# Whingate Primary School

# Behaviour Policy

**including Anti-Bullying and Harassment, Anti-Racism, Child on Child abuse, Sexual Harassment and Sexual Violence, Gender Identity & Gender questioning Policies & Guidelines**

**October 2026**

**Ratified by the Governing Body on** _____

**Signature**_____

**Next Review Date: October 2027**

**Contents**


- **Aims and Objectives**
- **A Whole School Policy**
- **Links to Other Policies**
- **Role of Adults**
- **Desired Behaviour**
- **School Expectations and Rules**
- **Mobile phones**
- **Rewards**
- **Sanctions**
- **Responding to misbehaviour from pupils with SEND**
- **Reasonable Force**
- **Seclusion**
- **Discipline Beyond the School Gate**
- **Confiscation, Screening, Banned Items and Searching Pupils**
- **Bullying and Racism**
- **Child on Child Abuse**
- **Cyberbullying**
- **Sexual Harassment and Sexual Violence**
- **Low Level Concerns**
- **Lunchtimes**
- **Suspensions**
- **Appendix 1: Expectations of Behaviour at Whingate Primary School**
- **Appendix 2: Steps to deal with inappropriate behaviours**
- **Appendix 3: FS/KS1 Reflection flow chart and KS2 Reflection flow chart**

- **Appendix 4: Anti-Bullying and Harassment Policy and Guidelines**
- **Appendix 5: Anti-Racist Policy**
- **Appendix 6: Gender Identity & Gender questioning Policy**
- **Appendix 7 and 8: Zones of Regulation**
- **Appendix 9: Guidelines for Lunchtime Supervisors**

# WHINGATE PRIMARY SCHOOL BEHAVIOUR POLICY

## 1. Aims and Objectives

**Our Aim**

Our aim is to build a happy, safe and successful family at Whingate.
We will work together to:

- Provide caring relationships based on mutual respect
- Provide an environment where everyone is safe, secure and has fun
- Ensure there are clear expectations for behaviour and learning
- Encourage self-control, responsibility and good working attitudes
- Match learning to the needs and abilities of each child
- Provide a stimulating, creative, broad and balanced curriculum
- Maintain high expectations and achieve the best possible outcomes for all

We will create a safe, caring and friendly environment in which every member of the school community has the opportunity to fulfil their potential, both personal and academic.

We believe that every member of the school community has **the right** to:

1) Be safe...physically and emotionally.
2) Feel secure...to succeed and to fail.
3) Achieve...to feel good, happy and successful.
4) Be treated with respect and be valued...to feel important.

Everybody has **the responsibility** to:

1) Keep others safe from harm.
2) Allow others to work and achieve.
3) Value others and oneself.

**Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our child protection and safeguarding policy for more information.

This policy has been written in order to underpin and safeguard the rights and responsibilities of children from Nursery to Year 6.

## 2. A Whole School Policy

This policy should be shared and owned by all those involved in the school community, including: children, parents, governors, teachers, support staff, administrative staff, kitchen staff, lunchtime supervisors, students and parent helpers.

We want our school to be a place where children feel good about behaving well. We have created a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment as well as zero tolerance for racism, transphobia and any faith based discrimination. Our climate should therefore support children so that they are able to conform to acceptable standards of behaviour.

## 3. Links to Other School Policies

This policy links to the following policies

- SEND
- Safeguarding/Child Protection
- Keeping Children Safe in Education
- Equality and Diversity
- Online Safety and the Use of Mobile Phones

## 4. The Role of Adults

Adults at WPS recognise that we underpin this policy through:

- Modelling the best standards of behaviour with each other and children.
- Developing positive relationships with the children and each other.
- Regularly communicating to children, consistent and clear expectations of their behaviour.
- Explaining the reasons for school routines and expected behaviour.
- Recognising and praising children when we are pleased with them.
- Showing that we respect and value children, by thanking them, recognising effort.
- Raising their self-esteem and being thoughtful and considerate of their needs.

Staff will support each other in all aspects of discipline. Children see that we agree as a staff and are consistent across school. We are prepared to take responsibility for all children at certain times and not just in our particular class.

Well-planned lessons and playtime activities are the essential first steps to good behaviour in school. Good learning behaviour is promoted through the curriculum by offering varied and appropriately differentiated activities, in order to keep the children motivated and interested in their work.

We expect to work in partnership with parents. Parents are informed about good and unacceptable behaviour. A Home/School agreement is signed on entry to school.

**The Governors**

The Governors are responsible for:
● Reviewing and approving the behaviour policy
● Reviewing this behaviour policy in conjunction with the Co-Headteachers
● Monitoring the policy's effectiveness

**The Co-Headteachers**

The Co-Headteachers are responsible for:
● Reviewing this policy in conjunction with the governing body
● Giving due consideration to the school's expectations of behaviour **(appendix 1)**
● Approving this policy
● Engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
● Ensuring that the school environment encourages positive behaviour
● Ensuring that staff deal effectively with poor behaviour
● Monitoring that the policy is implemented by staff consistently with all groups of pupils
● Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
● Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
● Offering 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
● Ensuring this policy works alongside the Child Protection policy to offer pupils both sanctions and support when necessary
● Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being impacted by the policy. This is discussed at FGB and Pupil Support meetings

**Teachers and staff**

Staff are responsible for:
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')

● Considering their own behaviour on the school culture and how they can uphold school rules and expectations
● Recording behaviour incidents promptly
● Challenging pupils to meet the school's expectations
● The senior leadership team (SLT) and pastoral team will support staff in responding to behaviour incidents.

