk/bullying
…..anti-bullying strategies and a free copy of the DfES's pack,
Don't Suffer in Silence, visit
www.teachernet.gov.uk/bu

….improving behaviour in schools, visit
www.dfes.gov.uk/ibis/

….Childline in Partnership with schools, visit
www.childline.org.uk/schools.asp

BOOKS
Willy the Wimp – Anthony Browne

The Eighteenth Emergency – Betsy Byars

Bully – Yvonne Coppard

Appendix B - Anti-Bullying

Whitegate End PRIMARY SCHOOL & NURSERY

Nine 0'Clock Bell (poems) R. Wilson

Willow Street Kids – M Elliot

The Diddakoi – R Gooden

The Present Takers – A. Chambers

The Year of the Worm – A. Pilling

The School is Driving Me Crazy – N. Heutoff

Scoot and Friends

HELP ORGANISATIONS:

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

If you are bullied:-
DO:-

- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Use the classroom worry box if you are too scared to speak openly about it.
- Talk to a friend.
- Tell an adult in school.
- **TELL SOMEONE.**

DON'T:-

- Do what they say.
- Hit them.
- Think it's your fault.
- Hide it.

What should I do if I see someone else is being bullied?

- Tell an adult straight away.
- Don't try and get involved - you might end up getting hurt or you could end up in trouble yourself.
- Don't stay silent or the bullying will keep happening

The Headteacher, the Governors and the staff will work together to:-

- Make our school a place where everyone can feel safe and happy. That means no bullying allowed.
- We will help everyone to get on with each other and we believe that everyone has the right to be who they are.

We promise to always treat bullying seriously.

Appendix B - Anti-Bullying

Whitegate End
PRIMARY SCHOOL & NURSERY

Who can I tell?

- A Friend
- Parents/Carers
- Teachers
- School Buddies
- Lunch time Staff
- Any Other Adult

MOST IMPORTANTLY:-

If you are being bullied:
Start Telling Other People

Appendix C - Reflect and Repair Process

Whitegate End
Reflect & Repair Intervention

CPOMS Incident reference no:

Name	
Class	
Staff Name	
Incident Date	

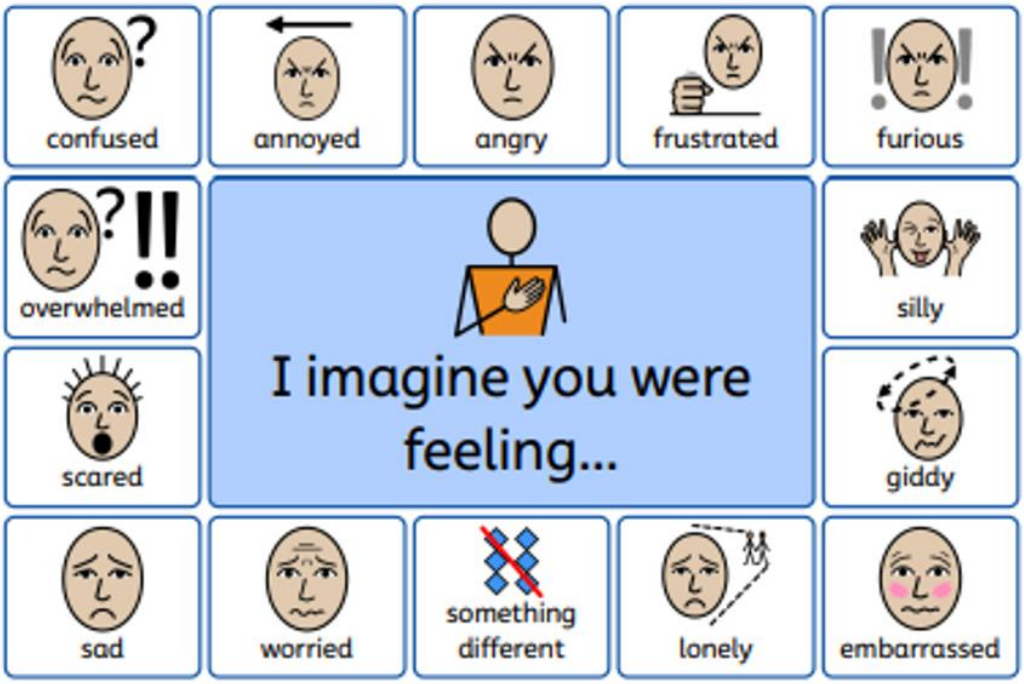
CPOMS Incident Title

Staff to use incident number & title to record incident on CPOMS. If it is a linked student incident then all reference numbers need to be recorded on CPOMS

