

Policy:	Behaviour and Anti Bullying Policy
Owner:	Paul Fountain
Approving Board:	Academy Committee
Date of review:	May 2023
Date of next review:	May 2024
Publish Status:	Approved
Version:	5

This policy should be read in conjunction with:

The safeguarding and child protection policy

The staff code of conduct policy

The Staff induction policy

The Exclusion Policy

The SEND Policy

The Acceptable Use Policy

At Gladstone Primary Academy we believe:

That positive behaviour is developed through a culture of consistency and clear expectations. Adults are a visible model for the children. We celebrate children that go above and beyond our 4 simple school rules and recognise when our children have improved their behaviour. When address negative behaviour consistently and expect restorative actions. We aim for the children to achieve fame through going above and beyond the school rules, not by being those that do not follow the rules.

We understand that positive behaviour is built upon positive relationships. Positive relationships cannot be fast-tracked but are built up in the way that we show children that we care. All staff will demonstrate a 'deliberate botheredness'. This is seen throughout the school day but does not stop at break times and the end of the last lesson.

Expectations of Adults:

At Gladstone Primary Academy, we expect every adult to:

Meet and greet at the door;

Be a visible presence around the school to encourage appropriate conduct

Refer to the school rules and visible consistencies;

Model positive behaviours and build relationships;

Plan lessons that engage, challenge and meet the needs of all learners;

Use a visible recognition mechanism throughout every lesson;

Be calm and give "take up time" when going through the stepped boundaries – Prevent before Sanction

Follow up every time, retain ownership and engage in reflective dialogue with learners

Never ignore or walk past learners who are making poor behaviour choices

No adult is expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to learners.

Senior Leaders will:

Take time to welcome learners at the start of the day;

Be a visible presence around the Academy and especially at transition times;

Celebrate learners whose effort goes above and beyond expectations;

Regularly share good practice;

Support staff in managing learners with more complex or entrenched negative behaviours

Use behaviour data to target and assess school wide behaviour policy and practice

Regularly review provision for learners who fall beyond the range of written policies

Our Behaviour Policy is built upon five pillars:

Consistent Calm adults

First attention to best behaviour

Relentless routines

Scripting difficult interventions

Restorative follow-up

The School Rules

The school rules are used to frame all conversations with children, positive and negative. We encourage parents to use these same rules out of school as well.

1. Show respect
2. Learn well
3. Follow Instructions
4. Be safe

Teacher use a visible whole class reward system for children demonstrating they are following the school rules (for example 100 squares). The children choose what the reward will be.

Over and Above recognition

We recognise and reward children for showing behaviour above and beyond the expected. From each class in Key Stage 1 and Reception and each class in Key Stage 2, one child who

has demonstrated above and beyond behaviours will be selected by their class to join the Assistant Head of School for a treat once per week. If no child has demonstrated above and beyond behaviour then no child is selected to ensure that this is not devalued. Children that go above and beyond are shared with other adults so that they can comment upon this to the child the next time that they see them.

Visible consistencies

Visible consistencies are demonstrated by all members of staff. This provides the pupils with a clear message that all adults value this behaviour. Visible consistencies will increase in number as previous foci become consistent but should focus on the most important aspects of behaviour and not become an exhaustive list.

1. **Meet and Greet.** All children will be greeted at the door by their class teacher and offered a formal hand shake to welcome them to their learning.
2. **Clear Corridors.** Coats and bags are hung on pegs and not left on the floor. Nobody walks past an item that is on the floor
3. **Wonderful walking.** We are proud of our school and when we walk through the buildings we hold our heads up so that we can see the wonderful learning environment. We walk on the left hand side of corridors and stairs. We walk one behind another with our hands by our sides. There is no unnecessary talking.

Establishing relentless routines are used to clearly establish expectations. Children like repetition. Repeated routines help children to feel safe.

1. All staff apply the routine
2. Children are asked to say the routine out loud before doing the routine
3. The routine is displayed in the classroom until the routine has become established

The Academy will focus on one relentless routine at a time. The process that will develop the routine will be:

1. What will we always say?
2. What order will we say it in?
3. How will we make it encouraging and affirmative?
4. What will we use to punctuate the routine (gesture, positioning, vocal tone, music)?
5. How will we teach/re-teach the routine to make sure that it is productive?
6. What will it look like when it works perfectly?
7. What will the pupils be doing?
8. What will we be doing?

