North Manchester Primary Federation Behaviour Policy (Crumpsall Lane Version)

Date	Amendment Made
May 2022	Policy rewritten to better reflect our current provision. LEARNERS values, Golden Rules and six principles of nurture images added. Rewards and consequences updated. References to leadership and restraint training.
July 2023	Page 3 changed name of DfE document to Behaviour in Schools Page 7 addition: for example travelling to and from school or when wearing school uniform in the community. Page 9 addition: For some disruptive behaviours, a pupil may be removed from the classroom. This would be done: • To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption. • To enable disruptive pupils to be taken to a place where education can be continued in a managed environment. • To allow the pupil to regain calm in a safe space. Removal is a short-term measure and may include internal suspension (e.g., completing work in another classroom for half a day, or in the headteacher's office). Page 11 Changed discipline to sanction "The Executive headteacher will sanction the pupil in accordance with this policy."
January 2024	Sentence added: Poor behaviour may be a sign that children are suffering harm or have been traumatised by abuse.
March 2024	Additional Review due to changes: **Changes made linked to a range of things:** Additional behaviour support strategies clearly documented (report cards, restorative contracts.) Consistent approach to recording physical restraint incidents

	Inclusion of wider range of prejudicial bullying References to exclusion changed to suspension Internal suspension approaches detailed within the policy Flowchart to outline approaches for parents where accusations of bullying are made
July 2024	Next Review Date

Contents

……
…….

1. Aims

This policy aims to:

● 	Provide a **consistent approach** to the management of behaviour and communication

● **Define** what we consider to be unacceptable behaviour, including bullying

● Outline **how pupils are expected to behave, in line with our nurture principles** and how staff respond to this

● Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

● Outline our system of **rewards and consequences**

2. Legislation and statutory requirements

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

● [Behaviour in schools](#)

● [Searching, screening and confiscation at school](#)

● [The Equality Act 2010](#)

● [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:

● Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

● Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

● [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

We have a clear system for managing behaviour that works for the vast majority of children. We also understand that some children operate outside of this system and adapt our approaches to better meet their needs. When issues do arise, we adopt a restorative justice approach to resolving these and to fix things.

Examples of **unacceptable behaviour** are:

● Disruption in lessons, in corridors and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitude

Examples of **serious misbehaviour** are:
- Repeated breaches of the school rules
- Any form of bullying, including cyberbullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Violence
- Threatening or aggressive behaviour
- Peer on peer abuse
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Accessing inappropriate websites, including those which pertain to extremist views.
- Possession of any prohibited items. These include:
o Knives or weapons
o Alcohol
o Illegal drugs
o Stolen items
o Tobacco, cigarette papers, lighters and matches
o Fireworks
o Pornographic images

o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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

We recognise that bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racist	Racial taunts, graffiti, gestures
Sexist	Negative comments or gestures directed at an individual or group of people based on their gender
Disabled slurs	Negative comments or gestures directed at an individual or group of people that mocks disabilities in general or targets a person who has a specific disability
Homophobic	Negative comments or gestures directed at an individual or group of people that mocks the LGBT community, either directly or indirectly.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Peer-on-peer	Emotional, physical, sexual or financial abuse and/or coercive control exercised between children and within children's relationships
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 Hacking into someone's accounts/sites Posting prejudice/hate messages Impersonating someone online Public posting of images Exclusion Threats and manipulation Stalking

See our Anti-bullying Policy for more details

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Executive Headteacher and Head of School and will monitor the policy's effectiveness, holding the them to account for its implementation.

5.2 The headteacher

The headteacher (Executive Headteacher or Head of School) is responsible for reviewing this behaviour policy in conjunction with the governing body, senior leaders and the wider school staff, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

5.3 Staff

Staff are responsible for:
● 	Implementing the behaviour policy consistently
● 	Modelling positive behaviour
● 	Providing a personalised approach to the specific behavioural needs of particular pupils
● 	Recording behaviour serious behaviour incidents (stage 4 and 5) on CPOMs
● 	Supporting senior leaders to review the policy annually

Most issues of unacceptable behaviour can be dealt with by the class-based staff, with the child being reminded of our expectations. The senior leadership team will support staff in responding to behaviour incidents where appropriate.

