



Windsor Academy Trust

Greenways Primary Academy

Policy: Primary Behaviour Policy (inc Anti-Bullying)

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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 class teacher report/reporting to the leadership team 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. Please refer to the Anti-Bullying Policy for our approach to bullying.

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 technology

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. Our year 6 students are allowed to bring a mobile phone into school as they will start to walk to and from school as part of their transition to secondary school. Mobile phones are only allowed in school if a student's parents have given consent for their Year 6 child to walk to/from school as a safety precaution. Once in school, mobile phones must be signed in by the student and they will be locked away until the end of the school day. Mobile phones are not allowed to be used whilst on the school premises. These guidelines also apply to any out of school events such as school discos or sports events. Only Year 6 children with consent from a parent should have a mobile phone with them which must be signed in upon entering the school.

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	<p>Removal is where a pupil, for serious disciplinary reasons, 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>Removal 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 removal 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>
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 headteacher can require a student to be educated off the school site to improve the student's 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 ● 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, and Searching

11.1 Windsor Academy Trust (WAT) is committed to proactively minimising the need for restrictive interventions through early support, prevention, and de-escalation strategies. The use of restrictive interventions, including reasonable force and seclusion, is a last resort, used only when lawful and necessary to keep individuals and the wider school community safe. All interventions must be:

- **Necessary and Proportionate:** Exercised with the minimum force required.
- **Time-Limited:** Applied for the shortest possible duration.
- **Lawful:** In accordance with Section 93 of the Education and Inspections Act 2006.

11.2 All members of school staff have a legal power to use reasonable force to prevent or stop a student from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among students.

11.3 Staff must be aware that the inappropriate or excessive use of force can constitute Physical Abuse. The following are strictly prohibited:

- **Punishment:** Using force as a disciplinary penalty is illegal.
- **Life-Threatening Techniques:** Any pressure to the neck, abdomen, or covering the mouth/nose that affects airway, breathing, or circulation.
- **Unsafe Ground Restraint:** Force on the ground is dangerous; if a student is unintentionally held on the ground, staff must release or re-position them immediately.

11.4 Definitions of Intervention (DfE Aligned)

- **Restrictive Intervention:** An umbrella term for actions (physical or non-physical) aimed to prevent, restrict, or subdue movement.
- **Reasonable Force:** Using no more force than is necessary for the least amount of time, depending on circumstances.
- **Restraint:** An intervention (physical or otherwise) which immobilises a pupil or limits movement (e.g., holding arms or removing crutches).
- **Seclusion:** A non-disciplinary intervention involving confining a student alone and preventing them from leaving. It must not be used as a punishment and requires specific recording.

11.5 Any Significant Incident (any use of force going beyond appropriate physical contact like first aid) must be recorded in writing on CPOMS as soon as practicable using the proforma in Appendix A. This ensures transparency, allows the Trust to monitor patterns/family trends, and supports staff welfare.

11.6 Schools have a statutory duty to report each significant incident involving the use of force to the student's parents in writing. This must be done as soon as practicable, ideally on the same day, unless doing so would place the student at risk of significant harm.

11.7 Staff likely to require the use of restrictive interventions will receive adequate training in safe, lawful use and preventative strategies. Following an incident:

- Students and staff will receive emotional support.
- Medical assessments will be provided where injuries are suspected.

11.8 This section must be read in conjunction with:

- Searching, Screening and Confiscation Guidance.
- The Equality Act 2010 (specifically regarding students with SEND).
- WAT Master Child Protection and Safeguarding Policy.

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 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 student's behaviour is deemed to exceed expectations outlined in the academy behaviour policy, leaders recognise that there is a need for a system in which the students are suitably rewarded. This system will align with the principle of 'Praise in Public'.


In Class	Whole Academy	Senior Leaders
<ul style="list-style-type: none"> ● Verbal praise ● Thumbs up ● Name moved up on behaviour chart ● Team Tokens ● Text message to parents ● Marbles in the jar - whole class reward ● Class Charter 	<ul style="list-style-type: none"> ● Star Learner linked to Aspire values ● Team points linked to values/ team reward/ individual rewards ● Friday Shout Outs ● Special Shout Outs ● Lunchtime Supervisors Award ● Achievements from home ● Best class attendance 	<ul style="list-style-type: none"> ● Executive Headteacher's 'Headteacher's' Award ● As deemed appropriate