Learning Behaviours

A Gladstone Primary Academy, our children develop Learning Behaviours which support them taking responsibility for their own actions and achievements. The Learning Behaviours give children the tools to manage and improve their own behaviour. The behaviours are displayed on posters in each classroom. Children are grouped in cooperative teams and points are given for displaying a learning behaviour. Points are recorded by children on a chart on the table, or by placing items in a jar depending on the age of the children. Every team needs to appoint an effective team captain, which is changed weekly. The team captain must be a role model for the team and is the only person allowed to manage and add points to the Team Score Card.

The Team Score Chart must not be kept on the wall during the lesson. The chart does not belong to the teacher. Instead it belongs to the team and is the captain's responsibility.

The teacher awards points, usually between 5 and 2 depending on the speed or quality of the learning behaviour. This also allows team points to be given to multiple teams in at the same time. The teacher is required to be positive and to catch children displaying the positive behaviours. Points are never taken away, as teams have earned them. If a team is not displaying the required learning behaviour then the teacher rewards every other team and explains why they are rewarding them, the teacher will not say anything to the team(s) who have not received points.

Further guidance is provided in the Core Power Manual.

The Learning Powers are:

- **Active Listening**
- **Teach and Support**
- **Job Done**
- **Everyone Engaged**
- **Explain and Elaborate**

(see appendix 2)

Classroom Management

A consistent approach to classroom management is achieved through the use of non-verbal signals across the Academy.

These are:

- **Zero Noise** (Hand/s up in the air)
- **Active Listening** (Cup you ear)
- **Job Done** (Thumbs up and placed on their chest)
- **Teacher turn, your turn** (teachers places own hand on their own chest then gestures with the same hand in the air to the child)
- **1-2-3 Go** (Hold hand in the air, gesture 123 to the children)

Further guidance is provided in the Core Power Manual.

Stepped Boundaries

When learners are struggling, they need support not red lines.

1. **Reminder** – A reminder of the expectations for learners delivered **privately** to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
2. **Caution** - A clear verbal caution delivered **privately** to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

This is a 30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning

3. **Last chance** micro script (may include two minutes at breaktime) - micro script as per policy

4. **Time out**

The learner is asked to speak to the teacher away from others

- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning in an adjacent classroom. Learners should be given a clear time frame, telling them

when they can return. In general, **five minutes of a child fully engaged in their learning and following school rules should be long enough** to allow them to return to their classroom and complete their learning.

If the step 4 is unsuccessful, or if a learner refuses to go take a time out then the learner will be removed from the room. A member of SLT/Pastoral team will escort the learner to a workspace outside the year group where they are learning (this may be in another classroom or area of the Academy). They will be contacted via the red disk.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

If Step 4 is unsuccessful and the child is removed from their learning then step 5 – Repair – is needed

5. Repair

Reparation meetings at Gladstone Primary Academy are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

- What's happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship.

Teaching staff will take responsibility for leading Reparation meetings, The Behaviour and Welfare in the first instance or Assistant head teachers will support when requested.

Micro-scripts

Adults will consistently use a micro-script when addressing negative behaviour. The micro-script should not be used before clear and consistent routines have been established within the classroom. Micro-scripts provide certainty, not severity and include a reminder of success in the past.

1.I've noticed that
2. That's not showing me our rule of
3. This is the third time I've spoken to you so I will need to see you for two minutes
4. Do you remember yesterday when you ...that's the behaviour I expect from you.
5. Thank you for listening

If a child turns away, mimics or deliberately ignores, the adult continue to deliver the micro-script.

Restorative Questions

Restorative questions should not be brought in too early (**see Stepped Boundaries**). If a child has been sent out of a classroom then there needs to be a repair. When adults ask restorative questions they listen to the responses, not their own perceptions.

1. What were you thinking at the time?
2. Who was affected?
3. What should we do to put things right?
4. How can we do things differently in the future?

Pupils' conduct outside the Academy gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the Academy's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any Academy-organised or Academy-related activity
- Travelling to or from Academy
- Wearing Academy uniform
- In some other way identifiable as a pupil at the Academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the Academy.