**Parents and carers**

Parents and carers, where possible, should:
● Get to know the school's behaviour policy and reinforce it at home where appropriate
● Support their child in adhering to the school's behaviour policy
● Inform the school 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 school directly, whilst continuing to work in partnership with the school
● Take part in the life of the school and its culture
● The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

**Pupils**

Pupils will be made aware of the following:
● The expected standard of behaviour they should be displaying at school
● That they have a duty to follow the behaviour policy
● The school's key rules and routines and be able to regulate their emotions using the Zones of Regulation (Appendix 7 and 8).
● The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
● The pastoral support that is available to them to help them meet the behavioural standards
● Pupils will be supported to meet the behaviour standards
●Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture
●Pupils will be given extra support if needed if they join the school mid-year

**5. Desired Behaviour**

Children should come to school with an understanding that they will have to conform to school rules and routines in order to be a part of the school community

**Children should:**

- Show respect to others through the use of language, tone of voice and actions which show friendship and kindness.
- Show 5 when asked to or expected to. (***See Appendix 1: Expectations of Behaviour at WPS)***
- Learn. Always do their best. Take pride in achievement.
- Take responsibility for their own behaviour and understand the effect that their behaviour has on others.
- Listen to others.
- Be honest. Talk honestly about their behaviour and accept the consequences.
- Be polite and courteous.
- Consider their own and others' safety.
- Feel good about behaving well.
- Be able to regulate their emotions and use the Zones of Regulation.
- Show self-restraint in situations where they are finding things difficult.
- Work cooperatively with others, or independently, as appropriate.
- Be able to talk to adults about their problems and to seek help.

## 6. School Expectations and Rules

For us to be safe and healthy in school, children must:

- Walk in school and use indoor voices
- Wear indoor shoes.
- Wear appropriate clothing for P.E. and games.
- Respect the school environment and other people's belongings.
- Leave all toys, sweets and jewellery at home.
- Play safely in the designated areas at playtimes.

We request that every child wear school uniform. Each class should revisit the school rules at the beginning of the year and they should then be displayed prominently in the classroom. All class rules should be kept to a minimum and phrased positively.

School Rules:

- Respect each other
- Look after our school, our environment and everyone's belongings
- Be kind
- Listen carefully
- Be helpful
- Be honest
- Play safely
- Always do our best

## 7. Mobile Phones and SMART watches

- The DfE's mobile phone guidance says that the use of mobile phones should be prohibited throughout the school day. At Whingate children in Year 5 and 6 who walk to and from school are permitted to bring their phone. When they arrive at school, they immediately turn it off, hand it to an adult who will put it in a personalised wallet. This is then locked in a stock cupboard for the day. No child is able to access their phone until the adult at the end of the day hands it to them on their way out of the door (not in the cloakroom or classroom).
- Mobile phones are not to be taken on any residential by children. Communication to parents/carers will be via ClassDojo.
- Pupils will be taught the risks that are associated with the use of mobile phones, both in school and more broadly, to make sure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in bullying. Pupils will be encouraged to see a mobile-phone free environment as desirable and valuable.

### Use of smartwatches by pupils

- The DfE's statutory mobile phones guidance includes in the term 'mobile phones' all devices with communications and smart technology that the school chooses to include in its policy.
- Smartwatches are wristwatches with smart technology in them. They can be used to tell the time, send and receive text and voice messages, make calls and listen to music. Some smartwatches have wellness and health-related features.
- Whingate Primary School do not allow children to wear SMART watches in any circumstance. If a child comes to school with a SMART watch, they will be asked to remove it, locked away and handed back at the end of the day.

## 8. Rewards

Rewards are to recognise good behaviour and achievement. Rewards are linked to class or school rules and are used to reinforce and encourage desired behaviour. They take several forms, adults will:

- Use praise, smiles and humour regularly to reinforce appropriate behaviour. If praise is meant to influence the whole group it should be made explicit, e.g. "Good, John, you helped Marie tidy up before you sat down."
- Give praise at every opportunity and thank children for their appropriate behaviour.
- Bring children's behaviour to the attention of other adults for praise.
- Recognise children's good work or behaviour by the award of the "Star Worker" or Star Writer, KS assemblies, whole school assemblies, Superhero Awards in assembly.
- Reward children with ClassDojo points, stickers, notes home etc.

All staff should feel able to recognise the good behaviour of children in any class and give ClassDojo

points for behaviour noticed outside of the classroom, e.g. showing good manners, helping other children, etc.

**9. Ways in which adults deal with inappropriate behaviour.**

Inappropriate behaviour may include:

a. Breaking school rules.
b. Using unkind words to another child or adult.
c. Using unkind hands or feet.
d. Destruction of school property.
e. Distracting others from their work.
f. Showing lack of respect to an adult.
g. Refusing to cooperate with an adult.

**Dealing with inappropriate behaviour:**

***See Appendix 2 : Steps to dealing with poor learning behaviour and Appendix 3 Reflection flow charts.***

a) The adult will give the child calming down time. Once the child is calm, the adult will talk to the child about their behaviour and encourage the child to realise the effect their behaviour has had on the other person. Express your disappointment/ disapproval. Ensure that the child understands what our expectations are and is aware of the impact of their behaviour and understands the consequences of their behaviour
b) Praise the child for appropriate behaviour and ignore (with discretion) what is inappropriate. Praise children who are displaying desired behaviour to encourage the child to do the same
c) Sanctions for continued inappropriate behaviour may include:
    - A hard or special "look".
    - An understood signal.
    - A warning
    - Reflection time
    - Loss of privilege.
    - Writing an apology, writing out how they should act, performing a service for the school.
    - Paying back learning time which has been lost.
    - Working in a different part of the classroom.
    - Missing part or all of a playtime, and or lunchtime.
    - Being sent to work in another supervised room.
    - The parents may be informed informally.
    - The child may be sent to the TLR, the Designated Safeguarding Lead, the Child and Family Support Manager, the SENDCo, or one of the Co-Headteachers.

