



Behaviour Policy, Statement of Behaviour Principles And Anti Bullying Policy

Version	Author	Dated	Status
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Elevate Multi Academy Trust (Elevate) has agreed this policy and as such, it applies to all academies within Elevate.

Individual academies use this policy with their own sections duly filled in.

References to 'the Head teacher' includes the Executive Head teacher, Head teacher or acting Head teacher as appropriate.

Aims

- ✿ To create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment;
- ✿ To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the academy;
- ✿ To outline the expectations and consequences of behaviour;
- ✿ To provide a consistent approach to behaviour management that is applied equally to all children;
- ✿ To define what the academy considers to be unacceptable behaviour, including bullying and discrimination.

Legislation and Statutory Requirements

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

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

- ✿ [Behaviour in schools: advice for headteachers and school staff 2024](#)
- ✿ [Searching, screening and confiscation: advice for schools 2022](#)
- ✿ [The Equality Act 2010](#)
- ✿ [Keeping Children Safe in Education](#)
- ✿ <https://www.gov.uk/government/publications/school-exclusion> [Suspension and permanent exclusion from maintained schools, academies and pupil referral units](#)
- ✿ [Use of reasonable force in schools](#)
- ✿ [Supporting pupils with medical conditions at school](#)
- ✿ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- ✿ [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

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

This policy complies with Elevate's Funding Agreement and Articles of Association.

Links with other Elevate Policies

This Behaviour policy is linked to the following policies:

Suspensions and Exclusions policy

Complaints policy

Positive Handling policy (RPI)

Child Protection and Safeguarding policy
Searching Scanning and Confiscation policy
RSE and PHSE Policy
Supporting Children with Medical Needs and Administering Medicines Policy
Remote Learning Policy

Roles and Responsibilities

The Board of Trustees:

Have overall responsibility for setting the organisational culture, ethos and core values of the trust, and this Behaviour policy promotes the high standards of behaviour expected in line with this ethos;
Have the responsibility to give an overview of expectations of behaviour across the trust and to agree this Behaviour policy template setting out the statutory requirements.
Will hold the head teachers to account for the implementation of this Behaviour Policy;
Under the Scheme of Delegation, have delegated the role of monitoring this policy to the Local Committee (LC).

This policy will serve as a basic framework for each academy who will set out in Appendix 1:

- Their behaviour principles and system of reward and sanctions/consequences;
- Define what they consider to be unacceptable behaviour, including bullying and discrimination;
- Outline how children are expected to behave;
- Summarise the roles and responsibilities of different people in their community with regards to behaviour management.

The Local Committee:

 Will review and approve the written statement of behaviour principles (Appendix 1) relating to their academy;
Is responsible for overseeing the implementation of this policy in their academy.

The head teacher:

-  Will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of children;
-  Will ensure that all staff understand the behavioural expectations and the importance of maintaining them;
-  Will provide new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully;
-  Will offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;

-  Will ensure this policy works alongside the Child Protection and Safeguarding policy to offer children both sanctions and support when necessary;
-  Will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

Staff are responsible for:

Implementing the Behaviour policy consistently to all groups of children;

Creating calm and safe environment for children;

-  Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with children;

Providing a personalised approach to the specific behavioural needs of particular children;

Taking into account SEND as well as the additional challenges that some vulnerable children may face;

Promote a teaching and learning ethos which encourages all children to attend and participate in lessons whatever their level of ability or need;

Modelling expected behaviour and positive relationships;

Recording behaviour incidents promptly on CPOMS.

The Senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers are Expected to:

Support their child in adhering to their academy's Statement of Principles/Behaviour Blueprint (see Appendix 1);

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

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

-  To sign an academy's home school agreement when their child joins the academy, and subsequently at the start of each academic year;

Children:

Children will be made aware of the following during their induction into the behaviour culture:

-  The expected standard of behaviour they should be displaying at school

- ✿ That they have a duty to follow the behaviour policy
- ✿ The academy's key rules and routines
- ✿ The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards
- ✿ The pastoral support available to them to help them meet the behaviour standards

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the behaviour policy and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

Definitions

Misbehaviour is defined as:

- ✿ Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- ✿ Non-completion of classwork or homework
- ✿ Poor attitude
- ✿ Incorrect uniform

Serious misbehaviour is defined as:

- ✿ Repeated breaches of the academy's rules
- ✿ Any form of bullying
- ✿ Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- ✿ Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- ✿ Vandalism
- ✿ Theft
- ✿ Fighting
- ✿ Smoking
- ✿ Racist, sexist, homophobic or discriminatory behaviour
- ✿ Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images

- 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 child)

Bullying (See Appendix 2: Anti Bullying Policy)

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

Bullying can include:

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

Anti Racism

A racist incident is "any incident which is perceived to be racist by the victim or any other person", according to the Stephen Lawrence inquiry report (page 362, section 45.17).

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

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

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

The academy's response will be:

-  Proportionate
-  Considered
-  Supportive
-  Decided on a case-by-case basis

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

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

Please refer to Elevate's Child Protection and Safeguarding policy for more information.

Off-Site Behaviour

Sanctions may be applied where a child has misbehaved off-site when representing the Academy. This means misbehaviour when the child is:

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

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

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

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

Online Misbehaviour

The academy can issue behaviour sanctions to children for online misbehaviour when:

-  It poses a threat or causes harm to another child;
-  It could have repercussions for the orderly running of the academy;
-  It adversely affects the reputation of the academy;
-  The child is identifiable as a member of the academy

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

Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the head teacher will make the report.

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

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

Malicious Allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to Elevate's Child Protection and Safeguarding policy for more information on responding to allegations of abuse against staff or other children.

School Behaviour Curriculum

At Hackness and Wykeham Church of England Schools, we are committed to providing children with a caring and nurturing environment where they can thrive. Our schools have a culture of high expectations for behaviour, underpinned by our Christian values of courage, respect, friendship, love and joy and life in all its fullness for all members of the school community. Successes are celebrated and positive behaviour is reinforced through use of praise and whole school reward systems used in line with children's developmental

needs. Children are encouraged to be good role models for one another and to take responsibility for their own actions to support them to develop intrinsic motivation for positive behaviour throughout their time at school.

Our PSHE curriculum allows children to understand and develop the qualities they need to thrive as individuals and members of their communities both in and out of school. It provides them with the knowledge, skills and understanding to play an active role in society and to prepare them for work and life in modern Britain. Additionally, staff are empowered to organise 'ad-hoc' PSHE sessions (which may include circle time) to address emerging issues within their class. This may also be supported by collective worship, which provides children with an opportunity to reflect and act on issues raised.

These are our expectations for behaviour in our schools:

- We treat everyone in our school with respect, tolerance and kindness
- We listen carefully and respond appropriately when adults or peers are speaking
- We take care not to hurt any member of our school community with words or actions
- We take care of everyone's property and our environment
- We keep ourselves safe by moving carefully and quietly around school
- If a sanction is needed, we accept it respectfully

Alongside this, children take ownership over their behaviour by agreeing 'classroom norms' with their peers and teachers at the start of the year. These are displayed in classrooms and referred to by staff when reinforcing behaviour expectations.

The foundation of our approach to behaviour management is to recognise when children are doing the right thing and modelling the behaviours we expect to see. Class teachers may use a range of systems to recognise positive behaviour, as appropriate for the children in their class, but commonly children will receive house points. Every class has a visual behaviour chart to support children to work together to reach the top of the chart to achieve points for their house. The winning house each half term will receive a treat agreed between children and staff.

Where possible, children struggling to meet behaviour expectations will be supported by staff to correct and address their behaviour. However, there are times where sanctions must be issued. Sanctions may include but are not limited to:

- Verbal warning
- Missing part or all of break time to catch up on work or reflect on actions
- Working in another classroom or outside the Head's office

Repeated low-level disruption or a higher-level incident will usually result in the child being referred to the Head or a member of the senior leadership team to explain their actions and agree consequences. The consequence will depend on the severity of the incident but parents will be made aware via telephone.

