

# Witton Gilbert Primary School



## Behaviour Policy

<b>Policy Agreed</b>	May 2020
<b>Review Due</b>	October 2021
<b>Headteacher</b>	Mrs Paula Nelson
<b>Chair of Governors</b>	Mrs Michelle Harrison

## Aims

This policy aims to:

- Provide a consistent approach to behaviour management and a safe environment to learn
- Promote good behaviour, self-discipline and respectful relationships
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave, including adjustments to routines following return to school 2020.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- DfE guidance explaining that in light of the need for children to behave differently when they return to school, new systems should be put in place to support that.

## Rationale

This policy has been written for the pupils, staff, parents and governors of Witton Gilbert Primary School in conjunction with stakeholders who contribute to the Behaviour for Learning Policy. It is expected that staff, children and parents will adhere to the expectations. It applies to all members of staff or adults who work with children in school.

We believe that children need to feel valued. We aim to create a welcoming, caring environment where relationships are based on respect, where we can develop positive self-esteem in each child. The staff at Witton Gilbert Primary School are committed to maintaining high expectations of good behaviour as this is essential to the educational experience of the children, and to their happiness and well-being while in school. Recent exceptional circumstances have required

additional measures to be put in place to ensure that we are able to maintain a quality learning environment in which pupils, parents and staff feel safe from harm.

As a result, we aim to provide systems that lead to positive behaviour, as well as striving to protect and build the self-esteem of children. We give the pupils positive recognition for good behaviour. When children behave inappropriately we reject the child's behaviour, not the child.

Where children are given clear expectations and consistent rewards and sanctions, they are mostly able to choose responsible behaviour, therefore increasing their opportunities for greater success in school.

## Definitions

**Misbehaviour** includes:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Not following safety guidance
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** includes:

- Any form of bullying
- Vandalism
- Theft
- Fighting
- Refusal to respect the safety of others
- Physical aggression
- Verbal aggression
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include mobile phones, stolen items, knives etc

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, 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

For further information, please see our anti-bullying policy, available on the school website or from the school office, on request.

## Rights and Responsibilities

### Children have the right:

- To be safe and happy
  - To be treated fairly and equally and provided with consistent POSITIVE encouragement to motivate them to behave well
- They have the responsibility to:
- make the most of their learning and allow others to do likewise by following the school's behaviour rules and rules on keeping others safe – (Coronavirus update June 2020)

### School staff have the right and responsibility to:

- Establish rules that clearly define the limits of acceptable and unacceptable behaviour
- Implement the behaviour policy consistently
- Teach the pupils to follow these rules in school
- Request support from the parents concerning their child's behaviour
- They have the responsibility to listen to the concerns of the child and try to deal with any issues fairly and promptly
- They have the responsibility to keep pupils safe by teaching children routines to keep themselves and others to have good health hygiene routines and practicing these themselves
- Considering the classroom environment carefully and following school guidelines to ensure that ventilation is maintained and surfaces can be cleaned regularly

- Planning activities to avoid sharing of resources and equipment
- Modifying their teaching approach to keep a distance from children in their class as much as possible, particularly close face to face support, noting that it's understood that this is not possible at all times.
- Using a range of methods to provide feedback on work that avoids direct contact
- Ensuring children and adults in their class follow guidance for keeping others safe

The Senior Leadership team will support staff in responding to behaviour incidents.

#### **Parents have the right and responsibility to:**

- Expect that their child will be treated fairly and consistently and that any concerns will be listened to and dealt with promptly.
- They have the responsibility to encourage their child/ren to behave their best and follow the school rules, making sure they allow others to make the most of their learning too and respect the rules which keep each other safe in school
- Inform school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Arrange for telephone appointment to discuss any concerns. Please note that parents are not permitted to access school site without agreement and must follow social distancing guidelines whenever on school site.
- We also expect that parents model appropriate behaviour in and around school and behave respectfully towards all children and adults, including staff
- Follow school revised entry and exit arrangements, following social distancing of 2m+

#### **The Headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Behaviour and Safety Committee. The headteacher will also approve this policy.