5.4 Parents

Parents are expected to:
● 	Support their child in adhering to the pupil code of conduct
● 	Inform the school of any changes in circumstances that may affect their child's behaviour
● 	Discuss any behavioural concerns with the class teacher promptly

See Appendix 2 for Rights of Different Stakeholders

6. Pupil code of conduct – Our Golden Rules

Pupils are expected to follow our golden rules:

These rules teach children how to:

- Self-regulate behaviour and actions
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Behave well in communal areas, such as corridors and the dinner hall, and on the playground
- Treat the school buildings and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school. For example travelling to and from school or when wearing school uniform in the community

See Appendix 2 for Rights of Different Stakeholders

7. Rewards and Sanctions

We have a clear reward system, based on a mixture of individual, class and team rewards. As well as this, our consequences are clearly understood.

7.1 List of rewards and sanctions

Rewards

- Verbal and written praise
- Stickers and House Points
- Certificates sent home
- Special Mentions in Good Work Assembly
- Showing work to Senior Leaders and Head of School
- Reward at end of term for house with most points
- Attendance rewards for individuals and for classes
- House point rewards for the winning house
- Charms earned daily for good behaviour

- Communication with parents
- Half-termly opportunity to spend or save Charms in the school's reward shops
- Rewards for children who demonstrate the expected behaviour at all times

Sanctions

Our primary behaviour management tool is positive relationships and praise, in line with our nurturing ethos. However, we recognise that there are times when consequences for inappropriate behaviour need to be given.

The school uses a 5-stage approach to unacceptable behaviour. It is expected that positive relationships built between adults and children will underpin classroom management, resulting in expected behaviour from the vast majority of children most of the time. In addition, most cases of unacceptable behaviour that require the use of the 5-stage approach will be managed effectively through stages 1-3, without the need for phase leader or Head of School intervention (unless it is a serious case of violence, racism, etc).

- **A pause, a gesture, a look** (before stages) We know the power of a look or a pause and try to support children to make appropriate behaviour choices – and stop inappropriate ones – before the stages need to be used
- **Verbal warning** (Stage 1)
- **Time out in classroom** (Stage 2).
- **Time out in another classroom** (Stage 3)
- **Refer to Phase Leader** (Stage 4)
- **Refer to Head of School** (Stage 5)

A record of incidents that reach stage 4 or stage 5 is kept by members of staff on CPOMs. This can then be used to provide feedback to parents at parents' evenings, evidence to support discussions at multi-agency meetings and to identify patterns in poor behaviour.

Posters displaying the golden rules and the behaviour stages are displayed in learning spaces to ensure consistency of language and interpretation.

NB: The behaviour policy requires professional judgement to be used at all times. It is the responsibility of teachers and teaching assistants to know what is best for their children when dealing with unacceptable behaviour appropriately. Even within the parameters of a clearly defined behaviour policy, there is room for flexibility based on secure knowledge of the children.

For some disruptive behaviours, a pupil may be removed from the classroom. This would be done:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

Removal is a short-term measure and may include internal suspension (e.g., completing work in another classroom for half a day, or in the headteacher's office).

For extreme or behaviours or persistent disruption, a decision to exclude may be taken. In line with our Exclusions Policy, a decision to exclude a pupil will be taken only:

● In response to serious or persistent breaches of the school's behaviour policy, **and**

● If allowing the pupil to remain in school would seriously harm the education or welfare of others

See our Suspensions Policy for more details

In some cases, behaviours may trigger a multi-agency approach, for example peer-on-peer approach, support at home through Early Help, contact with the police for possession of a knife.

Communication with parents/carers is maintained at all times when dealing with behaviour and class teachers will inform parents/carers of behaviour incidents and any next steps to be taken. This happens face-to-face or by phone. Where a more serious incident or persistent disruption has occurred (stage 4 or stage 5), senior leaders will support with any messages to parents/carers.

Next steps to discuss with parents/carers may include alterations to better support the child to behave well in school, for example altered provision, altered break and lunchtime arrangements or a behaviour contract between the child, home and school.

7.2 Off-site behaviour

We expect pupils to follow the pupil code of conduct when they are off-site. Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive headteacher will sanction the pupil in accordance with this policy.

