



# GROVE ROAD PRIMARY SCHOOL

## Anti-bullying and Behaviour Policy

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|-------------------------|----------------------|---------------------|
| <b>Approved By:</b>     | Full Governing Board | <b>Date:</b> 5.9.25 |
| <b>Last reviewed:</b>   | September 2026       |                     |
| <b>Next review due:</b> | September 2027       |                     |

## **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
- Tolerance and appreciation of the opinions of others and other cultures
- Good manners and politeness
- Pride in their work
- Preparation for learning, including being dressed appropriately, with correct equipment
- 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.
- Half-termly achievements may be awarded with a **Head Teacher's letter home**.
- Particular learning in children's books may receive a **sticker** from the Headteacher or Deputy Headteacher
- Achievements outside of school, such as sporting, musical etc. are also celebrated in class and in assembly.

## **Sanctions**

### **How to use the behaviour system**

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** – Missed next playtime (All or a portion of)
- Step 4** – Work in another class for the current or next lesson
- Step 5** – Detention (Supervised lunchtime timeout with SLT)
- Step 6** – Internal exclusion
- Step 7** – Suspension

These steps are primarily an escalation for behaviour that continues within an incident or session. Where a pupil responds successfully to a reminder or consequence, staff should recognise that reset and begin the next situation afresh, unless a repeated pattern of behaviour means that a different response has been agreed with the class teacher or leadership team.

#### **Step 1**

A warning should be calm, brief and specific. The pupil should be told which behaviour needs to change, reminded of the expected behaviour and given an opportunity to correct it. Wherever possible, warnings should be given privately and without unnecessarily interrupting learning. A warning does not normally need to be recorded unless there is an agreed individual arrangement.

#### **Step 2**

The member of staff issuing a negative point is responsible for ensuring that it is recorded on Class Charts, or for passing the information promptly to the appropriate member of staff if they do not have access. Own accounts must be used.

#### **Step 3**

When a pupil misses all or part of playtime, the member of staff setting the consequence must ensure that appropriate supervision has been arranged. The length of missed play should be proportionate to the behaviour. If there is no further playtime that day, staff should agree an appropriate alternative with the class teacher or a senior member of staff.

#### **Step 4**

Each class should have an agreed partner classroom for Step 4. The pupil should take suitable independent work and remain there for the agreed period. The receiving member of staff is not expected to reinvestigate the incident. The member of staff sending the pupil remains responsible for ensuring that the incident and any required follow-up are recorded.

#### **Step 5**

Before setting a detention, all staff should seek a second opinion from another teacher or a member of SLT. Detentions are supervised by SLT and are at lunch

time. Pupils attending detention will normally complete the Reflection Sheet in Appendix 1, with adult support or scribing where appropriate. The reflection is intended to support understanding, repair and future choices rather than to act as an additional punishment.

Staff will use professional judgement to determine an appropriate, proportionate response, taking account of what happened, its impact, the level of risk, the pupil's age and individual circumstances. The steps provide a graduated framework and do not have to be followed sequentially where behaviour is more serious.

If the behaviour is repeated and a child receives 3 detentions within the academic year, a parent/carer meeting will be called. The meeting will review patterns of behaviour, support already provided and any further actions required. Parents will have the reasons for the meeting explained.

Moderate behaviour issues may be considered serious enough for staff to give a child a **step 3 or 4** immediately.

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

All prejudice-related and discriminatory incidents, including racism, homophobia and other discrimination, must be reported to a member of SLT and recorded in accordance with the school's safeguarding and behaviour recording procedures, regardless of whether discriminatory intent is immediately clear.

Below is a list of examples of behaviour that could fall into low level, moderate or serious. This is not an exhaustive list:

|                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Low level:</b>                                                                                                                                                                                                                                                                                                                    |
| Distracting others<br>Speaking disrespectfully (but without using inappropriate language)<br>Name calling<br>Refusal to engage with learning after appropriate support, clarification and reminders<br>Mild infringement of class rules/ school values<br>Deliberate but minimal damage to property, eg: broken pencils, rulers, etc |
| <b>Moderate:</b>                                                                                                                                                                                                                                                                                                                     |
| Repeated rudeness (using inappropriate language)<br>Use of physical force, e.g. pushing, pinching, hitting<br>Offensive behaviour, e.g. spitting<br>Swearing                                                                                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Persistent refusal to follow a reasonable adult instruction after appropriate support and reminders                                                                                                                                                                                                                                         |
| <b>Serious:</b>                                                                                                                                                                                                                                                                                                                             |
| Any behaviour which causes a danger to themselves or others, e.g. running out of school<br>Aggression towards staff<br>Racism<br>Homophobia<br>Bullying or intimidating behaviour (deliberate and persistent physical or verbal aggression or social exclusion – see Bullying section)<br>Deliberate serious damage to property<br>Stealing |

Physical behaviour may be treated as serious where its force, repetition, intent, impact or surrounding circumstances create a significant risk of harm.

