



# **Behaviour and Anti-Bullying Policy**

Reviewed: September 2025

Next review due: November 2026

### **AIMS OF THE POLICY**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence, resilience and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school, including break times, lunchtimes, school clubs and before and after school care.
- To ensure parental understanding, co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.

### **CHILDREN'S RESPONSIBILITIES**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To ensure they are keeping themselves and others safe.
- To follow instructions of all school staff.
- To take care of and respect property and the environment in and out of school.

### **STAFF RESPONSIBILITIES**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum, including a Personal, Social and Health curriculum.
- To create a safe environment, physically and emotionally.
- To use rules and sanctions clearly and consistently, using a restorative approach appropriately.
- To be a good role model.
- To work with parents so that children see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and be aware of any additional needs.

### **PARENTS' RESPONSIBILITIES**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence, resilience and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be fully aware of the school rules and expectations.

## **WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR**

- We make clear our expectations of good behaviour.
- We praise good behaviour, both privately and publicly.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, through example and reminders, standards of behaviour.

## **WHAT WE DO IF A CHILD MISBEHAVES**

- We ask them to stop misbehaving.
- We discuss incidents with the children involved.
- We encourage children to try to resolve disagreements themselves.
- We encourage children to take responsibility for their own behaviour, including identifying ways to modify negative behaviour, making amends and identify a appropriate consequence when behaviour is not of the standard expected.

## **IN THE CLASSROOM**

Classes display a 2-way reward/sanction chart which may be modified to be age appropriate (e.g. through the use of cartoon characters, solar system etc.). The chart enables children to move up when showing exemplary behaviour and move down when behaviour is not acceptable. All children displaying unacceptable behaviour have the opportunity to rectify their behaviour positively and therefore move back up the chart. Excellent behaviour may result in a green letter being issued (see appendix 1).

**The children will be responsible for moving their own names to promote ownership of their behaviour.**

	<b>Exemplary Behaviour – sent to an appropriate member of staff for recognition of behaviour</b>
	In class praise/reward as appropriate
	<b>Expected Behaviour - children start here</b>
	Reminders given of how to improve behaviour
	<b>Unacceptable Behaviour – Yellow or Red Card</b>

**Inappropriate behaviour resulting in moving down the chart** - wandering around, calling out, interrupting the teacher, interrupting other pupils, ignoring minor instructions and anything else considered to be poor or inappropriate learning behaviour.

### **Sanctions:**

- Warn by look, gesture or word.
- Move closer; give encouragement to focus on work.
- Comment on work other than behaviour.

**If behaviour does not improve:**

- Remind of the above
- Give clear description of desired behaviour.
- Warning of implication of breaking rules again.

**For repeated/persistent mis-behaviour (to be applied as relevant.)**

- Movement down the behaviour chart and a warning.
- Yellow/Red Cards issued, and parents informed (appendix 2 and 3)
- Removal to another classroom with work to complete.
- Removal from the classroom to the headteacher's office. This is only issued in extreme circumstances.

**For more serious behaviours/consistently not following behaviour expectations**

- Formal parental contact
- For children in Year 5/6, following communication with parents', a behaviour report card may be used (see appendix) to monitor behaviour across the school days – this would be for a set period of time and would be reviewed with parent, class teacher and a member of the Senior Leadership Team.
- Referral to SENDCo/Learning Mentor – which may lead to
  - Use of ABC Charts to track patterns in behaviour
  - Use of Pastoral Support Plan (PSP) and Potential referral to Behaviour Outreach Support Service (Boss).
- Removal to another class
- Children whose behaviour needs positive handling in order to keep themselves, others or the environment safe will follow the procedures as outlined in the Positive Handling Policy - see the Positive Handling Policy on the school website.

**Under extreme circumstances concerning severe misbehaviour, exclusion of the child from school will be considered referring to Local Authority and DFE guidelines.**

## ANTI – BULLYING

Bullying, racial and sexual harassment will not be tolerated and will be dealt with appropriately according to the LEA code of practice. Internal school concerns should be raised via our MyConcern safeguarding system.