Please refer to our **'Dealing with allegations of abuse against staff'** policy for more information on responding to allegations of abuse.

They will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Our Approaches

Shared Values

As well as this, our approach is underpinned by our LEARNERS values:

Nurture

Our approach to behaviour management centres on a nurturing ethos, based around the six principles of nurture:

We have a strong emphasis on understanding _why_ children behave in a particular way so that they can be supported to identify why something has happened.

We know that poor behaviour may be a sign that children are suffering harm or have been traumatised by abuse. If we think this is the case, our safeguarding policy will be actioned.

We have a restorative approach to resolving conflict. This supports our pupils to fix issues that arise positively, taking into account the impact on themselves and others.

Healthy Minds and Emotional Well-Being

Children are given opportunities to develop emotionally, physically and personally in a variety of ways:

● Regular work within classroom activities and an encouragement of engagement in after school teams and clubs
● Teaching of social skills of sharing, taking turns, listening and the feelings associated with giving and receiving criticism both in and out of the classroom
● Teaching of emotional vocabulary, so that children develop the language skills to help them recognise and understand their own and other's feelings
● The use of social problem-solving structures such as circle time and peer mediation to give pupils a framework for resolving difficulties constructively
● Encouragement and time for children to talk to staff about their worries / concerns. Every class has a question/ thoughts box which children use to communicate any questions, concerns or worries.
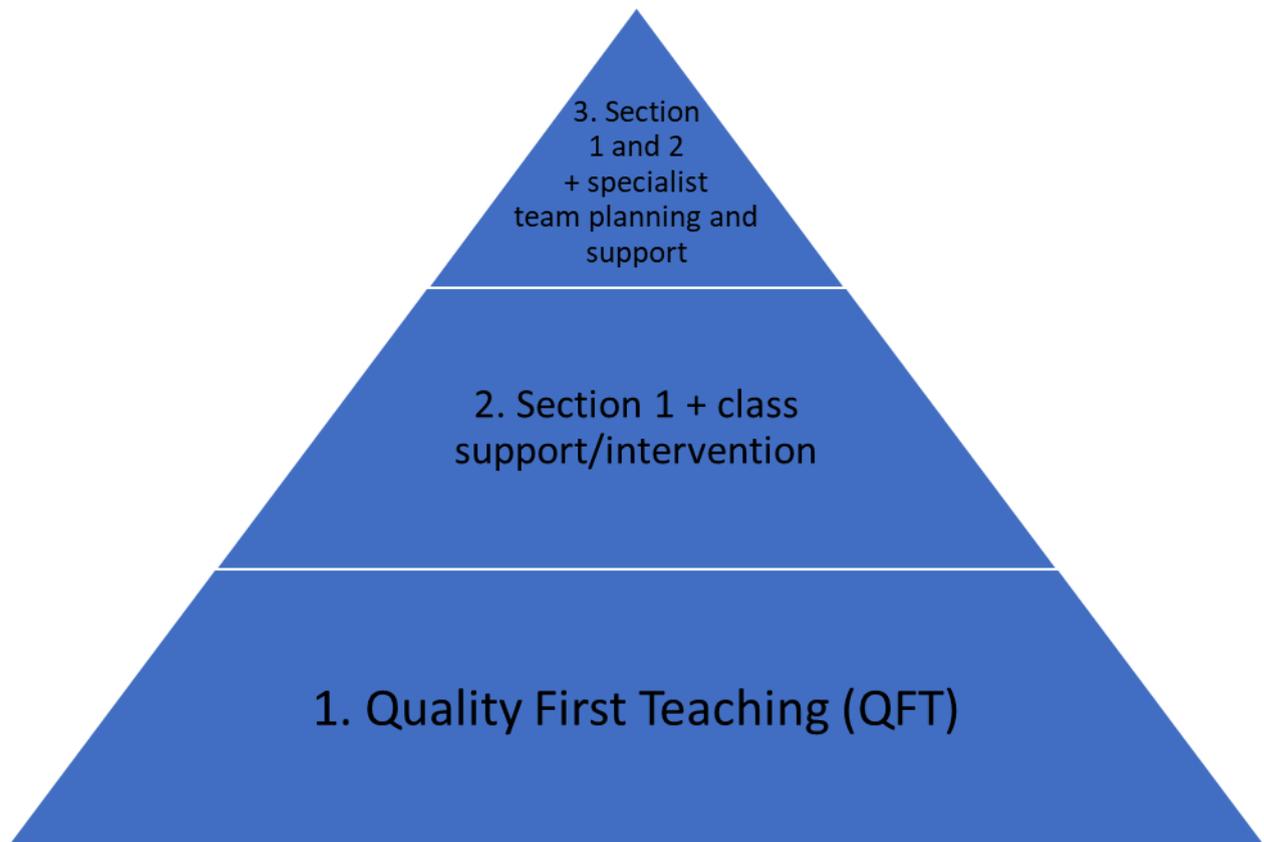
Zones of Regulation