Behaviour Plans

When a child is showing continued negative behaviours (for example continued disruption in class) or a serious behaviour (such as fighting or prejudice) then a class teacher will

approach their Assistant Head teacher to decide if a behaviour plan is required (see appendix 1). Negative behaviours, at this level, are logged on to Integris by the member of staff who addressed the behaviour

Having reviewed the incidents logged on to Integris, if the class teacher and the Assistant Head teacher agree then a meeting will be held with the class teacher, Assistant Head teacher, child and parents. The Behaviour and Wellbeing Officer may also be asked to attend.

A behaviour plan will be completed with clear roles for the child, the parents and the Academy to support the changes in behaviour that are required.

The plan will focus on the key behaviour that needs to change, not an exhaustive list of every misdemeanour.

A copy of the plan will be given to the child (if appropriate), the parents and to members of staff that are supporting actions within the plan.

Where a plan involves withdrawal (for example from the 4G pitch) it will also contain a re-integration plan.

The plan is reviewed after an agreed period of time (usually 6 weeks) or earlier if behaviour deteriorates further).

Upon review the plan will either be closed (negative behaviours that were identified have ceased), continued (there has been some progress but the negative behaviour is still seen) or referred to SLT (there has been an increase or no change in negative behaviour). The member of SLT will usually be the Assistant Head for Pastoral and Wellbeing or the SENDCo.

Suspensions and Exclusions

Fixed Term Suspension

Gladstone Primary Academy believes that, in general, suspensions are not an effective means of moving behaviour forward.

However, in order for children to achieve their maximum academic potential in the Academy they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the Academy's behaviour policy and if the pupil remaining in the Academy would seriously harm the education or welfare of the pupil or others in the Academy, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to the Academy and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed when they return.

Permanent Exclusion

Permanent exclusion should be seen as a last resort and a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Policy).

The Academy Committee of Gladstone Primary Academy agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in the Academy would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the Academy.

Reasonable Force

At Gladstone Primary Academy key members of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others.

Should this occasion arise; children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept on Myconcern and parents or carers are informed.

Supporting Pupils following a Sanction

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

This could include:

- Reintegration meetings
- Daily contact from the Behaviour and Wellbeing Officer
- Personalised targets

Pupil Transitions

Inducting incoming pupils

The Academy will support incoming pupils to meet the behaviour standards by offering an induction process with families. Pupils who require additional support are entered into an induction group for no longer than 6 weeks before they join their class.

Preparing outgoing pupils

To ensure a smooth transition to the next year, pupils have transition sessions with their new teachers. 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 the relevant staff at the start of the next term or year.

Monitoring

The Academy will collect data on:

- Behaviour incidents
- Attendance, seclusions and exclusions
- Use of pupil support units
- Incidents of searching and confiscations
- Anonymous surveys of staff, pupils, parents and other stake holders on their perceptions of the Academy behaviour culture

This data will be analysed from a variety of perspectives such as:

- Academy level
- Age group
- Time of day
- Protected characteristics

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

The policy will be reviewed at least annually.

Appendix 1

Short term support plan

Pupil Name:

Date of Birth:

Class:

Identified area of need	Date
Assess	
Observed behaviours:	
Plan and Do	
Expected Outcome (with review date)	
Actions to be taken by the child:	
Actions to be taken by the Academy:	Actions to be taken by Parents/Carers:
Agreement to plan by child	
Agreement to plan (Academy)	Agreement to plan (Parents/Carers)

Review	
Review Date	
Observed Impact	
Child's View:	
Academy View:	Parent View:
Next Steps (please tick agreed next steps)	
Plan successful	No further support needed
Plan has partially achieved the outcomes	Continue or amend the current plan
Plan has not achieved the outcomes	Escalate to SLT
Agreement of next steps (child)	
Agreement with next steps (Academy)	Agreement with next steps (Parents/Carers)

Appendix 2

Learning Behaviours (from Core Power teaching and Learning Manual)