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

#### **The Governing Body**

The Behaviour and Safety Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

#### **Pupil Code of Conduct:**

We encourage children to treat others with respect, tolerance and courtesy through a system of rewards and consequences. The rules are kept simple to help all children understand them clearly. They are applied throughout the school by all adults working with the pupils.

At the beginning of each school year, pupils along with their teachers, formulate a Class Charter which outlines expected behaviour and the associated rewards and sanctions. Parents and carers are always welcome to come into school and discuss this or talk about any issues they may have with regard to behaviour.

We encourage children to develop a respect for their own rights and the rights of others. In order

for this to happen, we expect children to:

- Listen to and follow instructions
- Keep hands, feet and other objects to themselves
- Walk around the school sensibly, quietly and politely
- Treat the school buildings and school property with respect
- Understand that all children have the right to an education and make it possible for all pupils in class to learn
- Show respect to members of staff and each other
- Do their 'personal best' every day
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Children also have the right to find out things and share what they think with others, by talking, drawing, writing or in any other way - unless it harms or offends other people.

They have the right to choose their own friends and the responsibility to keep themselves and others safe from harm.

### **Rewards**

Rewards are given to children who behave well; who are well prepared for lessons and who respect others' safety well. They also celebrate the progress they make in their learning and consistent improvements in behaviour, effort and attainment.

A range of rewards are used in school, including:

- Spoken praise
- Star of the day/star of the week
- Stickers
- Extra playtime – an extra 5/10 minutes before or after a playtime/afternoon play sessions
- Special treat e.g. classroom based celebration event or activity, house group celebrations
- Certificates
- Contact parents via text, a phone call home or written notes

### **Consequences**

The school may use one or more of the following consequences in response to unacceptable behaviour:

- 1<sup>st</sup> warning – verbal reprimand
- 2<sup>nd</sup> warning - Time out, within the classroom but away from group, until calm enough to go back to the group
- 3<sup>rd</sup> warning – Refer pupil to a senior member of staff or nominated staff member

Depending on the seriousness of the behaviour, a child may go straight to 3<sup>rd</sup> warning. They do not have to progress through one warning at a time.

Warnings are recorded on class behaviour charts, which help staff to notice any patterns of behaviour. More serious behaviour incidents are recorded on CPOMS, and the Headteacher is immediately informed of this through the alert system. Any incidents are acted upon appropriately.

A member of staff may also:

- Implement a class based behaviour chart/system designed to encourage positive behaviour for a specific age group eg a cloud and sunshine in Reception
- Expect work to be carried out at home, or at break or lunchtime if a pupil has not completed the expected work within a lesson
- Take away break or lunchtime as a consequence of poor behaviour
- Send a learning task home
- Send a letter or make a phone call home to parents/carers
- Agree a behaviour plan
- The Headteacher may exclude a pupil for extreme behaviour

### **Behaviour expectations for breaks and lunchtimes**

All pupils have the right to be safe and are expected to respect the rights of others in play. In order to respect the rights of others, we expect children to behave in the following ways at play times:

- Always listen and do as you are asked by adults in our school
- Stay in the agreed play space with your group
- Keep hands and feet to yourself
- Be kind to others and have fun safely
- Follow the rules for the play equipment to keep yourself and others safe
- Help to keep our school grounds tidy and safe. Remember to keep resources in the appropriate areas.
- Stop playing when the whistle is blown and walk quietly into your class, respecting social distance.

### **Consequences**

- Spoken warning
- 1st warning – time out
- 2nd warning or serious incident – time out inside school building; behaviour is communicated to the class teacher, who will agree consequences and referral to SLT if appropriate.

### **External exclusions**

If an external exclusion is considered appropriate, the school will issue a letter explaining clearly the responsibility of the parents to keep their child out of public places during the period of the exclusion. Work will always be provided for the length of the exclusion, which may take the form of online materials. It is expected that this should be evidenced as completed to an acceptable standard. Parents are also expected to have a telephone consultation with the pupil and Headteacher/Deputy Headteacher prior to return to school.

