Behaviour & Anti-bullying Policy

Policy ratified by the Staffing & Community Committee
Autumn Term 2025

Review Date: Summer Term 2027 (or as required)

Policy Owner: Rachel Davies, Headteacher

EXTERNAL POLICY

GROVE PARK PRIMARY SCHOOL
BEHAVIOUR & ANTI-BULLYING POLICY

Introduction

In line with the Equality Act 2010 it is essential that our school:
• Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
• Advances equality of opportunity between people who share a protected characteristic and people who do not share it;
• Fosters good relations between people who share a protected characteristic and people who do not share it.

This Behaviour & Anti-Bullying Policy has been developed using the DfE advice: Behaviour in Schools

At Grove Park Primary School, we are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment.

Our behaviour policy is based upon our values: TREE

T – Trust, R- Respect, E- Enthusiasm, E – Empathy

The additional values of self belief and tolerance, from our PSHE curriculum, further strengthen our approach in behaviour.

Good behaviour, kindness and respect for all is fundamental to the ethos of Grove Park. Whilst we are proud of our standards of behaviour, this needs to be constantly reinforced and modelled and is the duty of all members of our school community.

All children are individual and incidences of misbehaviour are dealt with on an individual basis within a common framework. The school takes into account the age, stage of development and individual circumstances for all children - for example, if the pupil has suffered bereavement, experienced harm, abuse, neglect and/or exploitation, has mental health needs, has been subject to bullying, has additional/SEND needs (including any not previously identified) or is experiencing significant challenges at home.

Children need to learn to manage social situations and in doing so may over-step commonly accepted boundaries. In addition, in some extreme situations children's behaviour may become complex and/or unpredictable. It is the school's job to manage these situations sensitively but firmly, in order to support children, family and staff.

This policy is to be read alongside the following, which are all available on our website:
- Governing Body's Written Statement of Behaviour Principles
- Safeguarding & Child Protection Policy
- Complaints Policy
- SEND Policy
- Staff Contact details – who to go to if you have a concern

Creating a positive classroom ethos

1. All staff are positive, firm, fair and consistent.
2. Adaptations of learning and teaching is appropriate to ensure children are on task and able to enjoy a sense of achievement and pride.
3. All members of staff are responsible for the well being of all the children in the school.
4. All members of staff constantly look for positive behaviour models to praise.
5. We expect all children to behave to a very high standard.
6. Our PSHE curriculum is an integral part of our Behaviour Policy as it helps children develop their social skills in an age appropriate way. Circle time is used to discuss and deal with social and behavioural issues in an anonymous way.
7. All classes have a Bubble Box where children may disclose any incident that worries them in a confidential discussion with a chosen and trusted adult.

