

Lead member of staff	Head Teacher
Date of publication	October 2022
Review date	September 2026

DOWNVIEW PRIMARY SCHOOL



Behaviour & Anti-Bullying Policy

Introduction

Our school policy starts from the premise that pupils will behave appropriately if they are given guidance, encouragement and clear boundaries. At Downview Primary School managing pupil behaviour is viewed as the responsibility of the whole staff team and is supported by the positive and effective relationships we have with our parents and carers.

Aims

To ensure that the school exhibits a calm and ordered environment in which children can feel secure, safe, motivated and able to flourish.

To assist all children to recognise the need for codes of acceptable behaviour within the classroom and out.

To work alongside children and parents and external agencies to establish positive behaviours of children throughout the school.

Principles

We are a caring, inclusive school and aim for every member of our school community to feel valued, respected and safe. Positive behaviours enable pupils to engage in learning, make good academic progress and sustain good relationships with both adults and peers. Modelling and celebrating these behaviours is therefore our core strategy in promoting appropriate behaviour. A whole school approach is important to ensure consistency and clarity.

Encouraging high standards of behaviour

At Downview pupils are expected to follow our behaviour code that they are "kind, respectful and safe" at all times."

Adults in school instantly praise children when:

- Speaking politely with please and thank you
- Hold the door open for someone
- Picking up coats or items in the corridors
- Walking quietly around the school building
- Helping someone when they are sad/upset/hurt

How we foster positive behaviour at Downview

We recognise that praise is a very powerful tool in setting standards. We praise good behaviour, effort, attitude and work by:

- Smiling
- Positive comment to the child
- Sharing good effort/work with the class/ with parents and/ or with SLT

Downview rewards for positive behaviour

CLASS	WHOLE SCHOOL
<ul style="list-style-type: none">▪ Choose first▪ House points▪ Dojo Points▪ Extra play▪ Golden time Y1-4▪ Class reward chart▪ Lego cards▪ Marble jar▪ Proud cloud▪ Rainbow rewards▪ Send work to another teacher▪ Special jobs▪ Stickers▪ Table points▪ Tokens / raffle tickets▪ Trophy table	<ul style="list-style-type: none">▪ House point celebration wall in hall▪ House points and stars▪ JW Sports HT Award▪ Positive postcard assemblies▪ Raffle tickets▪ Send to other year group teachers▪ Send to SLT▪ Stickers

Strategies to implement Behaviour Policy

Breaktimes

Breaktimes are separated into Key Stages, giving the children more space to play. Break time activities develop collaborative play, turn taking and compromising. Children are provided with a wide variety of playtime items to support this. Movement in and out of classrooms is carefully planned to result in the least possible congestion.

Lunchtimes

Seating arrangements are organised to lessen queueing. Incidents of inappropriate behaviour are reported to our Senior Midday Meal Supervisor. Play leaders are on duty to support play. SLT are always on duty, maintaining presence in both the dining hall and playground.

SEND

For pupils requiring additional support with their behaviour, an individual learning plan will be drawn up with the class teacher, SENCO and parents highlighting the strategies to support positive behaviour. We aim to put proactive strategies in place to calm behaviours.