### **Definition**

Bullying can be described as:

*'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'*

This could also be in the context of online bullying – see the Online Safety Policy on the school website.

### AIMS

- To provide a safe, caring environment for the whole school community.
- To instill in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To reassure children that they will be listened to and will know that it is all right to tell.
- To support children in understanding the difference between bullying and friendship issues.
- To heed parents' concerns and keep them informed of actions taken in response to a complaint.
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To monitor incidents of bullying during the school year by the headteacher.
- A separate list of any racist, gender, ability, disability or homophobic incidents is kept.

**South View Primary School will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.**

Staff, parents and children at South View Primary School work together to create a happy, caring and safe learning environment. **Bullying, whether verbal, physical or indirect, is not tolerated.** It is everyone's responsibility to try to prevent occurrences of bullying, including online, and to deal with any incidents quickly and effectively.

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

### **Help for victims and bullies.**

The purpose of this Anti-Bullying policy is to provide help for both the victims of bullying and also for those who are carrying it out. Whilst it may be necessary to impose the sanctions described later in this document to help resolve matters it must always be held in mind that our key aim in all strategies is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the perpetrators should understand the hurtful nature of their actions, be able to take restorative steps and not reiterate similar bullying behaviour in the future.

## **STRATEGY FOR DEALING WITH BULLYING**

In dealing with bullying, staff at South View Primary School follow these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- Adopt a problem-solving and restorative approach that moves pupils forward from self-justification.
- Keep detailed records.
- Follow up proven cases to check bullying has not returned, through a termly quality assurance (Learning Mentor and SENDCo).

Strategies are in place at South View Primary School to reduce bullying through providing an environment where it is safe to speak out and where bullying is tackled effectively. These strategies cover raising awareness about bullying, increased understanding for victims and teaching pupils how to manage relationships in a positive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint about bullying, the procedures of South View Primary School should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Learning Mentor, Head Teacher or a member of the Senior Leadership Team.

- 1) Discuss the nature of bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
- 2) Identify the bully/bullies and any witnesses.
- 3) Interview witnesses.
- 4) Discuss the incident(s) with the alleged bully/ies. Share the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
- 5) If the bully owns up, make it understood that bullying is not acceptable at South View Primary School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
- 6) If the allegation of bullying is denied, investigate further. If there is sufficient evidence that bullying occurred, apply relevant sanctions.
- 7) Hold separate discussions with parents of bully and victim, as appropriate.
- 8) Sanctions for bullying may include:
  - a. withdrawal from favoured activities, for example school visit
  - b. loss of breaktimes for a period to be determined by the headteacher.
  - c. barred from school during lunchtimes for a period to be determined by the headteacher.
  - d. fixed period of exclusion from school.
- 9) Provide support for the victim with the ELSA trained Learning Mentor/Wellbeing TA monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
- 10) Provide support for the bully. This may include a Behaviour Support Programme and opportunities in groups, or individually, with the ELSA trained Learning Mentor for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals.
- 11) The support package for victims and bullies will be reviewed termly with an appropriate member of SLT.

In order to reduce incidents of bullying and recognise bullies, at South View Primary School all staff watch for early signs of distress in pupils. We listen, we believe, we act.

### **Bullying off the School Premises**

South View Primary School is not directly responsible for bullying off the school premises, including online; however, if both the victim and the bully are from our school, action will be taken as if the incident has occurred within the school, and this includes informing parents.

If a child from South View Primary School is involved in a bullying incident with a pupil from another school, we will liaise with the other school. Where possible, South View Primary School will support pupils who have been bullied by pupils from another school.

The following steps should be taken.

- Talk to appropriate staff from other schools whose pupils are bullying off school premises.
- Talk to the PCSO/Police about problems within the local community.
- Talk to pupils about how to avoid or handle bullying situations out of school, including online.
- Talk to parents of pupils at South View when we know about incidents of bullying outside of school.

### **BULLYING DIRECTED TOWARDS RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY**

#### **Racial Bullying/Harassment**

Racial bullying will not be tolerated in South View Primary School and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents on MyConcern. South View Primary School has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in the wider school curriculum.

