



# GROVE ROAD PRIMARY SCHOOL

## Anti-bullying and Behaviour Policy

<b>Approved By:</b>	Full Governing Body	<b>Date:</b> 24.09.2024
<b>Last reviewed:</b>	September 2024	
<b>Next review due:</b>	September 2025	

## Aims and Ethos

Our school provides a caring environment where all children can feel safe and secure. Everyone is valued and included, regardless of race, religion, culture, ability, sexuality and gender. Respect for others is strongly promoted at all times and reinforced through assemblies, PSHE, RE and role modelling. Children are encouraged to be responsible for their personal choices and actions.

Responding to the behaviour of the children in the school is the responsibility of everyone who works here. **The emphasis is on encouraging positive behaviour. All staff look for, praise and reinforce good behaviour.** Consistency of approach is essential with consideration given to individual children's needs. These needs are communicated to everyone working in the school.

We aim to enable our children to have:

- Self-respect, self-discipline and self-confidence
- Respect for others and their property
- Respect for the environment
- Toleration and appreciation of the opinions of others and other cultures
- Good manners and politeness
- Pride in their work
- High expectations of themselves

In order to achieve this, we aim to:

- Create an atmosphere conducive to effective teaching and learning
- Establish a sense of order
- Establish a sense of community
- Develop children's self-esteem and respect for others
- Develop self-discipline through heightened awareness of rights and responsibilities
- Consistently have high expectations for all
- Develop children's independence
- Develop children's interpersonal and co-operation skills

## Expectations

We have clear expectations of behaviour through our school skills and values which are part of the positive points detailed on Class Charts. These skills, values and expectations are explained to the children at the beginning of each academic year and are displayed prominently in the classrooms.

We use the online program – Class Charts to record positive points which the children can then use to purchase rewards from the online shop. Earning positive points is achieved by demonstrating one of our school values or skills. They are:

Initiative  
Resilience

Empathy  
Self-confidence

Curiosity  
Creativity

## **Behaviour Management Strategies**

Our behaviour management strategies throughout the school create and support a positive learning environment which enables all children to:

- Feel confident and secure
- Be affirmed and encouraged
- Be clear about the focus of their learning
- Be able to succeed at tasks and learning experiences
- Be spoken to positively about their present ability, present behaviour and future possibilities
- Learn in groups as well as on their own

## **Rewards**

- **Children will always receive positive recognition** for setting a good example, through displaying one of our school's key skills or values (see above) or following classroom rules and expectations.
- **Class Charts** is our school electronic system to record behaviour. Positive points are awarded for making good choices and demonstrating good manners, values, and skills. This information is shared with parents instantly through the online program.
- **House Points** are collated from all the positive points earned that week. House points are totalled and shared in assembly to see which is the winning house of the week, term and then year.
- **Celebration assemblies** reward particular individuals who have been a positive role model in their class. These children are awarded a certificate each week, based upon the school skills and values.
- **Special Table Certificates** are awarded to children who demonstrate good manners at lunchtime or exemplary behaviour in the playground. They are then rewarded with a special lunch on Friday of that week. Certificates are handed out on Friday at Celebration Assembly.
- Special achievements may be awarded with a **Head Teacher's Award**.
- Achievements outside of school, such as sporting, musical etc. are also celebrated in class and in assembly.

## **Sanctions**

In order to manage unacceptable behaviour, we have a step system which staff can follow, and which children are aware of:

- Step 1** – A warning from staff member
- Step 2** – Negative Point
- Step 3** – Time out in another class or missed break time
- Step 4** – Detention (Supervised lunchtime timeout with SLT)
- Step 5** – Meeting with SLT and Parents.
- Step 6** – Internal exclusion
- Step 7** – External exclusion

Staff will be the judge of what is unacceptable behaviour and will follow the above steps in order to sanction a child appropriately. In *most* circumstances, the following sanctions will be issued:

Low level behaviour issues will be dealt with in class with a warning (**step 1**). This may be within a visual model in classrooms. If the behaviour persists, the child will be given a negative point (**step 2**). If this continues, the child will either miss their morning playtime, or will be asked to work for a period of time in another class, ideally one class up. (**step 3**). Continued low level behaviour issues show that a child has not reflected on, and corrected their behaviour which could result in Detention on a Friday, supervised by a senior member of staff (**step 4**). Parents will get an alert on the app to inform them of this decision.

If the behaviour is repeated and a child gets 3 detentions within a year, then a parent meeting will be called (**step 5**). Parents will have the reasons for the meeting explained and will be asked to sign a record of the meeting.

Moderate behaviour issues may be considered serious enough for staff to give a child detention immediately (**step 4**).