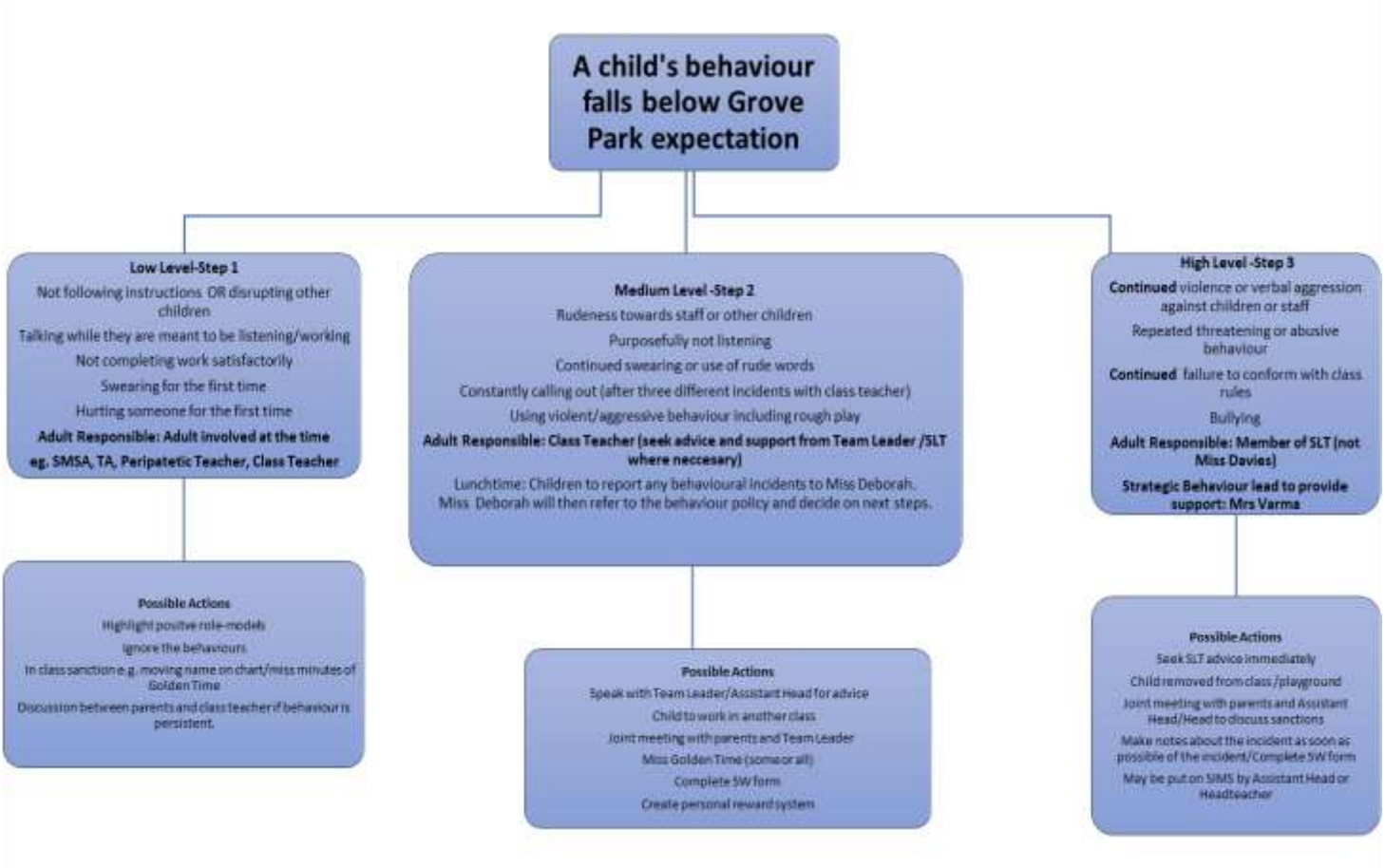
Encouraging Good Behaviour

1. All staff are encouraged to reward effort and behaviour as well as good work.
2. Each class has its own system for rewarding children e.g. star of the day, star of the week, table points, individual and class 'dojos'.
3. Class Teachers take the time e.g. in class assembly time, to talk to the children about respect for school property and resources.
4. Good practice encourages creating a class charter at the start of each school year, so children are clear in terms of boundaries and high expectations.
5. House points are used to award individuals and groups for showing our TREE values – there are 4 houses: Ashdown, Galloway, Sherwood and Tollymore. A reward of additional playtime is given to the winning House each half-term.
6. Lunch time stickers recognise good behaviour and good manners and are handed out by the SMSAs – these can be exchanged for Dojos or House Points.
7. Sharing good work and behaviour with another class promotes our positive ethos.
8. The Headteacher and Senior Leadership Team are always very pleased to see children with good work or for any kind of positive reinforcement.
9. Certificates are awarded regularly throughout each term for presentation in an assembly on Friday. Class teachers keep a record of who is chosen from each class. This list is monitored over the year and passed up to the new Class Teacher.
10. The Class & School Council is a method of enabling the class to make decisions and take responsibilities. They discuss and debate how children can take responsibility for improving their own behaviour.

