



Behaviour and Anti-Bullying Policy

Last reviewed: September 2026
Next review due: September 2027

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 rewards, consequences, and restorative approaches consistently, proportionately, and fairly, taking account of individual needs where appropriate.
- 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 examples 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 a restorative practice approach where children, where appropriate, take responsibility for their behaviour by identifying ways to improve their actions, repair relationships and make amends when behaviour falls below the expected standard.

RESTORATIVE PRACTICE

At South View Primary School, we believe that behaviour incidents should be used as opportunities for learning and personal growth. Wherever appropriate, staff will use restorative approaches to help children understand the impact of their actions, repair relationships and make positive choices in the future. The aim is not simply to establish what rule has been broken, but to support children in understanding how their actions affect others and how situations can be put right.

Restorative approaches may be used alongside consequences and do not replace appropriate sanctions where these are necessary. A restorative conversation does not remove accountability; rather, it helps children take responsibility for their actions and understand the impact on others.

Staff may use restorative questions such as:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected and how?
- What could you do differently in the future?
- What needs to happen to put things right?

Possible restorative actions may include:

- Offering a sincere apology.
- Repairing damaged property.
- Helping someone who has been affected.
- Completing a restorative discussion with an adult.
- Participating in a structured meeting between pupils, where appropriate.
- Agreeing actions to rebuild trust and repair relationships.

Restorative approaches will only be used where they are considered safe, appropriate and beneficial for all parties involved. Children who have been harmed will never be required to participate in a restorative meeting if they do not wish to do so.

Where behaviour involves physical aggression, bullying, discriminatory behaviour, serious disruption or safeguarding concerns, restorative approaches may be used alongside other consequences as outlined within this policy. All children remain responsible for their behaviour and for ensuring the safety and wellbeing of others.

Restorative approaches will not be used where doing so would compromise safeguarding, place pressure on a victim or be otherwise inappropriate.

EMOTIONAL REGULATION

At South View Primary School, we recognise that behaviour can sometimes be a way of communicating an unmet need, strong emotion or difficulty with self-regulation. We understand that children may occasionally require support to recognise, understand and manage their emotions in a safe and appropriate way.

Staff will work proactively to help children develop emotional regulation skills through positive relationships, clear routines, predictable expectations, personal, social and health education (PSHE), and opportunities to discuss feelings and emotions. Appropriate support strategies may include reassurance, visual prompts, movement breaks, emotional check-ins, access to calm spaces and trusted adult support.

While we recognise that some behaviours may be linked to emotional regulation difficulties, all children will be supported to take responsibility for their actions and understand the impact of their behaviour on others. Support and accountability are not mutually exclusive; children will be helped to reflect on incidents, repair relationships and develop strategies for making positive choices in the future.

Where concerns about a child's emotional regulation are persistent or significant, the school will work collaboratively with parents and, where appropriate, seek advice from external agencies to identify any additional support that may be required.

INCLUSION AND ADDITIONAL NEEDS

South View Primary School recognises that some pupils may require reasonable adjustments to support their behaviour, emotional regulation or access to learning. Behaviour expectations remain high for all pupils; however, staff will take account of individual needs, vulnerabilities and SEND information when determining support and responses. Appropriate adjustments will be considered on an individual basis whilst maintaining the safety and wellbeing of all members of the school community.

IN THE CLASSROOM

Classes display a 2-way reward/sanction chart which may be modified to be age appropriate (e.g. using 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 can 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.

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

Inappropriate behaviour resulting in moving down the chart

- wandering around,
- calling out,
- interrupting the teacher,
- interrupting other pupils,
- ignoring minor instructions,
- 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 misbehaviour (to be applied as relevant)

- Movement down the behaviour chart and a warning.
- Yellow/Red Cards issued, and parents informed (appendix 2 and 3)
- All Yellow/Red Card incidents will be recorded on the school's management information system. Parents will receive written notification in addition to any verbal discussion.
- Where an incident occurs at the end of the school day and a consequence cannot reasonably be implemented immediately, the consequence may be applied on the next school day. The rationale will be recorded and communicated to parents.
- 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
- 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 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 will not be tolerated. This includes all forms of bullying included as protected characteristics under the Equality Act 2010 –

Internal school concerns should be recorded via our MyConcern safeguarding system.

DEFINITION

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal, emotional, relational, discriminatory or online (cyberbullying). It may involve actions, words or behaviours that cause harm, distress, fear, humiliation or social exclusion.

Bullying is often repeated over time; however, a single serious incident may be treated as bullying where there is evidence of a power imbalance and a likelihood of ongoing intimidation, distress or harm.

Bullying can be motivated by prejudice against an individual's actual or perceived characteristics, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, special educational needs, appearance, family circumstances or any other difference.

Bullying is different from ordinary friendship difficulties, disagreements or one-off incidents between children, although these will still be taken seriously and addressed appropriately.

Bullying may include-

- Physical aggression or intimidation.
- Name-calling, insults or threats.
- Deliberately excluding someone from a group.
- Spreading rumours or encouraging others to reject someone.
- Taking, hiding or damaging belongings.
- Sending hurtful messages online or through social media.
- Mocking, humiliating or targeting someone because of a protected characteristic or perceived difference.

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, harassment or discrimination based on any protected characteristic under the Equality Act 2010.

Staff, parents and children at South View Primary School work together to create a happy, caring and safe learning environment. It is everyone's responsibility to try to prevent bullying occurrences, 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 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 giving the same version of events does not necessarily mean that their account is accurate.
- 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.

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 appropriate, South View Primary School will work collaboratively with other schools to support pupils involved in bullying incidents.

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.



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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

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

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: