



Highfield Priory  
Independent Day School  
and Nursery

## Behaviour and Anti-Bullying Policy

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At Highfield Priory School ("the School") our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all day pupils in the School, including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Alison Halstead.

### **Code of Conduct**

The School's community of Governors, staff, parents, and pupils adhere to an established routine and code of conduct.

- To ensure an environment where all pupils can learn effectively.
- To provide an atmosphere where self-discipline is encouraged.
- To promote the highest standards of behaviour by all pupils.
- To promote good manners in all areas of school life.
- To generate an atmosphere of mutual respect between pupils and staff.
- To encourage a consistent approach to any sanctions used and develop, within each pupil, knowledge of what is appropriate behaviour within the community and what is not, whilst recognising that some pupils require a more personalised approach.
- To ensure that poor behaviour is dealt with at the lowest level appropriate to any misdemeanour and to previous incidence.
- To encourage a positive relationship with parents/carers and to develop a shared approach involving them in the implementation of school policy.
- To encourage the health, safety and well-being of all pupils and staff.
- To encourage older pupils to set a good example to younger children.
- To take all reasonable measures to ensure the safety and well-being of all pupils and staff, which includes protection from bullying

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our stance and view on Anti-Bullying is found within this is policy (see contents) and is available on our website. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual

orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes the appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/exclusion.

### **School Rules**

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set in the attached School Rules Appendix 2.

Copies of the School Rules are attached to this policy and on the School's website and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School Rules set out the School's policy on drugs and its zero tolerance for them.

### **Involvement of Parents and Guardians**

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School has a number of support systems in place to meet the needs of all pupils including in school designated well-being support.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

### **Unexplained Absences**

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

### **Involvement of Pupils**

The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly.

The School will ensure that all new pupils are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

### **Promoting Good Behaviour**

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils by sharing awards in whole school assemblies and through our dedicated celebration assembly each half term.

The School selects Monitors in recognition of all-round good behaviour and demonstrating the values of our school. They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

A 'Merit Award' is given to a child for excellent manners, extra effort, outstanding behaviour etc. Every week, each class teacher will choose a child to receive a merit certificate or badge. The child's name will then be read out in Assembly where he/she will receive the award and his/her name will be displayed in the Entrance Hall in the following week.

House points can be awarded by any member of staff to a pupil. One House Point is awarded for good work and two House points for excellent work. Two House points is the maximum awarded at any one time. A maximum of two House Points should be awarded each week for a Homework Diary that has been consistently signed by parents. At the end of each week the total for each pupil should ideally not exceed twenty.

Each year group receives a reward for their work as a responsible monitor at the end of each term.

- Year 6 - a special lunch
- Year 5 - a cookie and milkshake
- \*This will be monitored in line with Covid RA measures.
- The best monitor in years 4, 5 and 6 receives an individual prize.
- The best monitor each week receives a merit and is allowed to go up for their lunch first.

Appendix 1 outlines the Expected Behaviour Around The School.

### **Teaching and Learning**

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### **Sanctions**

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules (Appendix 2) at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the

School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection Policy.

Examples of sanctions that are used in the School include:

- Verbal reprimand from a member of staff;
- Letter to parents to advise of the misbehaviour;
- Additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as punishments, such as writing lines or essays;
- Detention [at lunchtime/before or after school/on Saturdays];
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, under the supervision of a member of staff;
- Assistance with domestic tasks, such as collecting litter;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring;
- Withdrawal from a lesson, school trip or team event;
- Suspension for a specified period, removal, or exclusion. See Exclusions Policy for further information.
- See Appendix 4 for detailed guidance on sanctions across all Key Stages.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. He/she may impose any of the sanctions above, such as the setting of additional work, or setting a written task. Repetition of misbehaviour will be reported to the Senior Management Team (SMT) and to the pupil's Tutor and may lead to further sanctions.

Minor indiscipline in class or other minor misdemeanours are reported to the pupil's Tutor and may lead to house point being removed/taken away.

More serious misdemeanours are reported to the pupil's Tutor, and may lead to the withdrawal of privileges for a designated period.