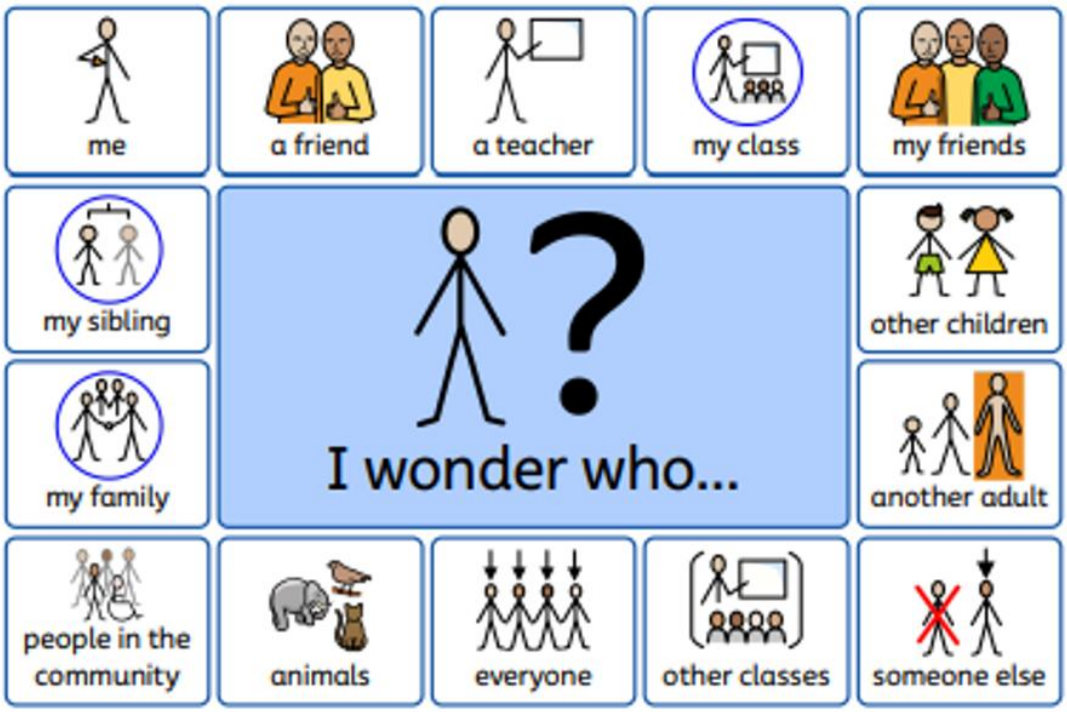


Additional Information (if needed)

Appendix C - Reflect and Repair Process



Additional Information (if needed)