d) Parental support is sought where unacceptable behaviour persists or in extreme cases. A meeting will be set up to involve the child's parents, which will help the child to modify his or her behaviour. The Special Educational Needs Coordinators may be involved and outside agencies may be contacted to help develop a programme to support the child.
e) An Individual Behaviour Plan (BIPRA) may be written with all parties involved with the child.
f) Formally recorded internal suspension – Parents informed of this (Being in school but not with

the rest of the class for a period of time.)

g) Use of external provision – Meadow
h) Formally recorded suspension is a last resort. (see Section 10 – Exclusions) (A fixed amount of time out of school, which may be at the Meadow.)

When pupils are displaying continuous disruptive behaviour school will consider what might be the result of unmet educational or other needs. At this point, the school will consider whether multi-agency assessment is necessary.

## 9. Responding to misbehaviour from pupils with SEND

### Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

As part of meeting these duties, the school 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 pupil concerned.

What support for an SEND child can look like:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding different conditions
- Use of separation spaces (sensory areas: quad, safe space etc) where pupils can regulate their emotions during a moment of sensory overload
- Pupils with an EHCP or complex SEND need will have access to the Sunflower suite

- Know the children and know their triggers
- Use of visuals, travelling and visual timetables, direct instruction, consistency
- Knowing the difference between an act of misbehaviour and dysregualtion

### Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

### Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## 10. Reasonable Force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting themselves or others, or from seriously damaging property. Children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Parental permission may be sought in advance if deemed necessary, however school does not require parental consent to use force on a child.
A circumstance in which force may be used would be teachers physically separating pupils who are found to be fighting, or a pupil who refuses to leave a room when instructed to do so, which will result in them being physically removed. Reasonable adjustments will be made for children with Special

Educational Needs or disabilities.

**Other Physical Contact with Pupils**
It is not illegal to touch a pupil. There are occasions where physical contact other than reasonable force with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of a child at the front / back of a line.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.

**11. Seclusion**
Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.
We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.
During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them they will have access to the sensory spaces or the quad
- The pupil will be supervised at all times, by at least 1 member of staff. SLT. SMT and pastoral team will be there to support if needed

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

**7.5.3. Recording and reporting requirements**

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

**12. Discipline Beyond the School Gate**

Teachers have the power to discipline pupils for misbehaving outside of the school premises, 'to such an extent as is reasonable.' Subject to the behaviour policy teachers may discipline pupils for misbehaviour when the pupil is:

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

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

- Could have repercussions for the orderly running of the school.

- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the staff member can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

**13. Confiscation, Screening, Banned Items and Searching Pupils**

The Co-Headteachers and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.
The Co-Headteachers and teaching staff have the right to search any pupil or pupil's belongings, without consent if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present.
Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation.
Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation

Items on the banned list include:

- Alcohol
- Drugs
- Stolen items
- Knives
- Weapons
- Cigarettes
- Fireworks
- Pornographic material
- Anything else perceived to pose a threat to pupils at the school to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)

**Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

**Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of.

**Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the

parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate

**14. Bullying, Racism and Harassment**
***See the Appendix 4: Anti-bullying and Appendix 5: Anti-Racist Policies.***

Bullying and racism are considered serious breaches of acceptable behaviour. Adult intervention is required as soon as any incidents are reported.
It is our policy to talk to the children concerned in order to establish the facts of the incident. A record of incidents is kept.

**15. Child on Child abuse**

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

**What is Child on Child Abuse?**
Child-on-Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence such as rape, assault by penetration and sexual assault (this may include any online element which facilitates, threatens and/or encourages physical abuse);
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- • consensual and non-consensual sharing of nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery);

- • upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- • initiation/hazing-type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Whingate Primary School takes a zero-tolerance approach on child-on-child abuse. All staff need to be aware that child-on-child abuse can occur. All staff to have had child-on-child training (reviewed every 3 years) and as a school take a preventative approach through our PSHE curriculum.

Taking Action

• for all children to be confident in being able to express their feelings/concerns and to report to a trusted adult.
• always take concerns/complaints seriously.
• gain a statement of facts from the child/ren
• record all incidents and all action taken.

The DSL and Co-Headteachers will also:

• assess the needs of both the victim and the alleged perpetrator
• consider referral to Police or Social Care
• contribute to multi-agency assessments, if required
• Record all incidents and actions taken

***Cyber-bullying***

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
All incidents of cyber-bullying will be recorded and logged. Occurrence could happen in school or outside of school.

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.
The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.
Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health education, and other subjects where appropriate.
All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its

impact and ways to support pupils, as part of safeguarding training.

The school also sends information on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

Taking Action

• For all children to be confident in being able to express their feelings/concerns and to report to a trusted adult.
• Always take concerns/complaints seriously.
• Gain a statement of facts from the child/ren
• Record all incidents and all action taken.

The DSL and Co-Headteachers will also:

• assess the needs of both the victim and the alleged perpetrator
• consider referral to Police or Social Care
• contribute to multi-agency assessments, if required
• Record all incidents and actions taken

**16. Sexual Harassment and Sexual Violence**

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

Sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualized names
• sexual “jokes” or taunting

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

The school’s response will be:

- Proportionate

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

The school 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 our child protection and safeguarding policy for more information

Whingate Primary School take a zero-tolerance approach towards sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment, it is never acceptable, and it will not be tolerated.

