

Witton Gilbert Primary School



Behaviour Policy

Policy Agreed	October 2021
Review Due	October 2022
Headteacher	Mrs Paula Nelson
Chair of Governors	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 resulting from COVID 19 pandemic
- 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](#)
- [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. 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. Exceptional circumstances over the past 18 months 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
- Sexual violence, such as sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

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 and teach them routines to keep themselves and others safe, having good health hygiene routines and practising these themselves
- Considering the classroom environment carefully and following school guidelines to ensure that ventilation is maintained and surfaces can be cleaned regularly
- React to government and local guidance about COVID 19, which may at times include, for example, 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
- Ensuring pupils 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, respecting the rules which keep everyone 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 an appointment to discuss any concerns
- We also expect parents to model appropriate behaviour in and around school and behave respectfully towards all children and adults, including staff
- Follow school entry and exit arrangements, with prompt drop off and pick ups

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with school governors. 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 or Curriculum and Standards Committee will 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 pupils 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 pupils 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
- Shiny stamper books – A pupil may be awarded a stamp in their shiny books for showing consideration, good manners, thoughtful behaviour or effort. After every 10 stamps, a certificate is awarded in assembly.
- 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, Class Dojo, a phone call home or written notes

Consequences

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

- Reminder about positive behaviour
- 1st warning – verbal reprimand
- Reflection time offered to support the child
- 2nd warning – Directed time out, within the classroom but away from group, until calm enough to go back to the group
- 3rd warning – Directed time out in another class for a specified length of time
- 4th 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 3rd or 4th 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.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

School's response to sexual harassment and violence may include:

- Informing and working with parents
- Providing support for all children and young people involved (victims and perpetrators) through pastoral care and/or professional counselling
- Involving other agencies where appropriate
- Sanctions such as missed play/lunchtimes, exclusion in serious cases

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.

Off-site behaviour

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

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

Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

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 meet with the Headteacher/Deputy Headteacher, with the child prior to return to school.

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

In circumstance where remote learning may be instigated, it is expected that children maintain high standards of courteous behaviour when communicating through the Classdojo virtual learning platform and accessing online resources and materials.

E-safety guidance and links to parental support materials are shared with parents in newsletter and on the school website. E-safety materials including guidance on online etiquette have been shared with children.

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.

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 remotely, 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 class charter for behaviour
- 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

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 about 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.

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 children 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 for the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, 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. Children also spend a day in their new classroom with their new teacher.

To ensure behaviour is continually monitored and the right support is in place, information related to 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.

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.

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).

October 2021

COVID-19 Adjustments:

Annex A: Behaviour principles

In light of routines and systems in place due to COVID 19, the following points should be noted:

- Children and adults to follow any altered routines for arrival or departure
- School instructions on hygiene, such as handwashing and sanitising must be followed
- Children and adults to move around the school as per specific instructions, eg walking on the left in corridors
- Children to follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching mouth, nose and eyes with hands
- Children must tell an adult if they are experiencing symptoms of coronavirus
- Children to follow amended expectations about breaks or play times, including where they may or may not play
- Children to understand clear rules about coughing or spitting at or towards any other person
- Children to understand clear rules for pupils at home about conduct in relation to remote education

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. 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.
7. Keep your classroom door and windows open if possible for air flow.
8. Limit the number of children from your class using the toilet at any one time.
9. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
10. 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: Special arrangements due to COVID-19:

Due to COVID 19, a number of additional safeguards remain in place and children are expected to follow the guidance.

Entry and exit procedures

There are different entry and exit points with staggered times picking up children.

We request that parents and carers continue to distance from each other in the yard.

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. Clear reminders, including visual reminders, will be given by adults through the day.

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 whole classes and there may be some limited mixing between classes, for example for phonics teaching and after school clubs.

Every two classes will be allocated a space outside at lunch and break times and these spaces will rotate weekly. Children must stay within their zone, socialising with those within their area.

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.

Movement around school

Children and adults 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. Staff will monitor use of corridors and will reinforce expectations for use of this area.

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 should not bring anything into school apart from their own named water bottle and school bag.

Children are responsible for looking after equipment they are given in school so that they have the equipment they need for their learning.

Emotional distress

We recognise that the ongoing challenges of COVID may be 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.

Annex E: 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 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