For ongoing or severe behaviour, parents and children will be invited to attend a meeting with the class teacher and a member of the senior leadership team. As well as agreeing consequences, this may result in the development of an individual behaviour plan.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

Mobile Phones

Some children may need to bring a mobile phone into school, for example those who travel by bus or have specific medical needs. This should only be done with parental permission and where parents/carers have sought consent from the Headteacher.

Mobile phones should be stored in the office during the school day, or with the visit leader on school trips.

Schools cannot accept responsibility for loss or damage to mobile phones brought into school.

Physical Restraint: Please refer to Elevate's Positive Handling policy for more information.

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

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

Incidents of physical restraint must:

- Always be used as a last resort;
- Will only be used when necessary and proportionate;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Only be carried out by staff who have been trained;
- Be recorded and reported to parents and carers.

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

Confiscation

Please refer to Elevate's Searching Scanning and Confiscation policy for more information.

Any prohibited items (listed above in definitions) found in children's possession will be confiscated. These items will not be returned to children.

The academy will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents and carers, if appropriate.

Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Serious Sanctions/Consequences

Detention

Children can be issued with detentions during break times and after school. Class teachers may issue detentions during break time as and when appropriate.

The academy will decide whether it is necessary to inform the child's parents.

When imposing a detention, the academy will consider whether doing so would:

-  Compromise the child's safety;
-  Conflict with a medical appointment;
-  Prevent the child from getting home safely;
-  Interrupt the child's caring responsibilities.

Removal from Classrooms

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

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

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

Removal can be used to:

-  Restore order if the child is being unreasonably disruptive;
-  Maintain the safety of all children;
-  Allow the disruptive child to continue their learning in a managed environment;
-  Allow the disruptive child to regain calm in a safe space.

Children who have been removed from the classroom are supervised by the Head, or in their absence the most senior teacher onsite, and will be removed for a maximum of half a day.

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

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

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

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

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

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child on CPOMs.

Suspension and permanent exclusion

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

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

Please refer to the Suspension and permanent exclusions policy for more information.

Responding to Misbehaviour from Children with SEND

Recognising the impact of SEND on Behaviour

The academy recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from children 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 practices (Equality Act 2010)
-  Using their best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
-  If a child has an education, health and care (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 in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned. This may include:

- Regular, short movement breaks for children with SEND who find it difficult to sit still for longer periods of time
- Adjusted seating plans to enable children with visual/hearing impairments or attention difficulties to sit in sight of the teacher
- Adaptations to uniform requirements to support children with sensory issues
- Visual cues and checklists for behaviour expectations
- Access to a quieter part of the playground for children with social/emotional needs or sensory difficulties
- Planned opportunities to work away from the classroom to support regulation

- Access to technology to reduce cognitive load and support engagement in learning
- Preparing children for changes to timetable or routines

Any preventative measures to support the behaviour of children with SEND will be detailed on their support plan to ensure there is a consistent approach across all staff.

Adapting Sanctions for Children with SEND

When considering a behavioural sanction for a child with SEND, the academy will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the academy to sanction the child 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 child displaying challenging behaviour may have unidentified SEND

Elevate's SEND Hub leader and the academy's SEND support may evaluate a child 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 child, the academy will liaise with external agencies and plan support programmes for that child. The academy will work with parents to create the plan and review it on a regular basis.

Children with an Education, Health And Care (EHC) 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 child with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

Supporting Children Following a Consequence

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

If a child has been removed from the classroom or an aspect of the school day (such as playtime), they will have a reintegration conversation with their class teacher or a member of SLT, depending on the inciting incident.

If appropriate, a child will receive ongoing, regular check-ins with an agreed, trusted adult to support them to remember behaviour expectations.

Parents may be debriefed through use of a home school book or private message on Class Dojo.

Safeguarding

The academy recognises that changes in behaviour may be an indicator that a child is in need of help or protection. The academy will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, Elevate's Child Protection and Safeguarding policy will be followed and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Pupil Transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to child 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 children transferring to other schools.