Taking Action

• For all children to be confident in being able to express their feelings/concerns and to report to a trusted adult.
• Always take concerns/complaints seriously.
• Gain a statement of facts from the child/ren
• Record all incidents and all action taken.

The DSL and Co-Headteachers will also:

• assess the needs of both the victim and the alleged perpetrator
• consider referral to Police or Social Care
• contribute to multi-agency assessments, if required
• Record all incidents and actions taken

**17. Low Level Concerns**

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating children

It is crucial that all low-level concerns are shared responsibly with the right person are recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings. All reports of low-level concerns should be reported to Miss Beswick and Miss Loney - Co-Headteachers. If there is a concern regarding a Co-Headteacher this needs reporting to the Chair of Governors

**18. Lunchtimes**

Refer to Lunchtime Guidelines. (Appendix 9)
If a child misbehaves at lunchtimes persistently, it may be necessary exclude the child internally or to exclude the child from school during lunchtimes.

**19. Suspension**

Exclusion from school is a last resort and will only be considered when incidents are deemed sufficiently serious to warrant such measures or if the above sanctions have failed to bring about a change in a child's behaviour. A child may be excluded from school for a period of time in accordance with Local Authority and Government guidance. For example: At Whingate, a child who swears at an adult will not usually be suspended. A child who physically assaults a member of staff will usually be suspended from school. A child who brings a knife to school with the intention of hurting another person (child or adult), will be permanently excluded from Whingate.

Appendix 9

# Guidelines for Lunchtime Supervisors

All lunchtime supervisors will have 'Behaviour' training, this is completed annually. The expectations of the policy are explained and the steps to de-escalating poor behaviour and sending a child to Reflection are shared. (Appendices 1, 2 and 3)
Lunchtime supervisors are given a 'Zones of Regulation' chart for their lanyards, so that they are able to talk through strategies if the child/ren are dysregulated. (Appendix 7 and 8).
Lunchtime supervisors know to allow a child/ren to calm down if they are dysregulated before trying to speak to them. Lunchtime supervisors are told to allow both/all sides of the incident to be explained before consequences are given.

**A child is ONLY sent to Reflection when**

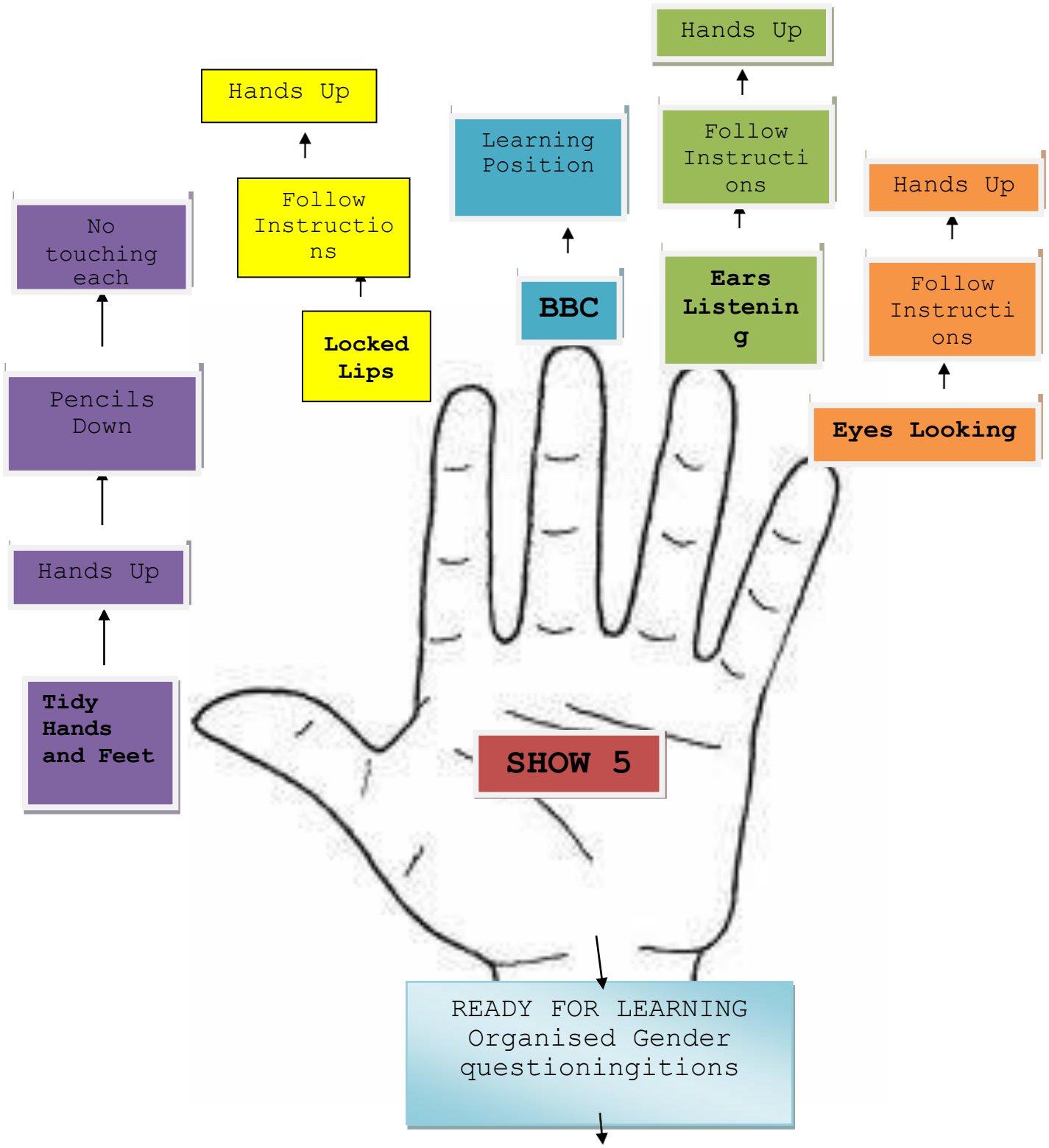
- **They use unkind words**
- **They use unkind hands/feet etc**
- **Destruction of property.**

After following these guidelines...
If a child continues to refuse to go to Reflection or there is an escalation in behaviour radio for Helen Woods, Mell Rose or a member of the senior leadership team.