If a child is not behaving inline with expectations in class, the following steps are taken by staff:

- ✓ The child is given a warning that they are not behaving appropriately and staff explain calmly and positively the behaviour they expect to see;
- ✓ On a second warning, staff are clear that the child has reached the maximum number of warnings;
- ✓ If staff need to warn a third time and appropriate sanction is used.

The chart below outlines possible sanctions for behaviour that falls below Grove Park standards and expectations and also the roles and responsibilities of staff:



5W forms are used to help children to reflect on their behaviour, think about who it may have affected and how they can work to make amends and not repeat the behaviour in the future. These forms are kept by the Class Teacher and passed up to the new teacher the following year so that any patterns of behaviour can be tracked and children supported.

Poor behaviour in playground follows the Behaviour Chart Above:
In addition, depending on the incident, staff:

- Should listen to both sides and orchestrate apologies, with advice/verbal warning.
- May give a short 'time out' by asking the child to sit on a bench in the playground.
- May report minor misbehaviour, such as rough behaviour, to the class teacher/SMSA Lead.
- Must report serious incidents, including racism and bullying, or reoccurring incidents to the SLT who will contact the parents if required.
- May call for additional support from a Middle/Senior Leader or Headteacher (see Behaviour Chart). A 'Red Card' is available to access support if necessary.
- Must ensure that any injury is attended to by a first aider and that this is recorded in the medical tracker and dealt with in accordance with our First Aid Policy. Parents are always informed if an injury is caused by an act of aggression.
- If appropriate a Social Story or Behaviour Plan may be created by our Strategic Behaviour Lead – Mrs Kavita Varma (Assistant Headteacher) or SENCO – Mrs Michelle McGregor (Assistant Headteacher) to support the child to manage their behaviour and create a framework of strategies.

Very Serious behaviour issues: e.g. verbal and/or physical abuse of staff or peers (involving purposeful and extreme anger and violence) sexual harassment, racial, sexist, homophobic harassment and/or name calling, child-on-child abuse, racially motivated incidents, possession of weapons, discriminatory behaviour and bullying.

- Inform the Headteacher.
- Alert parents of both offending children and victims.
- Headteacher (or, in their absence, a Senior Leader) to discuss issue with parents of offending parties.

Possible Sanctions

- Playtime withdrawn.
- No playtime at lunch time.
- A Behaviour Plan may be drawn up by Mrs Varma (Assistant Headteacher & Strategic Behaviour Lead) in consultation with the child, parents and appropriate staff e.g. Class Teacher.
- Removal from Classroom (previously called an Internal exclusion) *
- Lunchtime suspension (reported to governors and Local Authority) *
- Suspension (reported to governors and Local Authority) *
- Permanent Exclusion (reported to governors and Local Authority) *

- All of these sanctions are recorded on SIMS and put in writing to parents

Suspensions and Permanent Exclusions

Statutory guidance on exclusions

Maintained schools and academies must have regard to statutory guidance on suspensions and permanent exclusion from the Department for Education: Suspensions & Exclusions Guidance - 2024

Only the headteacher (or the person appointed to carry out the functions of the headteacher in the headteacher's absence or pending the appointment of a headteacher) of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

The Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. When deciding whether to suspend or permanently exclude a pupil, the Headteacher must consider the school's responsibilities under the Equality Act 2010

Suspension

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and

• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Duty to Inform Parents

Whenever the headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it. They must also, without delay, after their decision, provide parents with the following information in writing:
• the reason(s) for the suspension or permanent exclusion;
• the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
• parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this;
• how any representations should be made; and
• where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

When notifying parents about a suspension or permanent exclusion, the headteacher should draw attention to relevant sources of free and impartial information.