Further persistence with this behaviour will lead to a meeting with parents (**step 5**).

Serious behaviour incidents will always be referred to the appropriate member of the leadership team and will result in a Friday detention (**step 4**). Based on the severity of the incident this could also result in a meeting with parents (**step 5**) and/or an internal (**step 6**) or external exclusion (**step 7**).

These rules and consequences apply at all times in the school day, including behaviours at playtimes and lunchtimes, as well as when off-site on a school trip.

**Unacceptable Behaviour includes** (these are indicators, not an exhaustive list):

<b>Low level:</b>
Distracting others Speaking disrespectfully (but without using inappropriate language) Not completing tasks to his/her best ability Mild infringement of class rules/ school values Deliberate but minimal damage to property, eg** broken pencils, rulers, etc
<b>Moderate:</b>
Repeated rudeness (using inappropriate language) Use of moderate physical force, e.g. pushing, pinching Offensive behaviour, e.g. spitting Non-compliance
<b>Serious:</b>
Any behaviour which causes a danger to themselves or others, e.g. hitting, kicking, biting, throwing objects, running out of school. Aggression towards staff Use of abusive language or swearing Racism Homophobia Bullying or intimidating behaviour (deliberate and persistent physical or verbal aggression or social exclusion – see Bullying section) Deliberate serious damage to property Stealing

### **Special Educational Needs**

In the case of any of the above behaviours, consideration is given as to whether the child has a Special Educational Need and, through the SEN team, appropriate assessment is undertaken and support provided. However, the same list of consequences will apply to the child regardless of their individual needs if deemed appropriate.

All children that need a modified approach to this policy due to SEMH needs will have an individual pastoral plan.

### **Children in EYFS**

The EYFS leader will decide which children are ready for detentions as a consequence. However, they will receive an age-appropriate alternative, such as a time out.

### **Physical Restraint**

In some exceptional circumstances, physical restraint may be necessary. Grove Road Primary School adopts the advice from the Department for Education (2013) “Use of Reasonable Force” and “Ensuring Good Behaviour in Schools”. In line with this advice, all school senior staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property,

and to maintain good order and discipline in the classroom. This is a last resort and should only be used by staff who have received appropriate training.

Where a child is demonstrating dangerous or severely disruptive behaviour, the class teacher and all adults will escort the rest of the class to another classroom or workspace. A senior leader will be called to assess the situation and agree next steps and possible sanctions.

## **Bullying**

A school ethos like ours, based on respect, kindness and inclusion creates an environment in which a culture of bullying will not thrive. We recognise, however, that bullying or harassment can occur in any community. We therefore accept our responsibility to deal effectively with any incident where anyone feels frightened by the persistent abusive behaviour of others.

We feel it is important that all stakeholders in the school understand the definition of bullying so that false accusations are kept to a minimum and that the school can tackle real incidents appropriately.

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- coercion
- belittling
- prejudice or discrimination
- sexual harassment (lewd comments, sexual comments, remarks)
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Everyone in School has a personal responsibility to prevent bullying.

## **Our policy is :-**

- ***do not be a bully;***
- ***do not be bullied;***

## ***If you know someone is being bullied: -***

- ***don't join in, don't laugh, don't stand by;***
- ***do support the victim; do challenge the bully; do tell an adult.***

We promote our anti-bullying policy in Assembly, School Council and in the PSHE curriculum. We also promote our policy regarding online bullying within our Computing curriculum.

## **Responding to Bullying Concerns**

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher (DSL) will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher (DSL), Deputy Designated Safeguarding Lead (DDSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school within the school safeguarding tool. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy. If required, the DSL will collaborate with DSLs at other settings.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised of how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and considering reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy.

### **Links with other policies**

This policy is linked to our:

- Behaviour policy
- SEND policy
- SEN information report
- Exclusions Policy
- Parental Conduct Policy

Reviewed: September 2024

To be reviewed: September 2025



Appendix 1 - Reflection Sheet

Name:

Date:



**Grove Road Primary School  
Reflection Sheet**

I was sent to detention because:

I was in this zone:

**Blue**

**Green**

**Yellow**

**Red**

I should have remembered the school value(s) of:

**Resilience**

**Empathy**

**Curiosity**

**Self-confidence**

**Creativity**

**Initiative**

This was the effect of what I did:

This is how I tried (or will try to) make it better:

## Appendix 2: written statement of behaviour principles

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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## Appendix 3: Parent/Carer Meeting Record Form

**Date:**

**Time:**

**Name of Child:**

**Class:**

**Issue / Concern:**

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**Agreed Actions:**

**Signed (Staff):**

**Date:**

**Signed (Parent):**

**Date:**