**After the Reflection is completed, a restorative conversation can be held.**

**Appendix 1**

**Expectations of Behaviour at Whingate Primary School**



**Appendix 2**

# Steps to dealing with poor learning behaviour
# (Link back to 'Show Me 5' principles)

**Step 1 – Indirect**
This serves to remind child/children of your expectations in some way.
e.g.' It's lovely to see how many people are sitting so nicely with tidy hands and feet.'
'Can I remind everyone that when I say 'Show Me 5' your eyes need to be looking at me.'
'Thank you Jonny for putting your hand up with locked lips to speak.'
Point to a picture showing behaviour you'd like to see.

**Step 2 - Direct**
This serves to remind child specifically that you would like them to do something (Use first name, positive tone)
e.g. 'Can you show me tidy hands Bobby?'
'I'd like to see you sitting BBC on your chair Jimmy.'
A non-verbal cue (e.g. a look, a hand signal, pointing to a picture of desired behaviour etc).

**Step 3 – Warning/Consequence**
The child should be given a choice here.
Try to make the consequence be linked to the behaviour in some way.
e.g.' I've asked you to put your pen down once already Roland, if I have to ask you again I'll have to take your pen away.'
'If you can't have locked lips while you're working, you'll need to move somewhere where you can't distract others from their learning.'
'You need to choose to follow my instructions the first time, or else you will need to spend part of your break time practising following instructions.'




Praising children who show good learning behaviour throughout (both those who always do and those who have needed reminders) will emphasise your expectations, mean that making the right choices is rewarding and give attention for positive reasons.

**Step 4 - If children continue to show poor Learning Behaviour after the steps above have been used:**

If a child has needed 3 direct reminders for different behaviours, the priority is that other children's learning is not disrupted by their behaviour or you having to remind them.

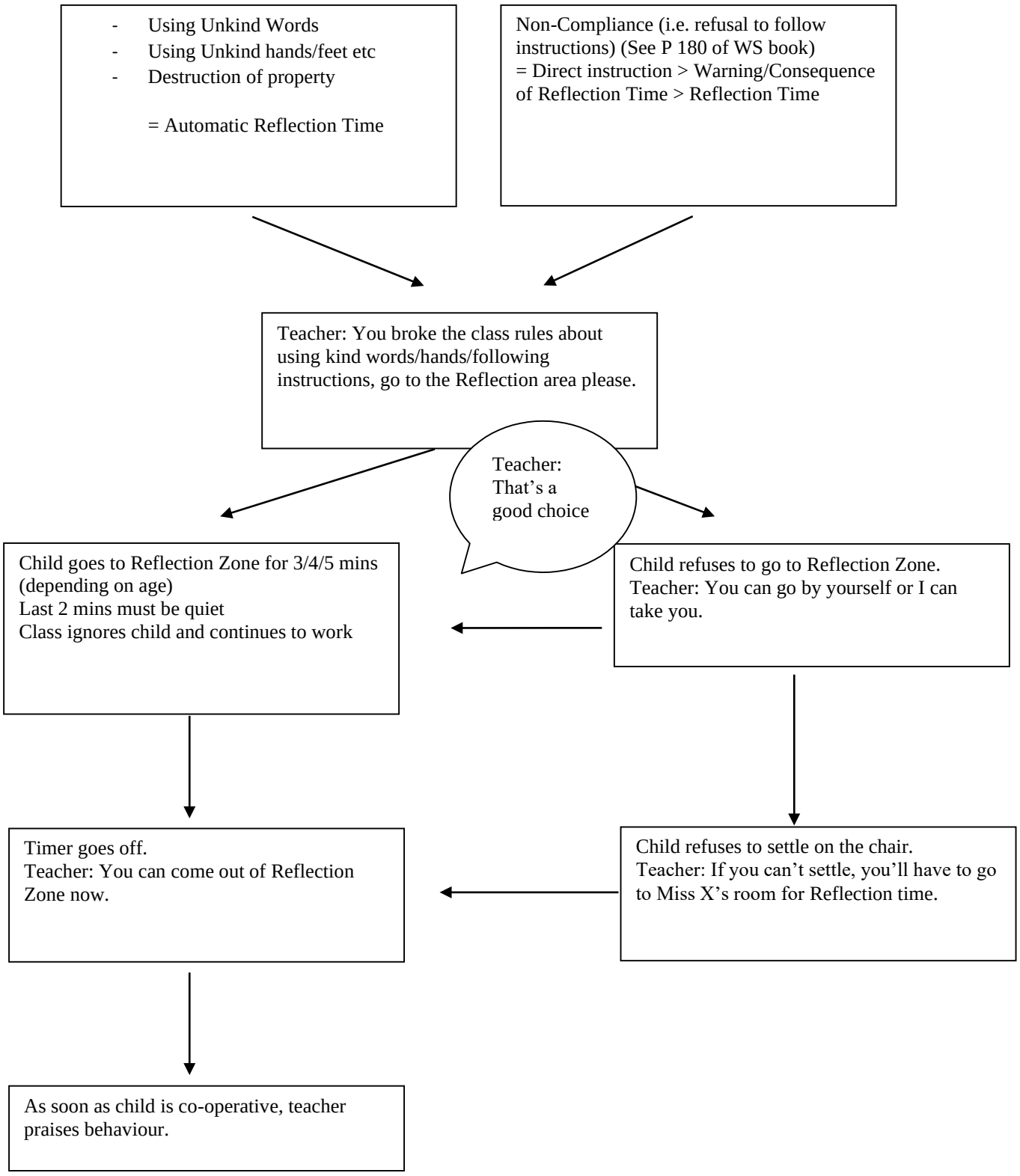
At this point the child should be asked to — 1. Work in another classroom for an agreed amount of time