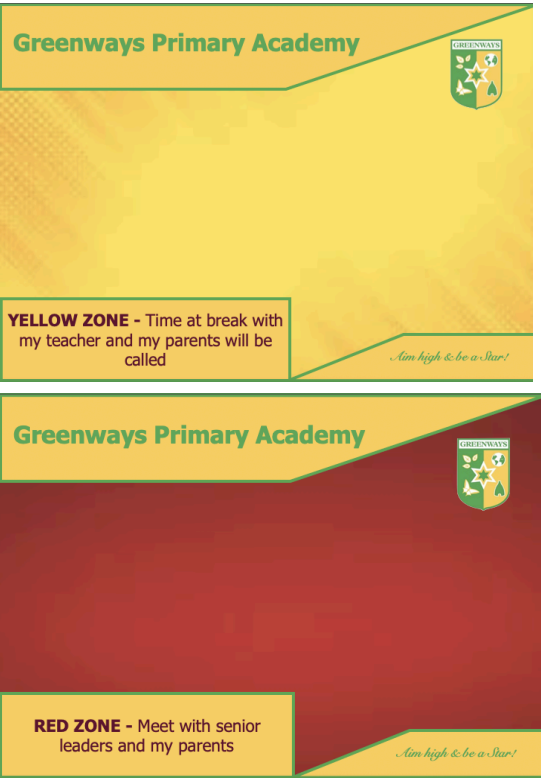
13. Rules and sanctions

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

this policy.

This table below shows the levels of escalation we use at Greenways Primary Academy to determine the appropriate consequence or sanction to issue:

Academy values	<p>The academy values set out to allow all children to achieve their academic and personal potential. These values also allow for there to be a safe and respectful culture within the academy where everyone feels valued.</p> <p>Each day, the children start with their name at the base of the mountain (Behaviour chart) to show they are ready to demonstrate the ASPIRE values.</p> <p>All staff in the academy will look for opportunities to praise and recognise opportunities where children are showcasing this and seek opportunities to highlight those who are unlocking academic and personal potential by pushing themselves to excel.</p> <p>Below is the template for the chart that is displayed in each classroom.</p>  <p>The image displays three templates for a mountain-themed behaviour chart, each featuring the Greenways Primary Academy logo and the motto "Am high & be a Star!".</p> <ul style="list-style-type: none">Top Template: Shows a person standing on a mountain peak against a blue sky with clouds. The text reads: "I am Unlocking Academic and Personal Potential".Middle Template: Shows a mountain with a path leading up to a peak. The text reads: "I am demonstrating the ASPIRE values".Bottom Template: Shows a mountain with a path leading up to a peak. The text reads: "I need to reflect on my behaviour".
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<p>Step1 - time to reflect on behaviour</p>	<p>In an instance where behaviour is not conducive to learning:</p> <ul style="list-style-type: none"> ● Non-verbal reminder (facial gesture) ● Verbal reminder allowing the child to make the right choice ● Pupils encouraged to think about the consequences if their name was to be moved. ● Name moved down on behavioural chart if the behaviour continues. ● Pupil to stay in with the class teacher at break time to reflect on their behaviour – no more than 5 minutes. ● If a child has been rude to another child or staff member, letters of apology may be written promoting reflection time. <p>The majority of low-level behaviour should be managed within this step.</p>

<p>Step 2 - child moves their name to the yellow zone</p>	<p>If behaviour persists, the pupil:</p> <ul style="list-style-type: none"> ● Is given another verbal reminder but if this does not change the behaviour the pupil will have their name moved down on the behavioural chart to the yellow zone ● A child may also have their name moved down automatically for (but not limited to): <ul style="list-style-type: none"> ● Not completing work to the best of their ability; ● Being off task after verbal reminders; ● Stopping other people from learning; ● Causing distractions; ● Demonstrating low-level behaviours e.g. tapping; shouting out; ● Pushing in the line; ● Being unkind to others; ● Refusing to do something an adult asks first time; ● Being dishonest; ● Running in the corridor; ● Wasting/damaging school resources or property, e.g. toilets ● A phone call is made home by the class teacher/staff member leading the class to the parent in addition to a longer time missing break with the class teacher. ● Missed break time should involve the child being educated on his/her behaviours or carrying out a reflection task ● Behaviour should be logged on Arbor and on the school tracking document.
<p>Step 3 - If there are 2 incidents where a child is in the yellow zone in a half term.</p>	<p>If a pupil reaches the yellow zone twice in a half term, pupil is sent to the Standards Lead and the behaviour incident is logged on Arbor</p> <ul style="list-style-type: none"> ● The student must have reflection time during lunch time with the Standards lead discussing their behaviour and reasons for behaviour. ● Standards Lead may consider requesting a Boxall profile to be completed by class teacher and TSA for the SENDCo to evaluate and give feedback to staff involved. ● Any actions required from Boxall to be actioned and overseen by SENCo. ● Depending on Boxall outcome, parents may be invited in to discuss additional school led support or directed work opportunities in school.
<p>Step 4 - a child moves their name to the Red zone.</p>	<p>If a child receives 2 yellow zones (within a half term period) or continues to demonstrate the same behaviour following the above consequences and actions, they move to the red zone.</p> <p>They can also move automatically for (but not limited to):</p> <ul style="list-style-type: none"> ● Damaging school property; ● Unsafe behaviour which puts them or others at risk; ● Defiance; ● Spitting; ● Physical altercation; ● Bullying; ● Racism; ● Swearing; ● Stealing. <ul style="list-style-type: none"> ● Parents informed by a senior leader, parents invited into school and all information logged on Arbor. ● Internal exclusion may be initiated and a risk assessment carried out if