Training

The staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

Monitoring and evaluating behaviour

The academy will collect data on the following:

-  Behavioural incidents, including removal from the classroom
-  Attendance, permanent exclusions and suspensions
-  Use of pupil support units, off-site directions and managed moves
-  Incidents of searching, screening and confiscation
-  Perceptions and experiences of the school behaviour culture for staff, children, LC members, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the head teacher.

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

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

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

Behaviour Principles Management (See Appendix 1)

Classroom Management

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

They will:

- 🌿 Create and maintain a stimulating environment that encourages children to be engaged;
- 🌿 Display the behaviour blueprint in language which is appropriate to the age of the children in the class.
- 🌿 Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement

Responding to Good Behaviour

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

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

Positive behaviour will be rewarded with:

Non-verbal communication e.g. smile/thumbs up

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Verbal praise, given publicly, relating to our school rules and values

Communicating praise to parents/carers face-to-face, via phone call or written correspondence

Recognition in celebration worship e.g. Values Champion/Star of the Week certificates

Class incentives and rewards, as agreed with SLT, e.g. pompoms in a jar; additional playtimes

Team points, awarded to house groups on Class Dojo

Sharing work and effort with senior members of staff

Positions of responsibility e.g. house captain, School Council, worship leader

Personalised reward system for children requiring a bespoke approach

Responding to Misbehaviour

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

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

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

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

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

The Academy may use 1 or more of the following consequences in response to unacceptable behaviour:

Reminder of behavioural expectations issued to the whole group

A private, verbal reprimand and reminder of the expectations of behaviour

Opportunity to reflect: this may happen away from classmates if appropriate and/or necessary

Restorative discussions

Missing part of playtime

School-based community service, such as tidying a classroom

Expecting work to be completed at home, or at break or lunchtime

Referring the child to a senior member of staff

Phone call home to parents/carers

Loss of privileges – for instance, the loss of a prized responsibility, as agreed with SLT

Removal of the child from the classroom

Suspension

Permanent exclusion, in the most serious of circumstances

Personal circumstances of the child will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Appendix 1: Behaviour Blueprint

At Hackness and Wykeham Church of England Schools, children and adults understand they have the right to feel safe, valued and respected, with children able to learn free from the disruption of others. All children, staff and visitors are free from any form of discrimination.

We follow three simple rules to achieve this in our schools, which are referenced when addressing behaviour: be safe, be ready, be respectful.

This is underpinned by ongoing reference to our five Christian Values when promoting behaviour – the examples listed are not exhaustive but demonstrate how children are supported to live out our Values in everyday life.

Courage	Joy	Perseverance	Friendship	Respect
<i>Trying new things. Asking for help. Sharing worries with a trusted adult.</i>	<i>Taking pride in our work and achievements. Celebrating successes of others.</i>	<i>Keeping going in face of challenge. Seeing every lesson/day as a fresh start.</i>	<i>Listening to each other. Speaking kindly.</i>	<i>Looking after school equipment. Showing interest in difference and diversity.</i>

Staff and volunteers set an excellent example to children at all times, modelling high expectations, positive attitudes and respectful interactions. All staff take ownership of promoting positive behaviour. Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.

Praise in public, reprimand in private.

The behaviour policy is understood by children and staff.

Children are helped to reflect on and take responsibility for their actions through restorative conversations:

- *What happened?*
- *What were you thinking/feeling at the time?*
- *Who was impacted by your actions? How?*
- *How can you repair the harm?*

Similarly, children affected by peer behaviour will be supported through restorative conversation:

- *What happened?*
- *What did you think/feel at the time?*
- *How do you feel now?*
- *What do you think needs to happen next?*

When reporting and investigating behaviour incidents, staff will treat all involved neutrally and without judgement: **all behaviour is communication**.

Where possible, all behaviour incidents will be investigated and dealt with by staff in such a way that minimises further disruption to learning.

Families are fully debriefed on behaviour incidents and consulted with on further actions to take, to foster good relationships between school and children's home life.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

Behaviour Blue Print

At Hackness and Wykeham Church of England Schools, children and adults understand they have the right to feel safe, valued and respected, with children able to learn free from the disruption of others. All children, staff and visitors are free from any form of discrimination.