### **Misbehaviour Outside of School**

At times, incidents of poor behaviour may occur on the way to or from school. Where staff are informed of this, they will speak to the children involved and may contact parents. Where issues of other negative behaviour occur outside of school and this has an impact on relationships in school, staff may speak to those involved and take action. This includes negative behaviour online.

## Internet Safety

School maintains the right to talk to children about and deal with incidents using technology (mobile phones; social networking sites; websites; digital cameras etc.) which are intended to harm or cause upset to children within our school. Where this happens outside of school but has an impact on relationships in school, school will investigate and speak to those involved.

Parents will be informed and may be asked to take responsibility for their child's internet use.

## Home Learning Expectations

Teachers are supporting many pupils who are distance learning due to exceptional circumstances at the moment. It is expected that children maintain high standards of courteous behaviour when communicating through the Clasdojo virtual learning platform and accessing online resources and materials.

E-safety guidance and links to parental support materials have been shared with parents via Clasdojo and links are available on our school website. E-safety materials including guidance on online etiquette have been shared with children and parents through Clasdojo.

Where children or parents do not behave with respect and courtesy, guidance will be given. The SLT will be informed and the school retains the right to prohibit access to these resources.

While staying at home due to coronavirus, parents and carers may be worried about their children's development and the effect of missing school. Our staff are working hard to provide daily learning resources and offer specific feedback on learning and wellbeing of pupils in their care.

## Reporting concerns

We have clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If any child sees something that is on the internet that concerns them they should report this to an adult immediately. Children working from home, or their parents, can also report content which concerns them to their class teacher via direct message on clasdojo.

There is also lots of practical support that is available for reporting harmful or upsetting content as well as bullying and online abuse. See **Annex D - Useful links** below

## Behaviour 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 pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils 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

### **Special arrangements due to COVID-19:**

Due to current exceptional circumstances, a number of additional safeguards have been put in place and children are expected to follow the guidance.

### **Entry and exit procedures**

There will be different entry and exit points with staggered times for dropping off and picking up children.

One parent only is permitted to drop their child off or pick them up at the agreed access point. They must maintain social distance of 2metres+ whilst awaiting transition into and from school.

Children must follow staff directions about waiting, using markers to assist understanding of desired social distancing.

Where children are unable to understand the concept, further support will be given to encourage safe transition into school. We will talk to parents about how they can support their child's understanding of routines. Social stories or other methods may be introduced to support understanding and we expect parents to work with their child and their child's class teacher to ensure that their child and others can be as safe as possible.

### **Handwashing and sanitising procedures**

Children will be asked to wash hands for 20 secs+ on entry to the building and will complete regular handwashing routines throughout the day, including prior to and following eating.

Teachers will specifically teach the importance of handwashing and hand sanitising. Clear reminders, including visual reminders, will be given by adults through the day. All children and staff are expected to perform these to the satisfaction of adult staff.

Where children are unable to understand the concept, we will talk to parents about how they can support their child's understanding of routines. Social stories or other methods may be introduced to support understanding.

### **Groupings and zones**

Children will be taught in smaller groups (max 15 children in each group) and will remain with their group throughout the day for their learning and play. Children must remain in their allotted space or 'zone' for learning and may only access agreed zones at lunch and break times. During lunch and playtimes, children may only socialise with other children in their own learning group.

Children should listen carefully to adult instructions to keep themselves and others safe. Where children do not follow adult instructions, the adults will use behaviour sanctions. Where children do not have the capacity to understand the instruction, separate arrangements may be made which will be agreed with the parents to ensure safety of children and staff.

## Toilets

Staff will monitor use of bathrooms to limit numbers of children in bathrooms and promote distancing. Children will be asked to ensure that they wash their hands for 20secs+ following use.

## Movement around school

Some children will have restricted use of corridors. Where this is the case, they are asked to walk on the left side of the corridor in single file. A central marker line has been applied to corridors to assist recall. Children are encouraged to maintain social distancing of 2m+ by the use of marker lines applied to the floor. Staff will monitor use of corridors and will reinforce expectations for use of this area. Children should walk and limit corridor use.