If the child is disruptive here — 2. Work with a named adult for an agreed amount of time

Any time spent out of class should be paid back (with the teacher who asked them to work elsewhere) in the next available playtime.

**Appendix 3:**

# Reflection Time – FS/KS1



# Reflection Time – KS2

- Using Unkind Words
- Using Unkind hands/feet etc
- Destruction of property

= Automatic Reflection Zone

Non-Compliance (i.e. refusal to follow instructions) (See P 180 of WS book)
= Direct instruction > Warning/Consequence of Reflection time > Reflection Zone

Teacher: You broke the class rules about using kind words/hands/following instructions, go to the Reflection Zone chair please.

Child goes to Reflection Zone for 5 mins Last 2 mins must be quiet
Class ignores child and continues to work

Child refuses to go to Reflection Zone.
Teacher: That is one minute extra of Reflection Zone now (to 8 mins)

Timer goes off.
Teacher: You can come out of Reflection Zone now.

Teacher: If you don't go to Reflection Zone now, you'll lose break time/some other privilege important to the child.

As soon as child is co-operative, teacher praises behaviour.

Child is disruptive in the chair (sulking/grumbling/shouting on way in etc should be ignored as a secondary behaviour. Only last 2 mins need to be quiet)
Teacher: If you can't sit properly in the chair, you will need to do the Reflection time in Miss X's classroom.

Child does Reflection Zone elsewhere. Time spent out of the classroom will be paid back in child's own time.
If Reflection Zone is not successful elsewhere, HW should be asked to take the child out to do the Reflection time.

Appendix 7

# Reflection Zone

## Stop and Reflect:

| Blue | Green | Yellow | Red |
|---|---|---|---|
|  |  |  |  |
| Sick<br>Sad<br>Tired<br>Bored<br>Moving Slowly | Happy<br>Calm<br>Good to Go<br>Focused<br>Ready to Learn | Frustrated<br>Worried<br>Silly/Wiggly<br>Anxious<br>Excited | Mad/Angry<br>Mean<br>Yelling/Hitting<br>Out of Control<br>I Need Time and Space |

Appendix 8

# Reflection Zone

## Stop and Reflect:



| BLUE ZONE | GREEN ZONE | YELLOW ZONE | RED ZONE |
|---|---|---|---|
| Sad | Happy | Frustrated | Mad/Angry |
| Sick | Calm | Worried | Terrified |
| Tired | Feeling Okay | Silly/Wiggly | Elated/Ecstatic |
| Bored | Focused | Excited | Devastated |
| Moving Slowly | Ready to Learn | Loss of Some Control | Out of Control |

**Appendix 4:**
**Anti-Bullying and Harassment Policy and Guidelines**

**Definition:**

Bullying is the willful, conscious desire to hurt, threaten or frighten someone else. Any behaviour which is the illegitimate use of power in order to hurt others - physically or emotionally – is bullying behaviour. This could be done directly, face-to-face or from a distance, for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video). It could be done through a third party, such as a message passed through another child. The methods and vehicles for bullying may be varied, the intention and the outcome is to hurt, insult, humiliate or frighten another person. A person might be targeted for bullying because of their beliefs or their religion, the way they look (e.g. skin, hair eye colour) or speak, the way they dress, their gender or their actual/perceived gender preference, including homophobic bullying, or any aspects to do with their family members or friends.

**School Systems**

1) Ensure that all accessible areas of school are supervised whenever pupils are present.
2) Use all staff as a positive resource in countering bullying.
3) Use the curriculum as a vehicle to raise awareness and understanding about bullying in all its forms and to encourage individuals to tell an adult if they are the victim or a witness to bullying.
4) Teach the children what STOP means (several times on purpose) to support their understanding of bullying.
5) Give help and ongoing support to victims.
6) Help and give support to children who have bullied others in order to change their behaviour.
7) Make it clear to the person who has bullied others and his/her parents that the behaviour is unacceptable and explain clearly what shall be the consequences of repetition, e.g. exclusion from playtimes etc.
8) Use peer pressure against bullying.
9) Seek the involvement of outside agencies if and where necessary, with the prior agreement of the parents.

**Guidelines for staff actions:**

1) Remain calm: you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation.
2) Investigate the incident thoroughly, from everyone’s viewpoint. Record/upload written records onto CPOMs.
3) Take the incident or report seriously.
4) Take action as quickly as possible.
5) Think hard about whether your action needs to be private or public.
6) Reassure the victim, don't make the person feel foolish or inadequate, give them time and attention.
7) Offer tangible help, advice, and support to the victim.
8) Make it clear to the person who has bullied another that you disapprove.
9) Encourage the bully to see the victim's point of view.