We use Zones of Regulation to support children to self-regulate emotionally and this supports their ability to identify how they are feeling, articulate this and use appropriate tools to support them to get back into the green zone:

How can you help yourself?

The **BLUE** zone	The **GREEN** zone	The **YELLOW** zone	The **RED** zone
How might you feel?	**How might you feel?**	**How might you feel?**	**How might you feel?**
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	**What might help you?**	**What might help you?**	**What might help you?**
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Tiered approach to supporting behaviour, including children who operate outside of the policy

3. Section 1 and 2 + specialist team planning and support

2. Section 1 + class support/intervention

1. Quality First Teaching (QFT)

Section	Features
1. Quality First Teaching (QFT)	*Quality First behaviour management strategies work for the majority of our children. These include:* ● Golden Rules are displayed and used ● Access to adults and any resources needed is planned for ● Effective and positive behaviour for learning strategies are used ● Clear, well-rehearsed routines are in place ● Visual Timetable shared with and displayed for pupils ● Whole-school rewards and consequences are applied consistently ● Monitoring system in place (behaviour folders) and checked on regularly by phase leaders ● Contribution of all learners valued and praised ● Opportunities for positive social interactions, through our oracy curriculum ● Modelling, by adults, of behaviour that exemplifies our Golden Rules. ● Strategies to focus on emotional needs, including additional PSHE slots specific to class need ● Emotional check in
2. QFT + class support/intervention	*In addition to section 1 strategies, section 2 expects an increased awareness of difficulties. Class-based adults are supported to better meet the needs of children for whom section 1 alone is not successful, for example through:* ● Boxall Profile completed if appropriate, to identify specific need before any outreach support is requested ● SENDCo involvement where needed ● Pupil Praise report in place ● Liaison with parents to update them on progress and action being taken ● Class intervention and adaptations agreed and implemented ● Roles and responsibilities to promote leadership and sense of self-worth (e.g., lunchtime responsibility and other meaningful jobs around school) ● Fab 5 – identifying adults who children feel safe to speak to ● Positive Handling Plan written in conjunction with the child
3. QFT + class support/intervention + specialist team planning and support	*In addition to section 1 and 2, strategies at this level additional pastoral support, often with the involvement of specialist provision from within and outside school. For example:* ● SEMH focus interventions delivered by specialist nurture team staff ● Individual support through daily mentoring by a trusted adult ● One-page profile implemented and shared with wider school. ● Increased levels of support during break times and lunchtimes, supporting with strategies that encourage positive peer play ● Planned use of 'time out' to support a differentiated curriculum for pupils struggling to engage in traditional methods of curriculum delivery (e.g., use of the woodland garden, media suite or library) ● Positive Handling Plan, if needed ● External partner involvement initiated, including the Educational Psychologist, Speech and Language Therapist and commissioned outreach behavioural support from Bridgelea School and Bowker Vale Primary School SEMH specialists ● CRAB LANE ONLY: Access to our 10-week nurture intervention programme, taking place every afternoon in a separate learning space and delivered by trained adults

	● Regular liaison with parents to update them on progress and action being taken, including if a child is at risk of fixed-term or permanent exclusion ● Use of social stories ● Safe spaces ● Personalised timetable where necessary

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

● Create and maintain a stimulating environment that encourages pupils to be engaged
● Display our Golden Rules and use them to underpin behaviour expectations
● Develop positive relationships with pupils, including:
● Greeting pupils in the morning/at the start of lessons
● Establishing clear routines and reinforcing these regularly if needed, for example through the use of visual timetables
● Communicating expectations of behaviour in ways other than verbally
● Highlighting and promoting good behaviour through praise
● Concluding the day positively and starting the next day afresh

8.2 Physical Intervention: Positive Handling

Staff are trained to look after pupils in their care. Staff have a duty to intervene to prevent pupils from hurting themselves, others, or damaging school equipment.