ACTIVE LISTENING	
Reception Expectations	<ul style="list-style-type: none"> • Looking at the speaker • Body turned towards the speaker • Stopping the activity I was involved in • Zero noise – both hands in the air
Year 1 Expectations	<ul style="list-style-type: none"> • Looking at the speaker • Body turned towards the speaker • Stopping the activity I was involved in • Zero noise – one hand in the air
Year 2 Expectations	<ul style="list-style-type: none"> • Looking at the speaker • Body turned towards the speaker • Stopping the activity I was involved in • Zero noise – one hand in the air • Showing listening by basic responses – nodding head, following instructions without repetition
Year 3/4 Expectations	<ul style="list-style-type: none"> • Looking at the speaker • Body turned towards the speaker • Stopping the activity I was involved in • Zero noise – one hand in the air • Showing listening by basic and higher order responses – nodding head, following instructions without repetition, commenting on information given, paraphrasing
Year 5/6 Expectations	<ul style="list-style-type: none"> • Looking at the speaker • Body turned towards the speaker • Stopping the activity I was involved in • Zero noise – one hand in the air • Showing listening by basic and higher order responses – nodding head, following instructions without repetition, commenting on information given, paraphrasing to partner, high quality tasks completed which demonstrate active listening

TEACH AND SUPPORT	
Reception Expectations	<ul style="list-style-type: none"> • Basic helpful behaviour towards one another and adults • Helping each other with day to day routines • Basic and well intentioned positive comments to one another and adults • Helpful and supportive behaviour
Year 1 Expectations	<ul style="list-style-type: none"> • Basic helpful behaviour towards one another and adults • Helping each other with day to day routines • Basic and well intentioned positive comments to one another and adults • Helpful and supportive behaviour • Team captain role model behaviours which encourage the rest of the team to show good learning behaviours • Basic leadership qualities encouraged • Mini-teachers established
Year 2 Expectations	<ul style="list-style-type: none"> • Basic helpful behaviour towards one another and adults • Helping each other with day to day routines • Basic and well intentioned positive comments to one another and adults • Helpful and supportive behaviour • Team captain role model behaviours which encourage the rest of the team to show good learning behaviours • Leadership qualities modelled, recognised and rewarded • Mini-teachers established and quality of explanation modelled
Year 3/4 Expectations	<ul style="list-style-type: none"> • Basic and well intentioned positive comments towards one another and adults perhaps about their work produced, their smart appearance etc • Helpful and supportive behaviour • Team captain role model behaviours which encourage the rest of the team to show good learning behaviours • Leadership qualities modelled, recognised and rewarded • Mini-teachers established. Quality of explanation modelled and reviewed. Children who provide high quality explanations only.
Year 5/6 Expectations	<ul style="list-style-type: none"> • Basic and well intentioned positive comments towards one another and adults perhaps about their work produced, their smart appearance etc • Helpful and supportive behaviour • Team captain role model behaviours which encourage the rest of the team to show good learning behaviours • Leadership qualities modelled, recognised and rewarded • Mini-teachers established. Quality of explanation modelled and reviewed. Children who provide high quality explanations only.

	Mini-teacher badge only awarded to children who provide adult like full and accurate explanations.
--	--

JOB DONE	
Reception Expectations	<ul style="list-style-type: none"> • Completion of any instruction or task
Year 1 Expectations	<ul style="list-style-type: none"> • Completion of any instruction or task • The quality of the completed task/activity/discussion begins to be commented on when the number of points for Job Done are awarded
Year 2 Expectations	<ul style="list-style-type: none"> • Completion of any instruction or task • The quality of the completed task/activity/discussion is reflected in the number of points for Job Done are awarded • Teams that complete a task to a higher quality receive higher job done points
Year 3/4 Expectations	<ul style="list-style-type: none"> • Completion of any instruction or task • The quality of the completed task/activity/discussion is reflected in the number of points for Job Done are awarded • Teams that complete a task to a highest quality receive higher job done points
Year 5/6 Expectations	<ul style="list-style-type: none"> • Completion of any instruction or task • The quality of the completed task/activity/discussion is reflected in the number of points for Job Done are awarded • Teams that complete a task to a highest quality receive higher job done points