Persistently poor academic performance may result in the Tutor requiring a pupil to be placed on academic performance report where the pupil's teachers will make written comments on the pupil's performance at the end of every lesson for a set period.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

The School has a confidential central register of all sanctions imposed for both minor and serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed. We use the CPOMS system across the school to record, share and analyse trends of behaviour.

Appendix 3 gives further details of punishment guidelines and The School's approach to all individual circumstances.

### **Serious Misbehaviour**

The School's Discipline, Exclusions and Required Removal Policy is a separate policy and available on request. All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Discipline, Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School may be forced to exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection / Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil,

and manage that misbehaviour in accordance with this policy, and the School's Child Protection / Safeguarding Policy and Discipline, Exclusions and Required Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

### **Misbehaviour Outside of School or Online**

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Policy.

### **Use of Reasonable Force**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School (CPOMS).

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

### **Searching**

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding / Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).



Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search (CPOMS).

### **Confiscation**

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

### **Electronic Devices**

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection / Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal

offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding / Child Protection Policy.

## **Anti-bullying**

Bullying affects everyone, not just the bullies and victims. It also affects those other children, who watch, and less aggressive children can be drawn in by group pressure and it can take time from class learning time while teachers intervene. Bullying is not an inevitable part of school life but we recognise that bullying can take place in all schools and in society at large and that like all aspects of relationships between human beings we will need to work very hard at this aspect of pastoral care. Why is an Anti- Bullying Policy necessary?

At Highfield Priory we believe that our children have the right to learn in a supportive, caring and safe environment without fear of being bullied. At Highfield, we recognise the seriousness of bullying, both physical and emotional (which may cause psychological to those involved or witnessing it). All schools contain some children with the potential for bullying behaviour; we recognise that there are three main factors that can reduce and remove bullying. They are:

- The school shows a zero tolerance to all bullying and immediate action is taken when it occurs,
- Creating attitudes within the pupil body that bullying is unacceptable and that any bullying should be reported- it is thus essential that pupils are involved in the formulation and implementation of our policy and feel some ownership. Discussion at School Council and house meetings will take place, interactive assemblies and work in PSHEE and circle time will actively involve all pupils,
- Staff show awareness, concern and vigilance.

Schools which make clear their abhorrence of bullying and who take every incident seriously, tend to have less bullying.

We have some natural advantages- our pupil catchment areas, supportive parents, an attractive environment, a favourable pupil/ teacher ratio and a long established clear, caring Christian ethos- but we cannot be complacent.

This policy has regard to 'Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies.' DFE 2017 and Cyber bullying: advice for headteachers and school staff DFE 2014. It is in line with 'The Education and Inspection Act 2006', 'Independent School Standard Regulations 2010' and 'The Equality Act 2010'.

## **Aims**

In line with the 'Every Child Matters' framework, the Schools Mission Statement, Code of Conduct, School Rules, Rewards and Sanctions Policy, Disciplinary Policy and our Inclusion Policy, we aim through this policy to produce a safe and secure environment where all children can flourish. We operate a zero tolerance on all forms of bullying and have measures are in place to reduce its likelihood.

## **Objectives**

- To promote a secure and happy environment within the school, free from threat, harassment and any type of bullying behaviour,
- To take positive action to prevent bullying from occurring through a clear school policy on promoting positive self-esteem and friendship through our PSHEE curriculum,
- To involve the whole school and pupil body in combating bullying and make it unacceptable at Highfield Priory,
- To create a supportive climate and break down the climate of secrecy that often surrounds bullying,
- To encourage pupils who are being bullied or observe bullying to inform staff.

### **Safeguarding Children and Young People**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

### **What is bullying?**

Definition: Bullying is deliberate hurtful behaviour often repeated over a period of time. There will usually be an imbalance in the bully/ victim relationship such that the victim will have difficulty defending him or herself. It can be carried out by an individual or a group. Bullying can take many forms.