When faced with challenging behaviour, staff will use all de-escalation techniques such as divert and distract and reflection time and will only intervene physically if this is 'reasonable, proportionate and necessary' to the individual situation.

Only staff trained in the Positive Handling Strategy techniques of Team Teach will use the physical intervention techniques and only when necessary.

Our approach is to use de-escalation techniques to avoid any physical intervention in the first instance. A dynamic risk assessment (surveying the space and any associated safety risks) is used if a child is endangering themselves or others and only then may a member of the team intervene using agreed positive handling techniques. On the rare occasion this intervention is required, parents are informed of the necessary action and follow-up.

The term Positive Handling includes a wide range of supportive strategies for managing challenging behaviour. The term Physical restraint is when force is used to protect pupils from themselves or to protect other pupils or staff in the vicinity.

A clear procedure for Positive Handling supports pupils who have social, emotional and behaviour difficulties within an ethos of mutual respect, care and safety.

A child involved will then need to de-escalate fully and there will be different approaches to how this is managed, in line with this policy.

In summary, incidents of physical intervention 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

After an incident of physical restraint, staff may communicate their needs in response to it. For example, a debrief may take place after physical restraint with any staff involved, to reflect and review the incident and support those involved with any potential emotional distress after the event. Alternatively, a few minutes away from the classroom may be requested.

Training techniques and strategies are refreshed on a rolling programme of training, led by a qualified Team Teach Trainer.

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENDCo) and where appropriate other staff involved in whole-school behaviour management, will 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, with parents and where appropriate, with the child.

8.4 Leadership

Our phase leaders regularly check in on pupils, to ensure that low-level disruptive behaviour (Stage 1 and 2 in our policy) is monitored and followed up on. Equally, it gives phase leaders a chance to be visible to pupils and to celebrate success.

8.5 Recording of incidents

Incidents are recorded on CPOMs, so that a chronology of significant behaviours can be built over time (stages 4 and 5) and there is a reference point when speaking to parents/carers and external agencies.

9. Pupil 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including correct use of physical restraint, as part of their induction process and an ongoing cycle of refresher training. Bespoke behaviour management support is provided where needed, for example for ECTs and for staff who are facing particular challenges.

11. Monitoring arrangements

This policy is reviewed and approved by the Executive headteacher and full governing body annually, taking into account feedback from senior leaders and staff around how effectively it is being implemented.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Executive headteacher, Head of School and full governing body annually.

12. Links with other policies

This Behaviour Policy is linked to the following policies:

● Exclusions policy, Safeguarding policy, Anti-bullying policy, E-safety policy

Appendix 1: Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers always set an excellent example to pupils

Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

A home-school agreement outlines expectations for school adults, parents and children where behaviour is concerned

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the headteacher and full governing body annually, taking into account feedback from senior leaders and staff around how effectively it is being implemented.

Appendix 2: Rights of stakeholders

Children's Rights	Children's Responsibilities
To be safe and to be listened to.	To behave in a way which keeps others safe and to listen to others.
To be treated with respect.	To be respectful of others.
To learn in a positive environment.	To allow others in the class to learn without causing disruption. To show best effort when completing work.

Parents/Carers' Rights	Parents/Carers' Responsibilities
To be treated with respect and listened to.	To behave respectfully towards others. (adults and children).
To be kept up to date with their child's progress.	To make sure their child attends school regularly, to talk to their child about what he/she does in school. To attend parents evenings and talk to teachers if they have any concerns.
To have access to information on the school's approach to issues.	To use School Jotter and the school website to keep up to date with information.