EVERYONE ENGAGED	
Reception Expectations	<ul style="list-style-type: none"> • Individual children are fully engaged in what they have been asked to do
Year 1 Expectations	<ul style="list-style-type: none"> • Individual children are fully engaged in what they have been asked to do • Partner are both fully engaged • All members of the team are fully engaged
Year 2 Expectations	<ul style="list-style-type: none"> • All members of the team are fully engaged • Their engagement can be seen
Year 3/4 Expectations	<ul style="list-style-type: none"> • All members of the team are fully engaged • Team engagement looks like engagement – all children writing/talking/involved in the task
Year 5/6 Expectations	<ul style="list-style-type: none"> • All members of the team are fully engaged • Team engagement looks like engagement – all children writing/talking/involved in the task

EXPLAIN AND ELABORATE	
Reception Expectations	<ul style="list-style-type: none"> • Individual children try to explain their ideas in a basic sentence when given a sentence stem by the adult • Explanations demonstrate fullness (content) and basic grammar (sense)
Year 1 Expectations	<ul style="list-style-type: none"> • Individual children try to explain their ideas in a basic sentence when given a sentence stem by the adult • Explanations demonstrate fullness (content) and basic grammar (sense) • Children begin to speak in sentences to each other
Year 2 Expectations	<ul style="list-style-type: none"> • Individual children try to explain their ideas in a sentence independently or when given a sentence stem by the adult • Explanations demonstrate fullness (content) and basic grammar (sense) • Children to speak in sentences to each other
Year 3/4 Expectations	<ul style="list-style-type: none"> • Individual children try to explain their ideas in an ambitious sentence independently or when given an ambitious sentence stem by the adult • Explanations demonstrate fullness (content) and basic grammar (sense) • Children to speak in ambitious sentences to each other
Year 5/6 Expectations	<ul style="list-style-type: none"> • Individual children try to explain their ideas in an ambitious sentence independently or when given an ambitious sentence stem by the adult • Explanations demonstrate fullness (content) and basic grammar (sense) • Children to speak in ambitious sentences to each other • Children talk in 'show me' sentences

Appendix 3

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

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

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

As part of meeting these duties, the Academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put into place support to prevent these from occurring.

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

Our approaches to removing triggers include (amongst others):

- Short planned movement breaks
- Training staff to understand conditions such as autism
- Use of separate spaces where pupils can regulate their emotions

Adapting sanctions for pupils with SEND

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

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

If the answer to any of the above questions is "Yes", it may be unlawful for the Academy to sanction the pupil for the behaviour.

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The Academy's SENDCO may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

Pupils with an Education Health Care plan

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

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

Appendix 4

Confiscation of Inappropriate items

There are two sets of legal provisions, which enable Academy staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes
- 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
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If the behaviour of a child over the age of 10 is considered to be criminal or to pose a serious threat to a member of the public, the police will be notified. Parents will be informed that the school is doing so.

We will always consider whether an incidence or pattern of negative behaviour is linked to the child suffering, or being likely to suffer, significant harm. If this is the case, Academy staff will follow our child protection policy.

Anti-Bullying Policy

Introduction

It is a government requirement that all schools have an anti-bullying policy. This policy reflects the statutory requirements which are detailed in the following legislation:

- Children’s Act 1989
- The Education and Inspection Act 2006
- The Equality Act 2010
- The Malicious Communications Act 1988
- Keeping Children Safe in Education 2021

What is Bullying?

DFE ‘Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies’ defines bullying as “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

In other words, bullying at Gladstone Primary Academy is considered to be **hurtful behaviour which occurs lots of times on purpose.**

Types of bullying include:

Emotional	deliberately excluding, threatening (verbal and gestures), tormenting (for example hiding belongings)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Sexual	unwanted physical contact or sexual comments (including being sexually abusive)
Racial	Racist language, exclusion based on race, racist gestures, racist writing
Homophobic	Taunting, excluding and other types of bullying focussed on the issue of sexuality
Direct/Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of the internet, such as email, chat rooms and social media. Includes the use of mobiles through calls or texts. Can include other types of bullying, for example racist cyber bullying

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- Special education needs or disabilities
- Appearance
- Medical condition
- Home circumstances
- Sexual orientation

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Gladstone Primary Academy values and celebrates diversity and expects all members of our Academy community to demonstrate respect towards others and together make our Academy safe for everyone. We want our Academy to be an environment which is secure, supportive, and listening, where all children can learn safely and without anxiety.

We aim to make all stakeholders aware that bullying in any form by anyone (adults or children) and anywhere, is always unacceptable. We make clear each person's responsibilities with regard to the eradication of bullying from our Academy.