10) Punish the bully in line with the Behaviour Policy guidelines, but be careful not to react aggressively or punitively, as this gives the message that it is all right to bully, if you have the power.
11) Clearly explain the sanction and why it is being given.
12) Keep records of all incidents, discussions, outcomes and any resolution.
13) Inform the SMT and the Child & Family Support Team, who will in turn decide which relevant colleagues to inform (Teachers, Assistants, and Dinner Supervisors) so that everyone can be vigilant.
14) Keep records of all incidents using the Harassment Forms, discussions, outcomes and any resolution.
15) Refer to "Preventing and Tackling Bullying" DfE Advice July 2017.

NOTE: July 2017
School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
Where bullying outside school is reported to school staff, it should be investigated and acted on. The Co-Headteachers should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip. More detailed advice on teachers' powers to discipline, including their power to discipline pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for Co-Headteachers and school staff' – see further sources of information below.

**Appendix 5: Anti-Racism Policy.**

Racist behaviour is defined by the Commission for Racial Equality as:
*"any hostile or offensive act by a person of one racial and ethnic origin against a person of another racial group or ethnic origin or any incitement to commit such an act in such a manner that:*
*A. it interferes with the peace and comfort of the aggrieved person;*
*B. the persons aggrieved fear for their safety;*
*C. the quality of life of the person aggrieved is reduced."*

At WPS we believe that all pupils have an equal right to the best possible education in a happy and safe environment and we are opposed to any form of racist behaviour or racism.

The following behaviour is viewed as unacceptable and is internally recorded and reported to governors:

1. Physical assault against a person or group because of colour/ethnicity.
2. Racist threats.
3. Racist graffiti.
4. Provocative behaviour e.g. wearing racist badges/insignia.
5. Refusal to cooperate with other people because of their ethnic origin.
6. Bringing racist materials into school e.g. comics/leaflets/magazines.
7. Attempts to recruit others into racist groups/incitement of others to behave in a racist way.

Derogatory name-calling, making insults or racist jokes is unacceptable. We are aware that some children in school may be unaware of the impact of such verbal behaviour and may need to be educated in its unacceptability. Therefore, such verbal racism from children will be recorded internally, where there is repetition by a child after staff intervention as described below.

**Strategy for dealing with racist behaviour by children in school:**
All adults in school to be aware of this policy and the high priority given to dealing with every incident of racism.
All incidents of alleged/perceived racist behaviour to be investigated carefully
i.e. one or two adults to listen to the views of each witness without others present, as in the WPS Behaviour Policy, the adults to record each child's version (verbatim if possible) in a totally objective manner, the adult to record details of the incident, those involved, action taken.

The adult will:

1. Make sure the child causing distress understands the pain caused.
2. Insist that the child makes a genuine apology.
3. Put some support in place to educate the child to give them more knowledge
4. Possibly impose a sanction following the schools behaviour policy.
5. Inform the child's parents.

The victim will be given an explanation of the action taken and that he/she was right to complain
In addition:

1. Racist graffiti - removed immediately by child responsible.
2. Literature removed/destroyed.

**How the school aims to develop practices to tackle racism and create educational opportunities:**

(a) Assemblies/teaching about other religions which includes the children in school of that faith.
(b) Diverse books in class/library.
(c) Show a positive side of developing countries - beauty not just poverty.
(d) Whole ethos of the school that everyone is treated equally.
(e) All staff to monitor and evaluate the texts used and images presented in school.
(f) The SMT to monitor and evaluate the test results by ethnicity, gender, and subject.

NOTE: July 2017
School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Co-Headteachers should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.
More detailed advice on teachers' powers to discipline, including their power to discipline pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for Co-Headteachers and school staff' – see further sources of information below.

**Gender Identity:**

***See Appendix 6: Gender Identity & Gender Questioning Policy.***

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just boy/man or girl/woman. At Whingate Primary School we will build on best practice already in place to eliminate discrimination.

**Gender questioning and Bullying:**

***See Appendix 6: Gender Identity & Gender Questioning Policy.***

At Whingate Primary School we will build on best practice already in place to eliminate discrimination. We have a robust hate incident and anti-bullying policy. In line with this policy, gender questioning incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice,

e.g. racist or homophobic incidents.

**Appendix 6:**

# Whingate Primary School Gender Identity & Gender Questioning Policy.

**October 2025.**

***This Policy is in place to safeguard all children and staff from Nursery to Year 6.***

**Introduction**

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just boy/man or girl/woman.

At Whingate Primary School we will build on best practice already in place to eliminate discrimination, harassment and victimisation and to advance equality of opportunity and foster good relations.

This Policy seeks to provide a broad overview of the needs of gender questioning children and their families.

***Please refer to Gender Questioning Children - non-statutory guidance (education.gov.uk) for further clarification***

***Principles***

In developing practice to support gender questioning children, staff will try to follow these principles:

- Listen to the child, their parents, carers and siblings. Wherever possible follow their lead and preferences
- No child should be made to feel that they are the ones who are causing problems or that they owe anything to their school in return for being treated with the equality they deserve and are legally entitled to
- Avoid seeing the child as a problem and instead see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale
- Avoid where possible gender segregated activities and where this cannot be avoided, allow the child to access the activity that corresponds to their gender identity
- Challenge bullying and discrimination
- Promote positive attitudes to gender diversity by including gender questioning issues within activities relating to discrimination, hate crime, diversity, inclusion, SRE and PSHE

***Early Help Process***

It is important that any support offered to a gender questioning child or young person starts with identifying their individual needs. It must be understood that some gender questioning people may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, most or all young gender questioning people (and their families) will need some expert/ specialist support as they grow up and develop.

