



~ inspiring each other ~

**Grove Park
Primary School
Behaviour & Anti-Bullying
Policy**

November 2017

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.

At Grove Park Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people 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.

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

Creating a positive classroom ethos

1. All staff are positive, firm, fair and consistent.
2. Differentiation 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. No member of staff should ever ignore a child or children doing something that they shouldn't.
4. All members of staff constantly look for positive behaviour models to praise. We expect all children to behave to a very high standard.
5. 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 in every class to discuss and deal with social and behavioural issues in an anonymous way.
6. 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.
3. House points are used to award individuals and groups for a variety of reasons – there are 4 houses: Burlington, Churchill and Nightingale. Each week Year 6 add these up and the

winning team is announced and praised in the Headteacher's Assembly. A reward of additional playtime is given to the winning house each half-term.

4. Lunch time stickers recognise good behaviour and good manners and are handed out by the SMSAs.
5. Sharing good work and behaviour with another class promotes our positive ethos.
6. The Headteacher and Deputy Headteacher are always very pleased to see children with good work or for any kind of positive reinforcement.
7. 'Praise' certificates are awarded regularly throughout each term for presentation in the Assembly on Friday. Class teachers keep a record of who is chosen from each class and monitor this over the year. The expectation is that every child will receive at least two per year.
8. Each week the class who have had the highest attendance are celebrated in Assembly. Also at the end of each term all full attending children receive a certificate.
9. The Class Council is a method of enabling the class to make decisions and take responsibilities. They debate how children can take responsibility for improving their own behaviour.
10. Each class has the opportunity to celebrate good work regularly in a Friday Assembly.

Poor behaviour in class: e.g. lack of effort, disruptive behaviour, rudeness etc.

In the majority situations the following steps will be taken by the teacher:

1. A low level intervention, such as a glance or instruction, is given to keep a child on task.
2. A verbal warning always precedes any sanction.
3. The child is removed within the classroom to give 'time out'.
4. Repeated low level disruption: a responsible child escorts the offender to the class below with a sand timer.
5. Continual low level disruption: involve a Senior Teacher or the Headteacher.

Poor behaviour in playground:

Depending on the incident, staff:

- Should listen to both sides and orchestrate apologies, with a verbal warning.
- May give the offender a short 'time out' by standing by the wall in the playground.
- May report minor misbehaviour, such as rough behaviour, to the class teacher.
- Must report serious incidents, including racism and bullying, or reoccurring incidents to the class teacher who will inform the parents if required.
- May call for additional support from a Senior Teacher or Headteacher. 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.

More serious behaviour issues e.g. stealing, abuse of property, unreasonable defiance, violent behaviour (hard kicks, blows against person or property)

- Report the incident in detail to a senior member of staff.
- Record and date the incident in writing.
- Phone parents of all parties involved.
- May write a green communication sheet to inform ALL staff to be vigilant to prevent recurrence.
- Withdrawal of privileges, e.g. of golden time may be used as a sanction.

Very Serious behaviour issues: e.g. verbal abuse of staff, physical abuse of staff or peers (involving uncontrolled anger and violence) sexual harassment, racial harassment and racial name calling, possession of weapons, bullying.

- Inform the Headteacher.
- Alert parents of both offending children and victims.

- Headteacher or deputy (or, in their absence, a Senior Teacher) to discuss issue with parents of offending parties.

Possible Sanctions

- Playtime withdrawn.
- No playtime at lunch time.
- Internal exclusion (withdrawn from classroom).
- Lunchtime exclusion (reported to governors and Local Authority).
- Fixed Term Exclusion (reported to governors and Local Authority).
- Permanent Exclusion (reported to governors and Local Authority).

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.

Racially motivated incidents are taken extremely seriously. Form RB2 (See appendix) is completed and sent to Hounslow and a summary of incidents are reported to the governors every term.

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:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

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, 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 nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber bullying - misuse of social websites, email, text, etc.

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

- Racial harassment and racist bullying.
- Sexual bullying.
- The use of homophobic language.
- Bullying of pupils who have special educational needs or disabilities.

IDENTIFICATION AND STRATEGIES: HOW WE DEAL WITH BULLYING AT GROVE PARK:

PREVENTING BULLYING
<ul style="list-style-type: none">• Every class has a Bubble Box so that children can confidentially access support from a trusted adult• More vulnerable pupils access support from the Learning Mentor or Well-Being Mentor and can access the Evergreen 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• 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• Parent workshops are held to support parents with behaviour management, discipline, children's anxiety, friendships and e-safety• Each class has an allocated SMSA throughout the year• Staff are alerted to incidents of potential or actual bullying in weekly meetings
DEALING WITH INITIAL BULLYING
<ul style="list-style-type: none">• Listen to the victim.• Discuss incident with victim and perpetrator.• 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.• Inform Headteacher or Deputy 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 in behaviour.• Apply sanctions as appropriate.• Monitor environment – check with SMSA's regularly for information.• Keep a check to make sure the bullying does not start again
Further support if required:
<ul style="list-style-type: none">• 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.