Staff Rights	Staff Responsibilities
To be supported by peers and leaders.	To ask for support when needed. To offer support to colleagues and leaders.
To work without the threat of violence or intimidation.	To share concerns with senior leaders.
To receive appropriate training and skills in behaviour management. To be able to	To take advice and try new approaches. To acknowledge areas of own skills which could be developed and work on them. To record

discuss strategies used and receive advice on their effectiveness.	incidents using CPOMS and keep records of the strategies used to promote good behaviour and address undesirable behaviour.
To be made fully aware of the schools routines, policies and expectations.	To seek information and use lines of communication and support.
To be listened to and treated courteously by all others in the school community.	To listen to others, to give opinions in a constructive manner, to model courteous behaviour.

Appendix 3: Home-school Agreement

Home School Agreement has been written with due regard for the Safeguarding of our children.

Golden Rules

Do be gentle-do not hurt anyone

Do be kind and helpful – do not hurt anyone's feelings

Do work hard- do not waste your own or other people's time

Do look after property – do not waste or damage things

Do listen to people – do not interrupt

Do be honest – do not cover up the truth

As a child, I belong to my school when I:

Know the Golden Rules and keep them

Respect differences and value everyone's contribution

Behave in a calm and orderly manner

Do as asked by adults in the school

Help in making our school a safe and pleasant environment

As a school adult I belong to my school when I:

Treat all children fairly, equally and with respect

Value each child's contribution to the school

Create a safe, secure and pleasant environment for learning

Provide an exciting, accessible and interesting curriculum

Recognise that each child has individual needs

Help each child achieve their best

Discuss the children's contribution to citizenship and community cohesion regularly

Ensure children actively contribute to community cohesion through the curriculum and additional activities

As a parent I belong to my school when I:

Ensure that our children understand the importance of their education and their behaviour

Discuss their education: ask what they have learned, listen to what they have to say, encourage and help with homework

Praise them for their efforts and achievements

Ensure that our children respect differences and do not abuse or discriminate against people different to themselves

Encourage our children to sort out difficulties without hitting, fighting or swearing, at home and at school

Speak regularly with our children's teachers and keep informed about our children's behaviour

Make sure our children come to school every day and arrive on time – and to ring school if our child is ill

Ensure that my child comes into school dressed appropriately, including school uniform and appropriate footwear (no heels or unprotected toes).

Support the school staff in implementing the behaviour policy

Provide my Nursery or Reception child with a change of clothing.   I understand that I will be contacted to come into school if there is not a change of clothes available if/when needed

 *If a parent/carer has any **concern** about their child, **any other child** in school **or any member of staff,** there is an expectation that this will be reported directly to a member of staff to be dealt with **in line with** school policies and procedures. The discussion of (or about) **children and staff** by **parents/carers** through social media websites is unacceptable and will be challenged.*

Incidents of bullying or racism

We regard bullying, including homophobic, transphobic, bi-phobic or racist behaviour as extremely serious and take firm action against it. We celebrate the promotion of diversity and equal opportunities throughout school life and support children to stand up against and report bullying, homophobic, transphobic, bi-phobic or racist behaviour, for themselves and to help others.

We encourage children and parents/carers to always let teachers know of any incidents so that we can take action against it.

Please be aware that all racist incidents are

reported to the Local Authority.

Keeping your child safe on the internet

We recognise that technology is increasingly important, but also that children need to be safe when using this. By using the internet, you and your child agree to follow the steps below. Please be aware that any incidents will be dealt with in line with the school's e-safety policy.

EYFS, Years 1 and 2:

We only use the internet when an adult is with us.

We can click on the buttons or links when we know what they do.

We can search the Internet with an adult.

We always ask if we get lost on the Internet.

We can send and open emails together.

We can write polite and friendly emails to people that we know.

Years 3,4,5,6

We ask permission before using the Internet.

We only use websites that are safe.

We tell an adult if we see anything we are uncomfortable with and shut the lid of the net book or iPad.

We only e-mail people an adult has approved.

We never give out personal information or passwords.

We send e-mails that are polite and friendly.

We never arrange to meet anyone we don't know.

We do not open e-mails sent by anyone we don't know.

We do not use Internet chat rooms.

Parent control apps to be used to monitor activity if parents or school have concerns.