Each group will be directed on access and entry expectations and staff will accompany children on entering and exiting the building (e.g. for breaks, lunchtimes, entry and exit of school.)

At the end of breaks and lunchtimes, children will be encouraged to maintain social distancing when leaving play areas and returning to group learning rooms.

## Expectations for health hygiene

All children are taught about the importance of good health hygiene routines when coughing or sneezing. All classes have a supply of tissues; bins to dispose tissues in and hand sanitiser. Children are taught to 'catch it, bin it, kill it' and are taught the importance of avoiding touching their mouth, nose and eyes with hands. Reminders will be given where appropriate.

Children should tell an adult if they are experiencing symptoms of coronavirus and parents should reinforce this expectation.

Children must not deliberately cough or spit at or towards any other person. Staff will explain why that presents a danger to others and where a child is deliberately coughing or spitting at others, 'time out' will be given and parents will be informed.

## Equipment and resources

Children must not bring anything into school apart from their own named water bottle, which should be taken home each day and washed carefully.

School will avoid sharing resources between children and between school and home.

Children should avoid sharing equipment and resources and will be given personal resources which they should keep in an agreed place in their classroom. They are responsible for looking after this equipment so that they have the equipment they need for their learning.

Where resources are shared they must be cleaned by an adult before and after use, using cleaning materials provided by school.

Children will be taught the reasons behind these measures and encouraged to take responsibility to keep themselves and others safe. Staff will supervise to ensure that the children are kept as safe as possible. Ongoing teaching will reinforce the rationale behind good health hygiene and practice during COVID.

Where children are unable to understand the reason behind such measures, further individualised training will be provided and an individual risk assessment will be carried out.

If children are unwilling to follow COVID rules, they may have

We seek parental support where children are not following these measures to ensure children receive clear messages about the significance and impact of their actions.

We recognise that transition back to school may be difficult or very difficult for some children, especially those with additional needs or SEND. Children may show emotional stress in many ways. Children may show this by:

- displaying emotional signs (for example, they may be upset, distressed, anxious, angry or agitated)
- displaying behavioural signs (for example, they may become more clingy or more withdrawn, or they may wet the bed)
- or physical (for example, they may experience stomach aches).

Staff are given guidance on ways that children display stress and look out for any changes in their behaviour. Children and young people who communicate differently to their peers may need additional support to interpret their feelings. Staff work closely to identify those children requiring extra help.

We aim to support children to feel safe and secure in new routines using good listening, nurturing techniques, clear communication, positive reinforcement and clear expectations whilst maintaining strong links with parents and carers. If a child is struggling with school demands due to changes in environment, adults and routines, we aim to work closely with families to plan how to support the child, their learning and their emotional wellbeing.

### **Individual Risk Assessments**

Children who school deem as likely to require further support to understand or conform with the school's revised behaviour will have individual risk assessments, to be agreed with parents prior to return to school. These plans will recognise potential triggers and identify strategies to support and manage behaviours so that each child can access learning with their peers wherever possible.

### **Use of reasonable force (physical restraint)**

School staff have the legal power to use reasonable force in certain situations. A range of de-escalation strategies will always be used beforehand wherever possible. A number of our staff team also have training in Team Teach techniques (ref: safe handling policy) where they have been specifically trained in strategies employing minimal force to keep the child/other children safe. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others or threat of harm to others
- Damaging property

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. As the circumstances requiring physical restraint are often spontaneous and unpredictable, we cannot guarantee that staff will wear PPE when completing physical restraints. Staff have to use their professional judgment when intervention needs to be immediate in order to keep the child, other

pupils and staff safe. If staff have been unable to wear PPE, parents will be informed and health hygiene measures such as hand washing and hand sanitising will be carried out as quickly as possible following the incident (for both pupil and staff member.)