### **Special Educational Needs & Disabilities (SEND)**

In the case of any of the above behaviours, consideration will be given to whether the child has a Special Educational Need and/or disability and, through the SEN team, appropriate assessment and support will be provided. Expectations remain high for all pupils; however, responses, support and consequences may be adapted where appropriate to reflect individual need and any reasonable adjustments required. Consistency means applying the principles of the policy fairly, rather than necessarily applying an identical consequence in every case.

Children who need a modified approach to this policy, including because of SEMH or other SEND needs, will have an individual pastoral plan or other appropriate support plan setting out agreed strategies and reasonable adjustments. Please ensure you are familiar with any child's individual arrangements before giving more serious sanctions.

During induction, new and temporary staff will be made aware of how to access relevant pupil plans and reasonable adjustments. Where a member of staff does not have access to this information, they should seek advice from the class teacher, SENCO or a member of SLT before escalating a sanction where practicable.

### **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.

### **Restrictive interventions, including reasonable force**

Grove Road Primary School follows the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (April 2026), which replaces the 2013 Use of reasonable force guidance. Restrictive intervention

is an umbrella term for physical and non-physical actions that prevent, restrict or subdue a pupil's movement. Reasonable force is a legal term and includes physical restrictive interventions.

The school seeks to minimise the need for restrictive interventions through positive relationships, early support, prevention and de-escalation. Staff should consider whether there is a more effective, less restrictive way to manage the situation and whether an intervention is likely to reduce the risk rather than escalate it. Where possible, pupils should be given time, space and clear, calm communication to help them regulate.

All members of school staff have the legal power to use reasonable force in limited circumstances to prevent or stop a pupil from: causing injury to themselves or others; committing a criminal offence; damaging property; or causing disorder among pupils at the school. The decision to use reasonable force must depend on the individual circumstances.

Staff must use no more force than is necessary, for the least amount of time required. Force must never be used as a punishment.

In deciding whether an intervention is necessary and proportionate, staff should consider the pupil's welfare, dignity, age, size, medical needs, SEND, communication needs and other vulnerabilities, together with relevant equality considerations. Where possible, staff should explain calmly what is happening, why it is happening and what the pupil needs to do. If an intervention is escalating the situation, staff should reconsider the approach and use an alternative strategy where possible.

Staff who are likely to need to use reasonable force or other restrictive interventions receive appropriate training in their safe and lawful use and in preventative strategies. Where there is an identified increased likelihood that restrictive intervention may be required for an individual pupil, an appropriate risk assessment must be in place. Relevant behaviour or pastoral support plans should set out agreed prevention and de-escalation strategies and any reasonable adjustments, and should be developed with the pupil and parents/carers where appropriate and reviewed following a significant incident.

Staff must not use restraint in a way that affects a pupil's airway, breathing or circulation, including covering the mouth or nose or applying pressure to the neck or abdomen. Restraint on the ground carries particular risk and should be avoided where possible. If a pupil is unintentionally held on the ground, staff should release the hold or reposition the pupil into a safer alternative or standing position as quickly as possible. Appropriate medical assessment and treatment should be sought for any injury or adverse effect.

Seclusion is a non-disciplinary restrictive intervention in which a pupil is confined away from others and prevented from leaving. It should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil must be supervised throughout

and allowed to leave as soon as the immediate risk of harm has reduced. Seclusion must not be threatened or used as a punishment.

Removal from a classroom as a disciplinary measure is distinct from seclusion. Where a pupil is demonstrating dangerous or severely disruptive behaviour, staff should prioritise safety. Where appropriate, other pupils may be moved to another classroom or safe workspace and senior support should be summoned as quickly as possible. Staff should use de-escalation and the least restrictive response that is safe and effective. In an immediate situation, staff should act in accordance with the law, this policy and any relevant pupil plan; the absence of formally trained staff does not remove the legal power of school staff to use reasonable force where it is necessary and proportionate.

For all use of force, the staff member(s) involved should make a written record as soon as practicable and should endeavour to do so no later than the same day. The record should include who was involved; relevant pupil needs or circumstances; the time, date, location and approximate duration; what led to the incident and any known triggers; prevention and de-escalation strategies used; the type and degree of force used; why it was considered necessary; any injuries; and post-incident support.

Parents/carers must be informed of each significant use of force as soon as practicable and the school should endeavour to do this no later than the same day, normally in writing. The statutory exceptions to informing a parent will be followed where applicable, including where doing so would be likely to result in serious harm to the pupil. Incidents of seclusion and non-force restraint must also be recorded and reported in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 and the April 2026 DfE guidance.

Following a restrictive intervention, the school will consider the wellbeing of the pupil, staff and any witnesses; arrange medical assessment or treatment where appropriate; and hold suitable follow-up conversations to support reflection, learning and the repair of relationships. Significant incidents should be reviewed to identify triggers, patterns, effective strategies and any changes needed to risk assessments or support plans.

## **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.

There is no legal definition of bullying.

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

- Repeated
- unprovoked

- 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

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.

A single incident may not meet the definition of bullying, but it must still be taken seriously and responded to under the school's behaviour and/or safeguarding procedures. Staff should report concerns where they suspect that an incident may form part of a wider pattern that they have not personally witnessed.