We expect everyone to take action when bullying occurs.

The Role of the Academy Committee

The Academy Committee supports the Headteacher in all attempts to eliminate bullying from our Academy in accordance with the nine equality strands identified in the Equality Act 2010: age, disability, gender, gender-identity, race, pregnancy, maternity, religion or belief and sexual orientation. The Academy Committee does not condone any bullying in our Academy and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Academy Committee monitor incidents of bullying that do occur, through half-termly link meetings between the AC member with a responsibility for safeguarding and the Academy Designated Safeguarding Lead and review the effectiveness of the policy regularly.

The Role of the Headteacher

It is the responsibility of the Head teacher to ensure that the Academies Anti-bullying strategy is implemented and to ensure that all staff are aware of the policy and know how to identify and deal with incidents of bullying. The Headteacher will report to the Academy Committee on the effectiveness of the Anti-Bullying Policy on request.

The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in our Academy. The Headteacher ensures that attention is drawn to this fact through, for example, assemblies and anti-bullying week.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher models and exemplifies the school culture of praise for success, tolerance and patience. Qualities that make bullying less likely.

The Role of Staff

All the staff in our Academy take all forms of bullying seriously and seek to prevent it from taking place.

Teachers record all incidents of bullying on our MIS system Integris. This enables monitoring for repeat offenders and patterns in groups, times or locations. If members of staff witness an act of bullying behaviour, they will investigate it themselves in the first instance, with support where necessary from their phase leader. If bullying is proven to have taken place, then this is also logged on Myconcern so that the welfare team can ensure both the victim and the perpetrator are supported to ensure that there is no repeat in the behaviour and any underlying causes are addressed. The range of sanctions that may be issued to the perpetrator are listed in this policy but will be issued on a case-by-case basis.

When bullying has proven to have taken place, the Head teacher will be informed, and the child's parents will be invited into school to discuss the case.

Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Through our curriculum, including our PSHE curriculum, our ICT curriculum, extra-curricular activities, and assemblies we help pupils to practice the restraint required to avoid falling into bullying behaviours.

The Role of Parents and Carers

Parents and Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the Academy's complaints procedure as detailed in the Complaints Policy found on the Academy Website:

[Gladstone Primary Academy - Complaints \(gpa.education\)](http://gpa.education)

The Role of Pupils

Pupils have a responsibility to show respect to all members of the Academy community. Pupils are encouraged to inform somebody that they trust if they are being bullied and to continue to let people know if the bullying persists. Pupils are encouraged to inform a member of staff if they witness bullying taking place. Pupils are invited to share their views on bullying in class, year group and whole school activities.

Bullying linked to ICT and other technology

If a bullying incident directed at a child occurs using email, mobile phone or other technology, these strategies will be used:

- Advise the child not to respond to the message
- Complete a Myconcern form not inform the Designated safeguarding team who may add the headteacher and/or the Online Safety Lead to the response group
- Secure and preserve evidence
- Refer to relevant policies including Online, Safety, Child Protection and Acceptable Use
- Notify parents of the child/children involved
- If applicable, the police or the Local Authority Designated Officer may be informed

If malicious or threatening comments are posted on an internet site about a pupil or member of staff:

- If it concerns an adult, then inform the Head teacher who will inform the DSL and the Online safety lead
- If it concerns a pupil then inform the DSL through Myconcern
- Secure and preserve any evidence
- Inform and request the comments are removed if the site is administered externally
- Send all evidence to CEOP at www.ceop.gov.uk/contact_us.html

Sanctions

At the Headteacher's discretion the following sanctions may be applied to the bully:

- Restorative Justice. Our behaviour policy is built around children positive behaviour. Part of this is children being given the opportunity to repair the damage that may have been caused by their behaviour
- Withdrawn from the playground during break times and lunchtimes
- Seclusion within the Academy
- Fixed term seclusion
- Permanent exclusion

Monitoring and Review

This policy is the responsibility of the Academy Committee, and they review its effectiveness annually. They do this by examining the data from the Academy's MIS system and case studies from MyConcern. The Academy committee will also review pupil voice through pupil surveys. The Academy Committee will examine in detail cases of bullying that are linked to protected characteristics.

This policy is reviewed annually or earlier if required.