Informing the governing board about an exclusion

The headteacher must, without delay, notify the governing board of:
• any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
• any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
• any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

The Headteacher will also update the governing board of any suspensions – this will be termly at the Staffing & Community Committee.

Informing the local authority about an exclusion

The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.

If the headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the Virtual School, if the pupil is Looked After.

The governing board's responsibilities

Governing boards and local authorities play an important role in ensuring that children who have been excluded from school receive a suitable education that facilitates their successful reintegration into education or meets their long-term needs. For a suspension of more than five school days, the governing board must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place

Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.

Physical Intervention – use of reasonable force

At Grove Park we follow the DfE Guidance on the use of reasonable force: DfE Guidance on the use of Reasonable Force

If positive handling is used it is recorded on the school's internal behaviour log.

ANTI-BULLYING POLICY

At Grove Park, we believe that by effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
We follow the DFE advice on preventing and tackling bullying and cyber-bullying:
DfE Advice on Preventing & Tackling Bullying
Cyberbullying - Advice for Schools

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages/messaging platforms, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating

Bullying involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult for victims to defend themselves against without help.

It can take many forms but the main types are:

- Physical – for example: hitting, kicking, or taking another's belongings.
- Verbal – name calling, insulting, making offensive remarks.
- Indirect – spreading hurtful/offensive stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber bullying - misuse of social websites, email, messaging, etc.

Some forms of bullying are attacks not only on the individual, but also on the group to which a pupil may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying.
- Sexual bullying and Child on Child Abuse
- The use of homophobic language.

- Bullying of pupils who have special educational needs or disabilities.

IDENTIFICATION AND STRATEGIES:
HOW WE PREVENT & TACKLE BULLYING AT GROVE PARK:

PREVENTING BULLYING

- Ensure children and parents know who to go to if they have a concern.
- Provide effective and regular staff training (including safeguarding and PREVENT);
- Grove Park has a culture of 'it could happen here' as we do with our approach to safeguarding;
- Every class has a Bubble Box so that children can confidentially access support from a trusted adult;
- Ensure staff are aware of children who may be vulnerable e.g. those with SEND, children who have moved schools a number of times, Young Carers
- Ensure children feel confident to report any incidents of bullying (including cyberbullying) that take place in or out of school;
- The children have developed a child-friendly safeguarding policy;
- Staff report any concerns about a child's attendance or changes in behaviour;
- More vulnerable pupils access support from the Learning Mentor or Well-Being Mentor and can access the Lunch Club
- The school takes part in National Anti-Bullying Week;
- The school takes part in Children's Mental Health Week;
- The school takes part in Black History Month;
- Our texts and curriculum celebrate diversity;
- The issue of bullying is discussed at Class and School Council;
- Assemblies and PSHE lessons address the issue, discuss our TREE values and are used to help children understand the British Values of: democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Our Computing curriculum includes e-safety in all year groups;
- Our PSHE curriculum addresses the themes of: healthy relationships and celebrating differences;
- Our Relationships and Health Education (RHE) curriculum covers the themes of: positive and safe relationships of all kind and how to treat each other with kindness and respect;
- Parent workshops are held to support parents with behaviour management, discipline, children's anxiety, friendships and e-safety;
- The lunchtime team of SMSAs meet with the SENCO (Mrs McGregor – Assistant Head) and Strategic Behaviour Lead (Mrs Varma – Assistant Head) at the start of each year (and as required) to ensure they are aware of pupils' individual needs, SEND and any Behaviour Plans that may be in place;
- Staff are alerted to incidents of potential or actual bullying in weekly meetings;
- Safeguarding and behaviour issues identified by previous schools are shared as appropriate with staff.