A gender questioning child would benefit from an Early Help Assessment in line with LSCB (Leeds Children's Safeguarding Board) procedures to identify any additional needs arising from gender questioning issues. Whingate Primary School would, with agreement and in consultation with the pupil and parent/carer, complete an Early Help Assessment to identify specific information that the young person would like to be shared with those working with them to avoid them having to repeat

themselves. When completing the assessment particular attention should be paid to the sections on emotional health and wellbeing, family and social relationships, behaviour and an action plan put in place to address these issues and ensure the young person has a robust support plan. The allocated Lead Professional should always be someone who knows and gets on well with the child.

***For further guidance on the Early Help Process please contact LSCB.***

The correct terminology and language should be used and in order to do this there may need to be some education in lessons around sexual orientation and gender so that staff and pupils have a clear understanding that sexual orientation and gender identity are two completely different things. For the matter of fairness and inclusion it is extremely important that the correct gender, name and pronouns are used correctly to address gender questioning pupils.

***Names and pronoun change***

Respecting a child or young person's request to change name and pronoun is crucial in supporting and validating that young person's identity. Some gender questioning children and young people may wish to change their name to make it in line with their chosen identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known to by staff and fellow pupils. The use of the wrong title (e.g. Mr, Mrs, Miss etc.) pronoun (e.g. he, she, they, his/her etc.) or being barred from a changing facility can be discriminatory whether it is intentional or unintentional.

More information on changing names on birth certificates can be found at www.deedpoll.org.uk/CanABirthCertificateBeChanged.html

***School Attendance***

Whingate Primary School will make reasonable adjustments to accommodate absence requests for any treatment or appointments with external sources in line with their absence policy.

It is possible that the young person may be accessing support from outside of school so provision must be made in order for the student to be absent from school but confidentiality must be maintained at all times when complying with absence procedures. Sensitive care will be taken when recording the reason for absence. The young person may need time off for a medical appointment and it should be recorded as an M code rather than being off sick.

***School Photographs***

Gender questioning children may feel fine with having their photograph taken at school but steps must be taken to ensure that these images do not reveal any confidential information. Whingate Primary

School will always seek parent/carer permission to publish photos in line with the school policy.

**Gender questioning phobia and Bullying (also see our Behaviour Policy)**

Whingate Primary School have a robust Hate incident and anti-bullying policy. In line with this policy, gender questioning phobia incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

***Physical Education***

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops pupil's competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A young gender questioning person has the same right to Physical Education as other young people. With regard to young gender questioning people at school, there should be reasonably few, if any, issues regarding participation within the sports of their true gender.

There may be sports where, as puberty develops, male to female (M2F) gender questioning participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young gender questioning people from participating (which would be discriminatory).

It may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a gender questioning person participating in full contact lessons is appropriate towards the latter stages of puberty.

***Changing Room Facilities***

The use of changing room facilities will also be carefully considered. Facilities for gender questioning pupils will be sensitive to their needs and also recognise the needs and sensitivities of other students. When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available.

***Swimming lessons***

The pupil should be given the choice as to whether they wish to take part in swimming lessons or not. If the gender questioning pupil wishes to take part in swimming lessons, then a risk assessment of the changing facilities should be completed. There must be careful consideration, in consultation with the pupil and in line with the health and safety policy of the leisure centre or swimming pools' health and safety procedures. For example, it may be against health and safety regulations to wear a t-shirt in the swimming pool and therefore would be more appropriate for a F2M pupil to wear an all-in-one wetsuit or similar.

***Toilet Facilities***

The provision at Whingate Primary School are unisex toilets until the age of 8 and then following the Government guidelines separate toilets for boys and girls. We are sensitive to the needs of all children and will put provision in place if/when needed to ensure any child who is gender questioning feels comfortable using the toilets.

***School Uniform***

Gender questioning students will be expected to follow the School Uniform Policy which is acceptable for both genders e.g. trousers, jumper, polo shirts.

***Residential Trips***

Careful consideration and preparation is needed where a gender questioning pupil is taking part in a residential trip – to exclude a gender questioning pupil would be contravening the Equality Act:

- The sleeping arrangements will need to be thought about carefully before the trip takes place
- Risk assessments should be carried out prior to residential trips so that reasonable adjustments can be made to allow the pupil to participate

***Vaccinations***

Whingate Primary School will allow time for any gender specific vaccinations to be carried out at the GP's surgery in order to eliminate any embarrassment.

***Media Interest***

Confidential information about pupils will not be shared with other parents. The following is a suggested suitable response for staff to offer should they be asked questions in relation to gender questioning issues:

*"We value all our pupils and care for them, whatever their personal circumstances. Our main job is to give them a good education in a happy school environment. That is what we are focusing on, and we would ask everyone to respect the privacy of all our pupils."*

School will not engage with the press over this issue without seeking the advice of the LA press officer or media relations officer. Staff must know their duties and responsibilities around data protection so that they fully understand why information is protected, and when, how and to whom certain information can be released.

***Confidentiality***

All people have a right to privacy. This includes the right to keep private one's gender questioning

status or gender non-conforming presentation at school. Information about a child, young person or staff member's gender questioning status, legal name, or gender assigned at birth also constitutes confidential medical information. School staff should not disclose information that may reveal a child or young person's gender questioning status or gender non-conforming presentation to others, including parents/carers and other members of the school community unless legally required to do so or because the child or parent/carer has given permission for them to do so. Staff need to be careful about discussing the gender questioning child beyond the confines of the school. Gender questioning children and staff have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a gender questioning child or young person, school staff should use the child or young person's legal name and the pronoun corresponding to their gender assigned at birth unless the child, young person, parent, or carer has specified otherwise.