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Confiscation**

Staff will confiscate any item which is harmful or detrimental to school discipline. These items will normally be returned to pupils at the end of the day after discussion with the class teacher. In some circumstances, this may be discussed with parents and parents may be requested to collect the item.

### **Equal Opportunities and Support to Pupils**

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil Transition:**

To ensure a smooth transition to the next year, staff members hold transition meetings. Pupils also spend a day in their new classroom with their new teacher. This will be reviewed in view of guidance on an ongoing basis.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Monitoring Arrangements**

This behaviour policy will be reviewed by the headteacher and the Behaviour and Safety Committee at least every 2 years. At each review, the policy will be approved by the headteacher and the governing body.

### **Links to other policies**

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Safe Handling policy
- Anti-bullying policy
- Uniform and jewellery policy
- Online Safety Policy

### **Key points to note:**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspectors Act 2006)
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants and lunchtime staff.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school when it impacts on the school ethos or is reported to school. This should always be shared with the child's parents or carers.
- Teachers can confiscate pupils' property (however this will be returned upon collection by a parent/carer whenever possible).

**May 2020**

### **COVID-19 Adjustments:**

Behaviour Policy May 2020

## **Annex A: Behaviour principles**

In light of the need for children to behave differently when they return to school, and new systems that have been put in place at Witton Gilbert Primary School to support that, we have made the following changes to our behaviour policy.

- Our Behaviour policy changes have been agreed with staff and governors via Teams meetings (29<sup>th</sup> May 2020).
- The policy has been communicated to pupils and parents through clasdojo and on school website. Changes to our previous Behaviour Policy have been explained to children using age-appropriate language by staff on return to school.
- Areas that have been added to our behaviour policy are:
  - following any altered routines for arrival or departure
  - following school instructions on hygiene, such as handwashing and sanitising
  - following instructions on who pupils can socialise with at school
  - moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
  - expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
  - tell an adult if you are experiencing symptoms of coronavirus
  - rules about sharing any equipment or other items including drinking bottles
  - amended expectations about breaks or play times, including where children may or may not play
  - use of toilets
  - clear rules about coughing or spitting at or towards any other person
  - clear rules for pupils at home about conduct in relation to remote education
  - rewards and sanction system where appropriate
  - Identifying any reasonable adjustments that need to be made for students with more challenging behaviour.

## **Annex B: Principles for staff**

1. Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Avoid calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery).

10. Keep your classroom door and windows open if possible for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

#### Annex C: Posters

- [e-Bug](#) has produced a series of helpful coronavirus posters:
- [Horrid hands](#)
- [Super sneezes](#)
- [Hand hygiene](#)
- [Respiratory hygiene](#)
- [Microbe mania](#)

#### Annex D: Useful links

- <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/03/cco-childrens-guide-to-coronavirus.pdf> Guide to talking to children about coronavirus
- The Children's Commissioner's [Children's Guide to Coronavirus](#), or the Inter-Agency Standing Committee (IASC) have produced a [storybook developed by and for children around the world affected by coronavirus \(COVID-19\)](#).
- [MindEd](#) is a free online educational resource on children and young people's mental health for all adults, which can support parents and carers through these exceptional circumstances
- Public Health England has published advice on how to [support your children's wellbeing](#) during the coronavirus outbreak.
- The government has provided links to home learning resources at [www.gov.uk](http://www.gov.uk) see coronavirus-covid-19-online-education-resources
- [staying safe online](#) is a useful resource for parents and tells children how to keep themselves safe and what to do if they come across something worrying online.
- advice from [NSPCC](#) on undertaking remote education safely
- guidance from the [UK Safer Internet Centre](#) on remote education

Our school emphasises the importance of a safe online environment and encourages parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Use these resources to support parents and carers to keep their children safe online:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world

- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

### **Harmful or upsetting content**

Get support by:

- reporting harmful online content to the [UK Safer Internet Centre](#)
- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

### **Bullying or abuse online**

You can:

- get advice on reporting online abuse from the National Crime Agency's [Child Exploitation and Online Protection command](#)
- get advice and support from [Anti-Bullying Alliance](#) for children who are being bullied