Our Rules

Be safe



We listen to and follow adults' instructions the first time.

We move around school and between activities sensibly, quickly and quietly.

We share worries with trusted adults.

Be ready



We treat every lesson or day as a fresh start.

We follow the routines of our classroom without being asked.

We find help when we need it, from our classroom, our friends and the adults in our classroom.

Be respectful



We take pride in our work and how we treat each other.

We speak kindly and calmly to everyone, at all times.

We look after our equipment, our classrooms and our school.

Our Christian Values



Courage



Respect



Friendship



Joy



Perseverance

Routines

Following our three rules and demonstrating our values is what we expect from each other.

Breaking the rules will result in:

1. A reminder of our expectations
2. A private warning
3. An appropriate consequence (if needed!)
4. Restore and repair

Restore & repair

What happened?

What were you thinking/feeling at the time?

Who was impacted? How?

How can the harm be repaired?

Restore and repair may follow or precede a consequence.

Appendix 2: Anti Bullying Policy

This Policy:

- ✿ Is based on DfE guidance “[Preventing and Tackling Bullying](#)” July 2017 and supporting documents.
- ✿ Considers the DfE statutory guidance “[Keeping children safe in education 2024](#) and ‘[Sexual violence and sexual harassment between children in schools and colleges](#)’ guidance.
- ✿ The Academy has read Childnet’s “[Cyberbullying Guidance | Childnet](#)”
- ✿ www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying
- ✿ Working Together to Safeguard Children 2023
www.gov.uk/government/publications/working-together-to-safeguard-children
- ✿ SEND Code of Practice 2014(last updated 2020)
www.gov.uk/government/publications/sendcode-of-practice-0-to-25

Policy Objectives:

- ✿ This policy outlines what Elevate Multi Academy Trust (Elevate) and its academies will do to prevent and tackle all forms of bullying;
- ✿ Elevate and its academies are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form;
- ✿ Elevate and its academies vision is to ensure that all members of their communities enjoy a positive, safe and enriching experience set within the specific context and ethos of each of the academies. They expect children and all stakeholders to contribute positively to the common good of the whole Trust community;
- ✿ Elevate and its academies recognise that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for social, emotional and mental wellbeing. Each person is uniquely valued, with each academy community ensuring they remain a welcoming place for all;
- ✿ By effectively preventing and tackling bullying, Elevate and its academies can create a safe environment where the potential of everyone in their communities are nurtured and developed to reach their full potential.

Links with other Policies and Practices:

- ✿ Elevate/Academy Behaviour policy
- ✿ Elevate Complaints policy
- ✿ Elevate Child Protection & Safeguarding policy
- ✿ Elevate Confidentiality policy
- ✿ Elevate Exclusions policy
- ✿ Elevate Online safety and Acceptable Use Policies (AUP)
- ✿ Elevate Searching Screening and Confiscation Policy
- ✿ Elevate RSE policy



Curriculum policies, such as: citizenship and computing
Mobile phone and social media policies

Links to Legislation:

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):



The Education and Inspection Act 2006, 2011



The Equality Act 2010



The Children Act 1989



The Education (Independent School Standards) Regulations 2014



Protection from Harassment Act 1997



The Malicious Communications Act 1988



Public Order Act 1986

Scope and Mission:

Elevate:

-  Expects each academy to produce an anti-bullying policy annex (Appendix 3) which will be reviewed annually;
-  Expects each academy to support staff to promote positive relationships, to help prevent bullying;
-  Recognises that some members of our communities may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required;
-  Academies have a commitment to intervention by identifying and tackling bullying behaviour appropriately and promptly;
-  Academies ensure that children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by this Anti-bullying policy;
-  Requires all members of the community to work with each academy to uphold this Anti bullying policy;
-  Expects all Academies to report back to parents and carers regarding concerns on bullying, dealing promptly with complaints;
-  Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents and carers regarding all reported bullying concerns and will seek to keep them informed at all stages;
-  Seeks to learn from good anti-bullying practice elsewhere;
-  Utilises support from the Local Authority and other relevant organisations when appropriate.