Bullying Outside the School Premises

Schools are not responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school or other people. Where a pupil or parent tells us of bullying off the school premises 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 Homes or transport company if appropriate.

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 - a 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.
4. 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.
5. Discuss with your child's class teacher ways to help your child in and out of school.
6. 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.
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 – Deputy Head) and report their concerns to their local authority children's social care and work with them to take appropriate action

These websites may help you at home:

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx>

<http://www.bullying.co.uk/>

<http://www.kidscape.org.uk/>

Reported by:	Actioned by:	School RB2 Code: 2116
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Please complete this form to report a racial incident, or complete the bottom section of this page if there were no incidents this term.

Perpetrator(s): M/F: Year Group: *Ethnicity Code: **Religion:	Victim(s): M/F: Year Group: *Ethnicity Code: **Religion:	Location of incident: Inside school/classroom Outside/playground School gate On route Other (please specify)
<i>* See overleaf for list of Ethnicity Codes</i> <i>** Religion is only required if it was relevant to the incident</i>		Time of incident: Break/lunchtime Morning lesson Afternoon lesson Before school After school
Date of incident:	<input type="text"/>	
Date of initial action:	<input type="text"/>	

Types of Action with Perpetrator	Types of Action with Victim
Codes: A = Immediate discussion B = Head/Deputy Head involved C = Parent/Carer involved D = Exclusion procedure E = Other agent/agencies	Codes: F = Reassurance / support by staff G = Encourage peer group support H = Parent/Carer involved I = Other agent/agencies J = Other

Using the codes above, match Action(s) with Type(s) of Abuse in the table below, then continue overleaf.....

Select letter code for:	ACTION(S) TAKEN WITH PERPETRATOR					ACTION(S) TAKEN WITH VICTIM				
Types of abuse										
<i>Offensive comments / jokes</i>	A	B	C	D	E	F	G	H	I	J
<i>Inciting others</i>	A	B	C	D	E	F	G	H	I	J
<i>Vicious / threatening</i>	A	B	C	D	E	F	G	H	I	J
<i>Name calling</i>	A	B	C	D	E	F	G	H	I	J
<i>Ridiculing differences</i>	A	B	C	D	E	F	G	H	I	J
<i>Pupil refusal to co-operate</i>	A	B	C	D	E	F	G	H	I	J
<i>Parent refusal to co-operate</i>	A	B	C	D	E	F	G	H	I	J
<i>Abuse of property</i>	A	B	C	D	E	F	G	H	I	J
<i>Jostling/punching/kicking</i>	A	B	C	D	E	F	G	H	I	J
<i>Use of weapons</i>	A	B	C	D	E	F	G	H	I	J
<i>Graffiti</i>	A	B	C	D	E	F	G	H	I	J
<i>Racist propaganda</i>	A	B	C	D	E	F	G	H	I	J
<i>Other (please state overleaf)</i>	A	B	C	D	E	F	G	H	I	J

NIL INCIDENT REPORT

School RB2 Code: _____

I wish to report that no incidents took place at this school during the _____ term 20_____

Signed _____ Date _____
 (Headteacher / Deputy Headteacher)

Ethnicity Codes – Main cohorts for Hounslow

White		Black/Black British		Mixed	
British	WENG	Caribbean	BCRB	White/Caribbean	MWBC
Eastern European	WEEU	Somali	BSOM	White/African	MWBA
Irish	WIRI	Ghanaian	BGHA	White/Asian	MWAS
Traveller	WURT	Nigerian	BNGN	Any Other Mixed	MOTH
Gypsy/Roma	WROM	Other Black African	BAOF	Other Groups	
Kosovan	WKOS	Any Other Black	BOTH	Chinese	CHNE
Albanian	WALB	Asian/Asian British		Afghanistani	OAFG
Serbian	WSER	Indian	AIND	Arab Other	OARA
Any Other White	WOTW	Pakistani	APKN	Filipino	OFIL
		Bangladeshi	ABAN	Lebanese	OLEB
		Sri Lankan Singhalese	ASNL	Iraqi	OIRQ
		Sri Lankan Tamil	ASLT	Iranian	OIRN
		Any Other Asian	AOTA	Any Other Ethnic Group	OOEG

Give a brief description of the incident

Action(s) taken with perpetrator: *specify actions such as Other, Other Agencies, etc. and name external agencies, also include further action planned.*

Support provided to the Victim: *specify actions such as Other, Other Agencies, etc. and name external agencies, also include further action planned.*

Please indicate if a letter was sent to Parent/Carer of: Perpetrator Victim

Do you require any further advice or help from the LA? Yes/No (Delete as applicable)

Please return a photocopy of this form as soon as it is completed. Send in a sealed envelope marked "Confidential RB2 Incident Form", and address to Management Information Team, School Section Children's Services & Lifelong Learning, Civic Centre. Fax number 020 8583 2613 or