DEALING WITH INITIAL BULLYING

- Listen to the victim;
- Discuss incident with victim and perpetrator – not together unless appropriate;
- Try to reassure the child that they do not deserve to be bullied and it is not their fault;
- Ascertain the extent of the problem (including checking past records);
- Inform Headteacher or Senior Leader about incidents and agree action;
- Involve parents of both victim and bully;
- Record the incident on a behaviour form (informing ALL staff and requesting special observation and care to be taken).
- Incidents of bullying are logged on SIMS so they may be tracked to investigate any patterns;
- Apply sanctions as appropriate;
- Monitor environment – check with SMSAs regularly for information;
- Keep a check to make sure the bullying does not start again

Further support if required:

- Learning Mentor to work with targeted children in any year group.
- Devise appropriate plan to improve behaviour involving all school staff.
- Monitor situation.
- Review and feedback to parents regularly.
- Work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Bullying Outside the School Premises

Although schools are not responsible for bullying that occurs outside the school premises, we know that bullying can occur outside the school gates and on journeys to and from school. Furthermore, school staff have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. ~~The~~ Bullying may be carried out by pupils from our own school or other people. Where a pupil, parent or member of the public tells us of bullying outside of school we may:

- Talk to the pupils about how to avoid or handle the bullying outside school;
- Report the occurrence to the Headteacher of another school whose pupils have been bullying;
- Refer the matter to the police, Hounslow Housing, Children's Social Care or transport company if appropriate.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Record Keeping of Serious Bullying Incidents

- If the SLT believe the nature of behaviour has reached a threshold deemed *serious* a note will be recorded in SIMS, recorded and passed on to any other future schools as part of the pupil record.
- Parents/Carers will be informed if this is the case.

- Seriousness will be defined as injury to another child or consistent and sustained 'bullying' or behaviour deemed severely inappropriate towards another.

GUIDANCE FOR PARENTS: IF YOUR CHILD IS BEING BULLIED

TALKING TO THE SCHOOL

We can tackle bullying best by working together to support your child.

1. Let us know if you feel there is a problem. Inform class teacher – an e-mail, phone call, note or a quick word outlining the problem.
2. Keep us informed, even if the bullying has stopped.
3. Encourage your child to talk about their worries concerning bullying with an adult at school as soon as it happens so it can be dealt with promptly. Keep a diary; record incidents that your child tells you about. This will help you discuss the matter with us and help us to identify any patterns.
4. Discuss with your child's class teacher ways to help your child in and out of school.
5. Encourage your child to discuss the positive aspects of their day to enable them to develop their confidence and self esteem.

GUIDANCE FOR PARENTS: IF YOUR CHILD IS A BULLY

HELPING YOUR CHILD

We can tackle bullying best by working together to support your child.

1. Talk to your child – encourage him / her to understand the behaviour is not acceptable and to see how it hurts the victim.
2. Try and find out why he / she is behaving in this way.
3. Children who bully often have low self esteem and need positive guidance and role models.
4. You might want to monitor your child's exposure to media, social media, mobile phone use and on-line gaming.
5. Find opportunities to reward your child for good behaviour. Praise them whenever you can.
6. Your child may be bullied by others and may be reacting by bullying someone else. It is advisable to discuss this with them.
7. Help is available from several sources to assist your child to change his / her behaviour. Ask the school how you can get this help for you and your child.
8. Make it clear to your child that you support the school policy on bullying and that you understand what will happen if the bullying continues.
9. Make sure your child knows the consequences of his / her actions.
10. Remain calm when talking to your child.
11. Come and discuss any relevant issues with us.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead (Rachel Davies – Headteacher) and report their concerns to their local authority children's social care and work with them to take appropriate action

These websites may help parents at home:

General advice for parents: https://www.bullying.co.uk/advice-for-parents/
Cyberbullying advice for parents: https://www.bullying.co.uk/cyberbullying/
Staying safe online: Hounslow e-safety advice
Advice if your child is being bullied: Anti-Bullying Alliance Advice
Advice if your child is bullying others: Anti-bullying Advice

Information and advice: https://www.nationalbullyinghelpline.co.uk/kids.html
Advice for parents and carers: https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/