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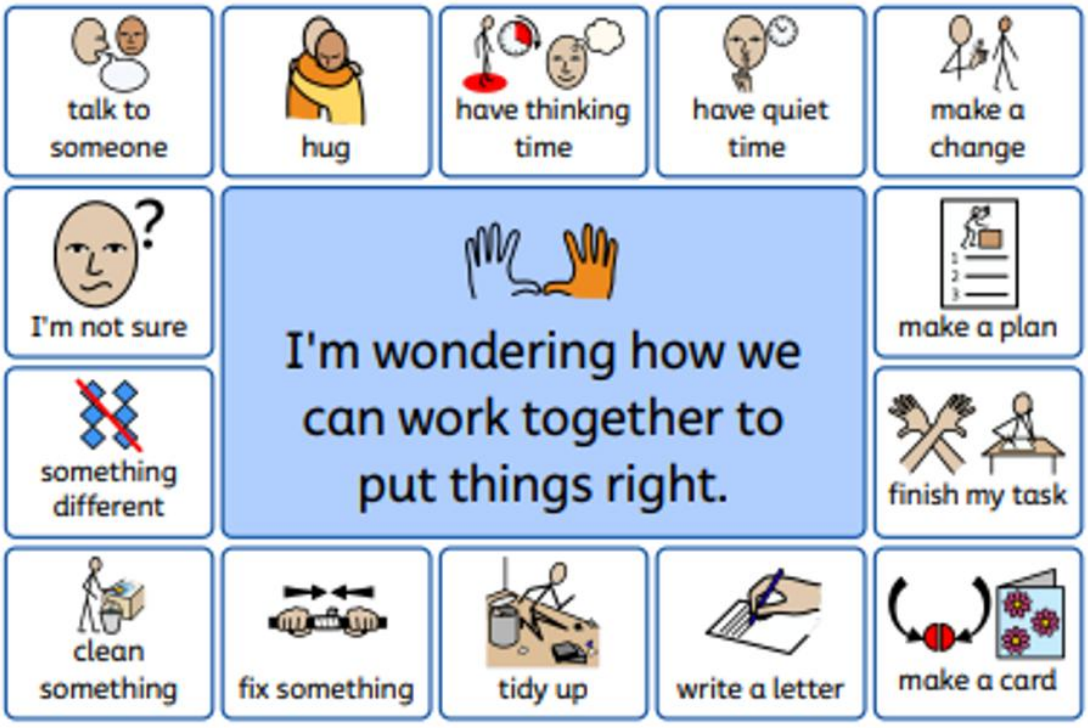

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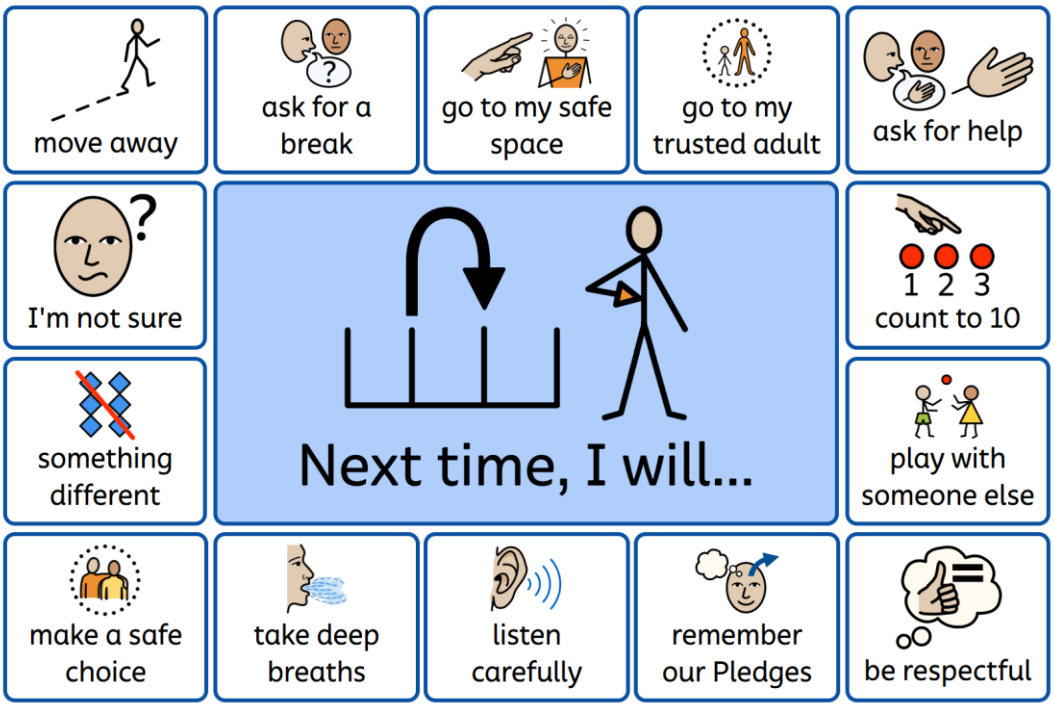

Parents are encouraged to discuss the incident with their child. If you have any further concerns, please contact the class teacher for more information. You can view our school behaviour policy by scanning the QR code below.

Teachers / TA's Complete	Staff Initials	Date
Copy sent home to parents (Give original to office)		
Staff added incident to CPOMS		
Office Staff Complete	**Staff Initials**	**Date**
Text sent to parents		
Uploaded RRF Form to CPOMS		