



Behaviour Policy, Statement of Behaviour Principles And Anti Bullying Policy

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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](#)
- ✿ [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 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 consequences 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

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

Consequences 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.

Consequences 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.

Consequences 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 headteacher or member of the senior leadership team 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 Aspin Park, we promote our school values through our school rules. Our values are: Kindness, Independence, Determination and Resilience.

School Rules

Be Kind

- Treat others with respect and kindness.
- Help classmates and be friendly.

Be Safe

- Follow school safety rules.
- Keep hands and feet to yourself.

Be Ready to Learn

- Listen to the adults and follow instructions.
- Come to class prepared and do your best work.

Rewards

All staff and visitors can award team points to individuals for positive behaviours.

Team points are counted each week for Friday celebration assembly and added to the Team jars. Each half term the winning team with the most points has a team treat such as extra playtime, a movie or hot chocolate treat.

Class teachers give out Star of the Day mini-certificates.

On Fridays, staff award children in their class with certificates. Each week for children from each class are selected for certificates based on our values – Kindness, Independence, Determined and Resilient.

Consequences

1. Verbal Warning – “I noticed you are XXX (misbehaviour). Remember the rule is XXXXX.
2. Second Warning – “I noticed you are still XXX (misbehaviour). It’s the rule about XXX that you’re breaking. If you continue doing XXX the consequence will be have to go to XXXX (see step 3)
3. Third incidence of poor choice (misbehaviour). “You have not listened. This means you will have to move seats/complete your work in another class/ take some time out in another class.”
4. Fourth incidence or a serious misbehaviour incident (such as intentionally and significantly hurting others or significant damage to property). “You have not followed our rules so you will now have to miss your playtime to think about how to put this right.” (staff discretion used as to length of time)
5. Fifth incidence or the most severe misbehaviours will result in pupils being sent to the senior leaders. “You’ve continued to break our rules/broken a rule and caused serious harm. We now need to speak to Mrs Meadus.” (or other senior leader).

Parents are informed from steps 3-5

Mobile Phones

If consent has been given by parents for Year 5 or 6 children to walk home, then school allows a mobile phone to be brought to school. Mobiles must handed in on arrival to school to the class staff and locked away in the teacher’s stock cupboard or lockable drawer until home time. No other year group is able to bring phones to school. Parents need to write or email to the school to say they give permission for their child to bring a phone to school in Year 5 or 6. The school cannot take any liability for loss or damage to mobile phones while at 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

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 a school member of staff and will be removed for a maximum of the remainder of the lesson or school day, as appropriate.

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 a pastoral teaching assistant
- 🌱 Use of teaching assistants
- 🌱 Being taught in a different area of the school that better suits the pupil's needs
- 🌱 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.

Examples of preventative measures the academy takes:

- Short, planned movement breaks for all child with SEND who finds it difficult to sit still for long.
- Adjusting seat plans to allow a child with visual or hearing impairment to sit in sight of the teacher.
- Training for staff around the needs of a child e.g. autism, dyslexia, speech and language, SEMH.
- Use of spaces to ensure children have sensory, regulatory time to ensure emotions regulate and things do not overload.

Adapting Consequences for Children with SEND

When considering a behavioural consequence 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 consequence, the academy will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the academy.

- Reintegration Meetings
- Daily contact with SLT
- Adaption of IPP and targets

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 pupil Code of Conduct or their own classroom rules.
- 🌱 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:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

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 sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the child out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime,
- Loss of privileges – for instance, the loss of a prized responsibility or representing the school at sport or competition.
- School-based community service, such as tidying a classroom
- Referring the child to a senior member of staff
- Letter or phone call home to parents/carers
- Putting a child 'on report'
- 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: Statement of Behaviour Principles

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Eg

- 🌱 Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- 🌱 All children, staff and visitors are free from any form of discrimination
- 🌱 Staff and volunteers set an excellent example to children at all times
- 🌱 Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- 🌱 The behaviour policy is understood by children and staff
- 🌱 The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- 🌱 Children are helped to take responsibility for their actions
- 🌱 Families are involved in behaviour incidents to foster good relationships between the Academy and children's home life

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 members 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/pupil 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/school council 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/restorativepracticeschools

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-codeofpractice-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/ukcouncil-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.theproudtrust.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-SchoolsGuide.pdf
-  Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaignposters
-  Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-andgenderrelated/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.antibullyingalliance.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