Responsibilities:

Elevate: This includes all staff, trustees, LC memmmbers senior leadership, teaching and nonteaching staff and volunteers. They will support, uphold and implement this policy accordingly.

Board of Trustees: Will take a lead role in monitoring and reviewing this policy.

Head teacher:

-  Elevate has delegated the day-to-day responsibility for delivering this Anti-bullying Policy to the head teacher of each academy;
-  Will communicate this policy to the academy community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

Local Committee: The trustees have delegated the monitoring and reviewing the respective annex to this policy to the Local Committee.

Children: Will abide by the policy.

Parents and Carers: Will support their children and work in partnership with the academy.

Definition of Bullying:

Bullying is the *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017).

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumour.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Bullying is not having a single argument or fight with someone. It is not saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.

Forms and Types of Bullying Covered by this Policy:

Bullying can happen to anyone.

This policy covers all types and forms of bullying including:

-  Bullying related to appearance or physical/mental health conditions;
-  Bullying of young carers, children in care or otherwise related to home circumstances;

- ✿ Emotional bullying;
- ✿ Sexist, sexual and transphobic bullying;
- ✿ Bullying via technology, known as online or cyberbullying;
- ✿ Prejudicial bullying (against people/children with protected characteristics);
- ✿ Bullying related to race, religion, faith and belief and for those without faith;
- ✿ Bullying related to ethnicity, nationality or culture;
- ✿ Bullying related to Special Educational Needs or Disability (SEND);
- ✿ Bullying related to sexual orientation (homophobic/biphobic bullying);
- ✿ Gender based bullying, including transphobic bullying;
- ✿ Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Ethos of Elevate and its Academies:

Elevate and its academies recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying Elevate and its academies can help to create a safe and disciplined environment, where children are able to learn and fulfil their potential.

Responding to Bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the academy:

- ✿ If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern;
- ✿ The academy will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate;
- ✿ The head teacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved;
- ✿ The DSL will be informed of all bullying issues where there are safeguarding concerns. If there are any safeguarding concerns the DSL will follow the procedures set out in Elevate's Child Protection and Safeguarding policy ;
- ✿ The academy will speak with and inform other staff members, where appropriate;
- ✿ The academy will ensure parents and carers are kept informed about the concern and action taken, as appropriate and in line with Elevate's Child Protection and Safeguarding policy and Confidentiality policy;
- ✿ Consequences, as identified within Elevate's Behaviour policy, and support will be implemented in consultation with all parties concerned;
- ✿ If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm;
- ✿ Where the bullying of or by children takes place **off school site** or outside of normal school hours (including cyberbullying), the academy will ensure that the concern is

fully investigated. If required, the DSL will collaborate with other schools/academies. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and Elevate's Behaviour policy;

- ✿ **Reporting:** A clear and precise account of bullying incidents will be recorded by the Academy in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken;
- ✿ Responses to bullying in each academy will be varied, depending upon context and the needs of all parties involved. The trustees delegate full responsibility for the management of specific cases to the academy;
- ✿ Elevate expects all staff to outlaw bullying in their responses to a child's behaviour in the context of lessons, tutorials and assemblies;
- ✿ Elevate and its academies encourages children to support each other and show disapproval to the act of bullying.

Cyberbullying:

- ✿ Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks;
- ✿ Cyberbullying is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else;
- ✿ Technology can be used to carry out a wide range of unacceptable or illegal behaviours;
- ✿ Cyberbullying can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group. It can also be a way for someone being bullied face-to-face to retaliate;
- ✿ Cyberbullying can be carried out by individuals or groups who are known to the person being bullied. There are also cases where individuals have been cyberbullied by people or groups they have never met;
- ✿ Elevate recognises that any member of the academy community; child, staff member, parent or carer; can be involved in and be affected by cyberbullying;
- ✿ Cyberbullying can take place between children; between children and staff; between parents, carers and children; between parents, carers and staff; and between staff members'
- ✿ Elevate encourages parents and carers to take responsibility for their child's internet usage. This includes their child's use of all social media platforms and how their child interacts online with other members of their respective academy community. This will not only help protect their child online but also other members of the academy community. Further safeguarding guidance and advice can be found in Elevate's Child Protection and Safeguarding Policy.