Strategies to implement Behaviour Policy

Examples	Steps Taken in the classroom	Who is responsible	Actions
Calling out/ disruption to learning/throwing objects/tapping/ talking when adult is speaking	Step 1 Low level concern Redirection & Reminder of expectations of rules	Class Teacher	Give them a visual cue (look) /physical gesture/quiet reminder Reminder of the expectations/ class rules.
Continued disruption to learning, incomplete work Refusal to complete the work Getting out of the seat/ Challenging the teacher (eg this is boring)	Step 2 Low level concern Caution e.g. Thinking cloud	Class Teacher	A clear verbal caution ensuring the learner is aware of their behaviour and outlining consequences.
Persistent disruption to learning or deliberately hurting another child/themselves Answering back and being rude Refusal to respond to a reasonable request made by an adult	Step 3 Reflection / Withdrawn Medium level concern	Class Teacher makes HOY aware	Give the child a choice or consequence, e.g. work on own / walk with an adult at play. Withdraw to shared area / break out room/ working with an adult in school Behaviour to be recorded on CPOMS. Parents to be contacted by Class Teacher - face to face or by telephone.
Refusal to follow request physical behaviours Racist or discriminatory behaviours Cyber bullying Sexualised behaviour Verbal abuse Child being heightened or dysregulated	Step 4 Internal suspension Serious level concern	Senior Leadership Team (Report to DSL if required)	Choice or consequence to involve Senior Leadership Team (SLT). This could lead to: - staying out for the remainder of session/day with SLT or child has re- regulated. Parents to be contacted by SLT/ HOY or class teacher - face to face or by telephone. Reflection sheet What happened? How did this make people feel? What should we do to put this right? How can we do things differently in future? Behaviour report card to be considered
Refusal/ hurting others/ persistent disruption/ throwing items/ verbal abuse/ damaging property	Step 5 Stage 1 Informal (after more than 1 internal referral/suspension) Serious level concern	Class Teacher & Head of Year (Report to DSL if required)	A discussion between the child, parents and the Class Teacher. Targets and strategies shared with parents. Head of Year to be present at meeting. Discussion recorded on CPOMS. Review date set. Behaviour report card to be considered/introduced. Actions: Risk Assessment may need to be written and shared with parents Check in with adults involved Reassure class that they are safe

			Reflection sheet to be completed by pupil.
Repeated risk of harm to themselves or others. Behaviour continues or worsens despite interventions and planning strategies	Step 6 Stage 3 Formal Suspension Serious level concern	Class Teacher & Senior Leadership Team (Report to DSL if required) Headteacher	Targets and behaviour reviewed from Step 5 and if behaviour has continued a PSP to be put into place and shared with parents. SLT to support in meeting. Set review meeting date with parents.
Physical violence towards adults/ Bringing in weapons HT called and unable to de-escalate and take control of the situation	Step 7 Stage 4 Formal Suspension or Permanent Exclusion Serious level concern	Headteacher (Report to DSL if required)	For persistent or serious behavioural incidents the school will consider suspending the child from school for a fixed term or permanent exclusion. Parents will be contacted by Headteacher with formal meeting planned.

Suspension or Permanent exclusion of a child would be in line with current DfE guidelines.

It may be necessary to start at any step, depending on the incident. Should 1 - 6 be required regularly SLT will determine whether the child needs an ILP or a pastoral plan.

Class teachers in discussion with SLT may decide that, at times, certain children require differentiated behaviour modification programmes. This will include a range of strategies, for example,

- Selecting fewer 'rules' to remember
- Alternative learning and play sessions
- Regular communication with parents in place

We take any allegations of verbal or physical aggression, damage to school property, bullying, racial, sexual, homophobic harassment extremely seriously. We believe it is everyone's right to come to school without fear of intimidation or harassment and we ask for parents' support in maintaining our happy and supportive environment.

Defining Bullying

There are many definitions of bullying, but for the purposes of our policy, the following are perhaps easy to follow and to communicate to children:

- A person is bullied when he or she is exposed **repeatedly**, and over time, to unfair actions on the part of one or more persons

- Bullying is long-standing physical or psychological harm, conducted by an individual or a group and directed against an individual who is not able to defend themselves in the actual situation.
- It is necessary to understand that;
 - bullying is different from random acts of aggression
 - the harmed person suffers over a period of time
 - bullying is not just physical violence, but includes many different sorts of behaviour, intimidation, teasing, name calling, isolation.

Bullying can take place between:

- Pupils
- Pupils and staff
- Between staff
- Individuals or groups

Cyber Bullying

Cyber Bullying is sending or posting harmful or cruel text or images using the internet or other digital communication devices.

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people
- Phone call bullying via mobile phone using silent calls or abusive messages. The perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room, this includes interactive online gaming.
- Bullying through social media is an internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.

Online safety concerns should be reported to the Designated Safeguarding Lead

Child on Child Abuse

Child on Child abuse is sexual violence and sexual harassment between children. It can occur between two children of any age and sex or a group of children sexually assaulting

or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on emotional health and wellbeing and academic achievement.

Child on Child abuse can manifest itself in a whole range of behaviours including:

- Bullying including cyberbullying / sexting
- Sexual violence and harassment
- Physical abuse
- Upskirting
- Initiation rituals
- Child Sexual Exploitation
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)

At Downview Primary School we recognise that these types of Child on Child abuse incidents can go way beyond bullying. They will not be tolerated, condoned or ignored by being passed off as part of "banter" or "growing up". We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of Child on Child abuse within our school and beyond.