### **Our policy is :-**

- ***do not be a bully;***
- ***if you are being bullied, tell an adult – we will help;***

***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:

- SEND policy
- SEN information report
- Exclusions Policy
- Parental Conduct Policy
- Safeguarding & Child Protection Policy

## Appendix 1 - Reflection Sheet

Name:

Date:



### **Grove Road Primary School Reflection Sheet**

I was given a detention because:

I was in this zone:

**Blue**

**Green**

**Yellow**

**Red**

Which school value(s) could help me next time?

**Resilience**

**Empathy**

**Curiosity**

**Self-confidence**

**Creativity**

**Initiative**

Who was affected by what happened, and how?

What can I do to put things right, and what will I do differently next time?

Is there anything I need an adult to know, or any help I need?

*The Reflection Sheet is a tool for reflection, not an additional punishment. Adults should adapt how it is completed for the pupil's age and individual needs; this may include discussing the questions verbally or scribing the pupil's responses.*

**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:**

•

**Agreed Actions:**

**Signed (Staff):**

**Date:**

**Signed (Parent):**

**Date:**

**[Appendix 4: Visual Model](#)**

|                                    |
|------------------------------------|
| <b>Half Term Award</b>             |
| <b>Achievement<br/>Certificate</b> |
| <b>Celebration Visit</b>           |
| <b>Positive Point</b>              |
| <b>Warning</b>                     |
| <b>Negative Point</b>              |
| <b>Miss Play</b>                   |
| <b>Work in Another<br/>Class</b>   |
| <b>Detention</b>                   |

# GROVE ROAD PRIMARY SCHOOL

## BEHAVIOUR: CLASSROOM QUICK GUIDE

Calm • Brief • Specific • Proportionate • Start each new situation afresh

### 1. START WITH A WARNING

Tell the pupil which behaviour needs to change, remind them of the expected behaviour and give them an opportunity to correct it. Give warnings privately where possible. A warning does not normally need recording.

### RESET

The steps mainly escalate behaviour that continues within an incident or session. If the pupil responds successfully, recognise the reset and begin the next situation afresh, unless a different approach has been agreed because of a repeated pattern.

### LOW-LEVEL BEHAVIOUR

Examples: distracting others; disrespectful speech without inappropriate language; name calling; refusal to engage after support and reminders; mild infringement of rules/values; deliberate minimal property damage.

Follow the graduated steps above while the behaviour persists.

### SERIOUS / UNSAFE BEHAVIOUR

Examples: behaviour creating danger; aggression towards staff; racism; homophobia; bullying/intimidation; serious property damage; stealing.

Make everyone safe and refer to the appropriate member of SLT. Serious incidents result in Step 5 and may lead to parent/carer meeting, internal exclusion or suspension.

### SEND & INDIVIDUAL NEEDS

Expectations remain high for all pupils, but responses, support and consequences may be adapted to reflect SEND and reasonable adjustments. Check relevant pupil plans before more serious sanctions where practicable. If unsure, ask the class teacher, SENCO or SLT.

### IF BEHAVIOUR BECOMES DANGEROUS

Prioritise safety. Move other pupils to a safe workspace where appropriate and summon senior support quickly. Use calm communication, de-escalation and the least restrictive response that is safe and effective. Reasonable force must never be used as punishment.

### 2. IF IT CONTINUES

Step 2 – Negative Point (record on Class Charts)

Step 3 – Miss all/part of next playtime

Step 4 – Work in agreed partner classroom

Step 5 – Friday detention with SLT

Step 6 – Internal exclusion

Step 7 – Suspension

### USE PROFESSIONAL JUDGEMENT

Responses should be appropriate and proportionate, taking account of what happened, its impact, risk, the pupil's age and individual circumstances. Moderate behaviour may begin at Step 3 or 4. Serious incidents do not need to move through every step.

### MODERATE BEHAVIOUR

Examples: repeated rudeness/inappropriate language; pushing, pinching or hitting; spitting; swearing; persistent refusal to follow a reasonable adult instruction after support and reminders.

Use professional judgement – Step 3 or 4 may be appropriate immediately.

### DISCRIMINATION / BULLYING / SAFEGUARDING

All prejudice-related or discriminatory incidents must be reported to SLT and recorded under school procedures, even if intent is unclear. A single incident may not meet the definition of bullying, but it must still be taken seriously. Report concerns about possible wider patterns.

### DETENTION & REFLECTION

Before setting a detention, seek a second opinion from another teacher or SLT. SLT supervise detentions. Pupils normally complete the Reflection Sheet, with adult support/scribing where needed. Reflection supports understanding, repair and future choices – it is not an additional punishment.

### AFTER RESTRICTIVE INTERVENTION

Any use of force must be recorded as soon as practicable; staff should endeavour to record it the same day. Significant use of force must be reported to parents/carers as soon as practicable, normally in writing, subject to statutory exceptions. Follow the full policy.

### REMEMBER

**Positive recognition comes first. Be calm and consistent. Record what needs recording. Ask for support when needed. This guide supports — and does not replace — the full Anti-bullying and Behaviour Policy.**