When responding to cyberbullying concerns, Elevate expects each academy to:

- ✿ Act as soon as an incident has been reported or identified, and to follow specific protocols as laid out in the respective annex;

- ✿ Provide appropriate support for the person who has been cyberbullied;
- ✿ Work with the person who has carried out the bullying to ensure that it does not happen again;
- ✿ Inform and work with parents to mitigate against future issues involving cyberbullying;
- ✿ Consider confiscation and a search of children's electronic devices, such as mobile phones, in accordance with the law, specifically section 15 of the DfE 'Searching, Screening and Confiscation at School - January 2018) advice;
- ✿ Request the deletion of locally held content and content posted online if they contravene Elevate's Behaviour Policy;
- ✿ Ensure that consequences are applied to the person responsible for the cyberbullying; in conjunction with steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need;
- ✿ Inform the police if they believe a criminal offence has been committed;
- ✿ Provide information to staff and children regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
- ✿ Helping those involved to think carefully about what private information they may have in the public domain;
- ✿ Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation;
- ✿ Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the academy systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.

Supporting Children who have been Bullied:

Children who have been bullied will be supported by:

- ✿ Reassuring the child and providing continuous pastoral support;
- ✿ Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice;
- ✿ Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate;
- ✿ Working towards restoring self-esteem and confidence;
- ✿ Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers;
- ✿ Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through

Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

Children who have perpetrated bullying will be helped by:

- ✿ Discussing what happened, establishing the concern and the need to change;
- ✿ Informing parents and carers to help change the attitude and behaviour of the child;
- ✿ Providing appropriate education and support regarding their behaviour or actions;
- ✿ If online, requesting that content be removed and reporting accounts/content to service provider;
- ✿ Consequences, in line with Elevate's Behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions;
- ✿ Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting Adults who have been Bullied:

Elevate and its academies recognises that bullying of staff, whether by children, parents, carers or other staff members, is unacceptable.

Employees who have been bullied or affected will be supported (when relevant) through the Disciplinary and / or Grievance policy (HR) or Concerns and Complaints Policy (Corporate) and in accordance with the existing protections outlined in the Safeguarding and Anti-Bullying Policies.

Preventing Bullying:

Elevate and its academies will:

- ✿ Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
- ✿ Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse);
- ✿ Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required;
- ✿ Openly discuss differences between people that could motivate bullying, such as:
 - children with different family situations,
 - looked after children,
 - those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference;
- ✿ Challenge practice and language (including 'banter') which does not uphold the Academy's values of tolerance, non-discrimination and respect towards others;
- ✿ Be encouraged to use technology, especially mobile phones and social media, positively and responsibly;

- ✿ Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying;
- ✿ Actively create “safe spaces” for vulnerable children and young people;
- ✿ Celebrate success and achievements to promote and build a positive academy ethos.

Policy and Support:

The academy will:

- ✿ Provide a range of approaches for children, staff and parents and carers to access support and report concerns;
- ✿ Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- ✿ Providing up-to-date advice and education to all members of the community regarding positive online behaviour;
- ✿ Take appropriate, proportionate and reasonable action, in line with existing trust and academy policies, for any bullying brought to the academy’s attention, which involves or affects children, even when they are not on the academy’s premises; for example, when using school transport or online, etc.;
- ✿ Implement appropriate disciplinary consequences; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable;
- ✿ Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

Elevate and its academies will:

- ✿ Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following Elevate’s and its academies policy and procedures, including recording and reporting incidents;
- ✿ Update staff on the latest research and publications around all forms of bullying and exploitation (including, for example – online, peer-on-peer, child sexual exploitation and county lines), within the context of contextual safeguarding;
- ✿ Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.;
- ✿ Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition;
- ✿ Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week;
- ✿ Provide systematic opportunities to develop children’s social and emotional skills, including building their resilience and self-esteem.

Involvement of Children:

Elevate through delegation to their individual academies will:

- ✿ Involve children in policy writing and decision making, to ensure that they understand the academy's approach and are clear about the part they play in preventing bullying;
- ✿ Regularly canvas children's views on the extent and nature of bullying;
- ✿ Ensure that all children know how to express worries and anxieties about bullying;
- ✿ Ensure that all children are aware of the range of consequences which may be applied against those engaging in bullying;
- ✿ Involve children in anti-bullying campaigns in the academy and embedded messages in the wider school curriculum;
- ✿ Utilise pupil voice in providing child led education and support;
- ✿ Publicise the details of internal support, as well as external helplines and websites;
- ✿ Offer support to children who have been bullied and to those who are bullying to address the problems they have.

Involvement and Liaison with Parents and Carers:

Elevate through delegation to each academy will:

- ✿ Make sure that key information about bullying (including policies and named points of contact) is available to parents and carers in a variety of formats, including via the academy website;
- ✿ Ensure all parents and carers know who to contact if they are worried about bullying and where to access independent advice;
- ✿ Work with all parents and carers and the local community to address issues beyond the academy gates that give rise to bullying.
- ✿ Ensure that parents and carers work with the academy to role model positive behaviour for children, both on and offline;
- ✿ Ensure all parents and carers know about Elevate's Complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Monitoring and Review: putting policy into practice:

- ✿ Elevate and its academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied;
- ✿ Any issues identified will be incorporated into the academy's action planning;
- ✿ The Head teacher will be informed of bullying concerns, as appropriate;
- ✿ The Head teacher will report on a regular basis (in the Head teacher's Report) to the Local governing Body (LGB) on incidents of bullying, including outcomes;
- ✿ Each academy will have a LGB member with responsibility for anti-bullying, who will work with the designated staff member to report on specific academy bullying issues;
- ✿ The named trustee for safeguarding, behaviour and anti-bullying, will work with the School Improvement Lead for safeguarding and report on a regular basis to the

trustees on serious incidents or complaints that have come to the attention of the trust.

Useful Links and Supporting Organisations:

-  Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
-  Childline: www.childline.org.uk
-  Family Lives: www.familylives.org.uk
-  Kidscape: www.kidscape.org.uk
-  MindEd: www.minded.org.uk
-  NSPCC: www.nspcc.org.uk
-  The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
-  PSHE Association: www.pshe-association.org.uk
-  Restorative Justice Council: www.restorativejustice.org.uk
-  The Diana Award: www.diana-award.org.uk
-  Victim Support: www.victimsupport.org.uk
-  Young Minds: www.youngminds.org.uk
-  Young Carers: www.youngcarers.net
-  The Restorative Justice Council:
www.restorativejustice.org.uk/restorative-practice-schools

SEND

-  Changing Faces: www.changingfaces.org.uk
-  Mencap: www.mencap.org.uk
-  Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
-  DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

-  Childnet: www.childnet.com
-  Internet Watch Foundation: www.iwf.org.uk
-  Think U Know: www.thinkuknow.co.uk
-  UK Safer Internet Centre: www.saferinternet.org.uk
-  The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
-  DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying •

DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

-  Anne Frank Trust: www.annefrank.org.uk
-  Kick it Out: www.kickitout.org
-  Report it: www.report-it.org.uk
-  Stop Hate: www.stophateuk.org
-  Tell Mama: www.tellmamauk.org
-  Educate against Hate: www.educateagainsthate.com
-  Show Racism the Red Card: www.srtrc.org/educational

LGBT

-  Barnardo's LGBT Hub:
[www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
-  Metro Charity: www.metrocentreonline.org
-  EACH: www.eachaction.org.uk
-  Proud Trust: www.theprouddtrust.org
-  Schools Out: www.schools-out.org.uk
-  Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

-  Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk o A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schoolshttp://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdfGuide.pdf
-  Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaignhttp://www.gov.uk/government/publications/disrespect-nobody-campaign-postersposters
-  Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-andhttps://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexualgenderrelated/preventing-and-responding-sexual
-  Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying

Academy logo



Academy logo