In cases where Child on Child abuse is identified we will follow our Child Protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. The Designated Safeguarding Lead will use their professional judgement supported by other agencies such as Education Welfare Services, Educational Psychologists, Behaviour Support, Children Services, Early Help Assessment and the Police.

When there has been a report of sexual violence, the Designated Safeguarding Lead will make an immediate risk assessment. The risk assessment will consider

- The victim and their protection
- The alleged perpetrator
- The other children

Risk assessments will be recorded electronically on CPOMS. The Designated Safeguarding Lead will ensure they engage with West Sussex Integrated Front Door (IFD).

Aims to prevent Bullying

Our main aim is to establish an environment in which all children can feel secure, happy and safe as they learn and play.

With regard to this main aim, it is important that all staff assume responsibility for helping children to co-exist happily together and, at the same time, offer guidance and direction to those children who find this difficult. As a school, therefore, we accept

responsibility for defining standards of behaviour for children and staff that will allow us to achieve our main aim.

We will be ready to identify areas of potential conflict and address these. Our Anti-Bullying policy is seen as one aspect of our overall behaviour policy for the school as we also focus heavily on prevention work, such as:

- Break and lunch time supervision;
- In-class activities, such as RHSE curriculum, circle time, class rules and assemblies;
- Pastoral support;
- Communication between staff, children, parents and governors;
- Professional development and awareness for staff relating to behaviour, bullying, harassment and Child on Child abuse
- Behaviour Policy
- Staff acceptable use agreement

Activities in class

The RHSE curriculum includes opportunities for activities related to bullying. These take place through opportunities identified in drama lessons and circle time.

Opportunities within class are always used to highlight the importance of attitudes such as fairness, friendship, caring and sharing and the support of others in difficult situations. Such attitudes are also reinforced through the normal rewards system and assemblies.

Playground, Break and Lunchtimes

The school recognises the need for quality supervision on the playground at break and lunchtimes. All staff are aware of the need for supporting the behaviour of all children. All staff are made aware of the need for particular vigilance in specific circumstances. All staff on duty wear highly visible jackets.

Communication between staff and parents

Staff are quick to inform colleagues of important problems with children including behavioural issues. These incidents are recorded on CPOMS and circulated to all who need to be aware of the issues raised and actions taken. Parents are contacted regarding behavioural incidents involving their children from step 4. Refer to strategies used to implement Behaviour Policy.

Pastoral support

Staff offer a team approach to the pastoral support of children. Commencing with the Class Teacher, Teaching Assistant, Head of Year or Senior Leader. Pastoral support can also be provided by our pastoral lead teacher or involve outside agencies such as a Play Therapist, Police Liaison Mental Health Support Team or Early Help Team.

Assemblies

Regular assemblies are delivered on bullying for all year groups. Assemblies address age appropriate definitions of bullying for children. Strategies are shared to assist children who may be being bullied. These are identified to help them through threatening situations (See Appendix 1).

Curriculum

We firmly believe that a well-developed and informative RHSE curriculum is the best preventative measure that we can employ at Downview Primary School. For this reason we ensure that:

- Children are prepared for life in modern Britain
- Children report concerns
- Children are informed about zero tolerance towards all forms of abuse
- Children are educated about Child on Child abuse

Guidelines for all Staff

When a bullying situation is drawn to the attention of a member of staff, it is very important that they investigate this to determine:

- a) whether this is a random event

OR

- b) an act that is starting to occur on a more regular basis and needs to be identified as bullying and dealt with as such

The problem must be addressed and dealt with as rapidly as possible. Thereby preventing witnesses colluding or being influenced by the main parties in the dispute. Parents should be informed directly, and without delay, that action is being taken. For more serious offences, an SLT member should be informed who will support the investigation.

Anti-Bullying Procedure

The victim, alleged aggressor and any witnesses should be interviewed separately and notes taken as evidence of what has occurred.

Use the Bullying Incident Report Form (Appendix 2).

Support the victim by:

- ensuring that the child feels that he or she is listened to
- assuring the child that all incidents of bullying are taken seriously
- reassuring the child by explaining how he or she will be supported, and how the incident will be dealt with

The victim should be supported by the member of staff he or she has confided in. The disclosure will usually have occurred as a result of the child identifying someone who cares or can help, you should respond to this trust and confidence.