	<p>required to safeguard the child and others</p> <ul style="list-style-type: none"> • Education may be required around bullying, racism etc which should be carried out by a member of the leadership team.
<p>Step 5 - there are 2 incidences of a red zone behaviour in a half term</p>	<ul style="list-style-type: none"> • 2-week report card to be generated and targets set in agreement with pupil, class teacher and parents. • A Behaviour Contract is drawn up between the pupil and class teacher. • A member of the leadership team feeds back to parents weekly on progress made and records conversations on Arbor
<p>Step 6 - behaviours that require the consideration of suspension or permanent exclusion</p>	<p>Fixed-term external suspension decision made by the executive headteacher (or in their absence the head of school) or in more serious cases permanent exclusion by the Executive Headteacher.</p> <p>Parents informed by the Executive Headteacher/Head of School, who will explain their rights to appeal to the Local Advisory board.</p> <p>Learning will be provided during the period of exclusion.</p> <p>The Director of Primary at WAT and Local Authority are informed. Where appropriate alternative provision will be sourced.</p>
<p>Holding</p>	<p>The use of physical intervention may be used to restrict a person's liberty of movement.</p> <p>A pupil/person may be held to: minimise harm to self and others; to prevent excessive damage to property; to remove them from a particular area if they are disrupting others.</p> <p>The hold will last for as long as the risk continues.</p> <p>Key staff are trained in physical intervention and holding.</p> <p>Parents will be informed when a child has been held.</p> <p>Restorative approach will follow led by trained staff.</p>
<p><i>All incidents requiring parental involvement must be logged on Arbor as a parent conversation.</i></p>	

14. Playtimes/Lunchtimes

Playtime incidents may be the result of a game/activity that the student/s are playing and therefore this can be managed in isolation to any classroom based incidents unless it is a continuation from classroom behaviour including the use of the behaviour ladder.

If an incident occurs on the playground whereby the student needs time to calm down and reflect

then lunchtime supervisors can direct children to the 'Time Out' zone for a given time period which is appropriate for their age. After being on 'Time Out', students must follow direction from staff, e.g. apologise to others if others are involved and/or continue to join in and play fairly/appropriately.

If during playtime an incident occurs between students in the same class, this is to be managed by lunchtime staff and the class teacher informed.

If during playtime an incident occurs where there are different students from a specific key stage, this is to be managed by lunchtime staff and the class teacher and the standards lead will be alerted.

If during playtime an incident occurs which is a follow on from in class behaviour, the lunchtime supervisor must inform the class teacher at the end of lunchtime and the levelled escalation structure to be followed.

If after trying to manage and close a behaviour related incident at lunchtime, the lunchtime supervisor feels further immediate action is required such as a further investigation, then this needs to be verbally communicated with the teaching staff in the class and also logged on Arbor for the attention of the class teacher.

If an incident occurs which is a repeated behaviour for a child and a pattern of behaviour is starting to emerge, then the incidents need to be logged on Arbor.

The class teacher/HLTA will then try and resolve the issue in line with the levels of escalation. Actions will be logged by the class teacher/HLTA in response to the incident logged by the lunchtime supervisor.

15. Anti-Bullying

Values and Principles

Everyone at Greenways 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 Greenways 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 governors 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.

**16 . Appendix A - 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