South View Primary School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LA as required.

#### **Gender or Sexual Bullying**

Gender or Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from South View Primary School. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

South View Primary School's strategies to deal with sexual bullying include:

- recording incidents on MyConcern.
- developing understanding of gender relations
- exploring sexism and sexual bullying in PSHE lessons
- using single-sex groups to discuss sensitive issues
- ensuring the school site is well supervised, especially in areas where children might be vulnerable.

#### **Sexual Orientation Bullying**

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bisexual to experience such bullying. Strategies to deal with such bullying include:

- recording incidents in a separate incident book
- awareness by staff that homophobic bullying can occur.
- challenging homophobic language and explore pupils' understanding – they might not

understand the impact.

- Guaranteeing confidentiality and support for those being bullied

### **Special Education Needs or Disabilities**

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

South View Primary School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others and should not make comments based on pupils' appearance or perceived character.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend may be appointed for the pupil to confide in.

If the bullying is serious, South View Primary School undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.



APPENDIX 1

South View Community Primary School and Preschool  
Postland Road  
Crowland  
Peterborough  
PE6 0JA  
T [01733 210 361](tel:01733210361)  
F [01733 211 473](tel:01733211473)  
[enquiries@southview.lincs.sch.uk](mailto:enquiries@southview.lincs.sch.uk)

Headteacher: Mrs J M Tomlins

Date:

Dear Parent,

I am writing to inform you that.....received a **GREEN** letter today and I was so impressed that he/she was asked to go to see the Headteacher. This is in accordance with our behaviour management policy. The reason for this **GREEN** letter was:

It is our aim to protect and provide a positive learning environment for all the children in school. We have praised and rewarded your child for their excellent behaviour today we would be grateful if you could reinforce this at home.

Yours sincerely

Class teacher

Head teacher

Appendix 2

<b><u>YELLOW CARD – Parent informed by -</u></b>	
<b>DATE:</b>	<b>LOCATION:</b>
<b>FULL NAME:</b>	<b>CLASS:</b>
<input type="checkbox"/> Stopping others from learning	
<input type="checkbox"/> Name calling/ unkind behaviour	
<input type="checkbox"/> Needing reminders to be respectful to peers	
<input type="checkbox"/> Needing reminders to be respectful to adults/not following instructions	
<input type="checkbox"/> Inappropriate physical play	
<input type="checkbox"/> Taking property belonging to others	
<b><u>CONSEQUENCE</u></b>	
<input type="checkbox"/> Number of playtimes to be missed	
<input type="checkbox"/> Number of lunchtimes to be missed	
<input type="checkbox"/> Alternative area to complete work	
<input type="checkbox"/> Restorative plan agreed with Learning Mentor/key adult	
<input type="checkbox"/> Other	
<b>COMPLETED BY (Signature):</b>	<b><u>HEAD TEACHER</u></b>
<b>NAME:</b>	<b>MRS J TOMLINS</b>
<b>ROLE:</b>	

### Appendix 3

#### **RED CARD - Parent informed by**

DATE:

LOCATION:

FULL NAME:

CLASS:

- Physical aggression towards peers
- Physical aggression towards adults
- Damaging property
- Verbal aggression/rudeness etc/consistently ignoring adults instructions
- Fighting/punching/kicking etc

#### **CONSEQUENCE -tick relevant box(es)**

- Number of playtimes to be missed
- Number of lunchtimes to be missed
- Lesson(s) in alternative class/area
- Lesson(s)/days outside Head Teachers office (please circle)
- Restorative plan agreed with Learning Mentor/key adult
- Other

COMPLETED BY (Signature):

HEAD TEACHER

NAME:

MRS J TOMLINS

ROLE:



# Positive Monitoring Behaviour Report Card

Name:	Class:	Monitoring Period:
Reason for Behaviour Monitoring:		

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40am – 9am					
Assembly Time					
1 <sup>st</sup> Lesson					
Break					
2 <sup>nd</sup> Lesson					
Lunch					
Afternoon Lesson 1					
Afternoon Lesson 2					

Child.....

Parent.....

Senior Lead.....