Ensure the suspected bullying is managed fairly by:

- describing the reasons for your meeting (at the same time, do protect the victim and the identity of any witnesses)
- remaining calm and non-judgemental in order to ensure that the child feels that he or she is listened to
- assuring the child that all incidents of bullying are taken seriously and that, regardless of the reasons, you disapprove of all acts of bullying
- explaining how he or she will be supported and how the incident will be dealt with

Attempt to support both the suspected bully and the victim to:

- see the situation from another perspective
- explore the causes and effects of the incident
- identify how the situation could have been avoided or resolved (i.e. how to be assertive rather than aggressive or submissive)
- how they can resolve the present conflict

See both children together for a mediation session.

At this meeting, maintain the following:

- Remain calm and non-judgemental when the children talk through their understanding of the problem.
- Listen more than you speak. Do not assume that you know how the children feel or anticipate what they want to say. Children are more likely to reflect on their behaviour if they feel they are being listened to rather than spoken at.
- Paraphrase what you are told to show that you understand what the children have said. It is how the children perceive the situation which is important, not how you perceive it.
- Encourage the children, through your questions, to reflect on their behaviour and the factors, which may have influenced the behaviour of others. When appropriate, encourage empathy.
- Encourage children to identify how they can resolve current difficulties and avoid the problems from recurring.
- Explain that the bullying Incident Report Form will record:
 - The details of the incident
 - The future conduct of the children, as identified and agreed by all parties in the meeting
 - The actions either child should take if there is further bullying or provocation (e.g. to report it to their teacher immediately)
 - The monitoring arrangements for ensuring that the problems do not happen again

- The further action the school will take if the problems do happen again
- The date when these arrangements will be reviewed

Bullying Incident Report Form helps the school to:

- Set clear and consistent procedures for dealing with incidents of bullying
- Monitor the progress of individual children
- Monitor and review its Anti-bullying Policy
- Make sure that everyone directly concerned with the child's welfare is made aware of what has happened and how it is to be addressed

Hold a review meeting after 2 weeks.

Repeat the initial procedures at the review meeting.

If no further incidents are reported by the review date, attach copies of the Bullying Incident Report Form to CPOMS for both the bully and the victim.

Monitoring and review

This policy is monitored by SLT. This policy will be reviewed every two years.

Useful Websites

<https://anti-bullyingalliance.org.uk/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

Useful Resources

<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-lighttool/>

APPENDIX 1

STRATEGIES TO ASSIST CHILDREN

BULLYING - DO NOT SUFFER IN SILENCE

- Be firm and clear - look them in the eye and tell them to stop
- Remove yourself from the situation as quickly as possible

- Tell an adult what has happened straight away
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- Keep on speaking up until someone listens
- Do not blame yourself for what has happened

When you are talking with an adult be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

APPENDIX 2

BULLYING INCIDENT REPORT FORM

SECTION A: ALLEGED BULLYING INCIDENT			
Target Name(s)	Age	Year group	Class
Ethnicity	Gender	M/F	SEND Stage
Home language	Social Services	Y/N	Young Carer Y/N
Member of staff to whom the incident was reported			

Date of incident				
Time of incident				
Location of incident				
Target's Account / Concern of parents/carers				
Alleged perpetrator(s):				
Name(s)	Age	Year group	Class	
Nature of incident including details of any injury or damage to property				
Circle any elements that apply:				
Physical	Verbal	Indirect	Cyberbullying	Child on Child
Emotional	Race/religion/culture		SEND/disability	
Sexual/sexist/transphobic/Homophobic		Home circumstances		
Gifted/talented	Health conditions	Other		
Parents/carers of alleged target(s) informed:				
Date		Time		

SECTION B: ACCOUNTS OF THOSE INVOLVED			
Alleged perpetrator(s) account of the incident			
Name(s)	Age	Year group	Class

Bystanders'/witnesses' accounts of the incident			
Name(s)	Age	Year group	Class

Parents/carers of alleged perpetrators informed:	
Date	Time

SECTION C: ACTION TAKEN

Details of immediate action taken

Monitoring of action taken and details of follow up and longer term action taken