It can be:

- Physical- hitting, kicking, punching, damaging or stolen property .....
- Verbal- name calling, teasing, insults about one's appearance or family, spreading of malicious rumours,
- Exclusion- from social groups, discussions, activities,
- Racial, Religious, Cultural- Any action, verbal or otherwise, which are anti- race, colour, creed, culture or religion. Can take the form of negative stereotyping, name calling or ridiculing based on culture, religion or race.
- Disability- negative stereotyping, name calling, ridiculing or exclusion from activity based on disability or learning difficulties.
- Gender - negative stereotyping, name calling or innuendo based on sexual orientation or use of negative LGBT language.
- Sexual/ Sexist- use of sexist language or negative stereotyping based on gender.
- May occur directly and/or indirectly through cyber technology such as messaging services, social media, mobile phones, email, photographs and online gaming platforms.

Reasons for bullying may be:

- Enjoy the power,
- Have been bullied themselves,
- Have problems at home,
- Need to get attention or want to impress others,

- Peer group recognition,
- Insecure, jealous or emotionally neglected.

Reasons for being a victim may be:

- Race, sex, class,
- New child in school,
- Child with a family crisis,
- Disability or difference of any kind,
- Ability.

They are likely to be children who are not assertive, unlikely to respond positively, with few friends, anxious or fearful children, younger children and those outside a group.

### **Recording Of Incidents**

Incidents are recorded using a proforma that allows staff to record the key facts, as well as quickly signpost where the incident is a regular occurrence, children seeing the school's SENCO, if it is related to bullying and if the incident is linked to protected characteristics. Single incidents are also recorded to help spot a pattern that may form into a regular occurrence or series of incidents.

The school's SMT review these incidents at regular intervals and report back if trends or patterns are forming. We strongly feel this allows us to monitor and intervene early enough, to promote and improve the wellbeing of our pupils.

### **The duties and responsibility of the school**

The head teacher and Governors have a legal duty to;  
Encourage within the school community good behaviour and respect for others,  
Prevent all forms of bullying among pupils.

When a school accepts a pupil on roll it takes responsibility for his or hers physical, psychological and educational welfare. The focus should not just be on the pupils' educational attainment but on nurturing their emotional growth and making sure they are safe.

### **Preventing Bullying (Our Anti-bullying Strategy)**

Our response to bullying should not start at the point at which a child has been bullied. As a school we develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

In order to excel at tackling bullying we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We also:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We aim for parents to feel confident that the school will take any complaint about bullying seriously and to resolve the issue in a way that protects the child, and they (the parents) can reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions when required, ensuring that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference or children with different family situations. We also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. If we feel it beneficial we will draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training so that our Anti-bullying policy remains effective and all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- If/when we feel it necessary 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. We may also work with other agencies and the wider community to tackle bullying that is happening outside school
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on, so that our pupils feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive, safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only by co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the setting.

By positively promoting good behaviour, valuing co-operation, a caring attitude and good adult role-models, we hope to ensure that children will develop as responsible members of society.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Reporting to parents**

Bullying is a highly emotive issue and little else can rival it in this regard. Parents of victims can rightly become very upset on behalf of their child, very protective and very angry. Parents of victims often feel helpless, while parents of bullies often do not know and also feel very vulnerable and defensive when they find out.

Certain forms of bullying should normally be reported to parents, even if it is to inform them of what has happened and that we have taken action. It is important to be fully open with parents.

- Not every single case of bullying will necessarily be reported to parents but the expectation is that most will be. It will depend on circumstances and severity,
- Staff should make clear to parents of victims and bullies, the actions we are taking, why we are taking them and what they can do to help and re-enforce our actions,
- We urge parents to contact us immediately if they have any suspicion of bullying.

## **Sanctions**

### **Formal discipline**

As always, any sanctions must be proportionate to the offences and should allow the pupil to make amends where appropriate.

Minor offences- discipline for minor offences will include a reprimand, loss of house points, red minus, loss of playtime, time spent recording the incident/ writing a letter of apology.

Serious offences- for persistent long term cases of bullying we will look to suspension and exclusion. (These would only be used as a last resort).

### **Informal discipline**

Bullying is rarely solved by sanctions alone; it is important to do a lot of talking and listening and take time in fact finding and reaching a resolution. Work on repairing relationships is important to overcoming bullies. Many pupils, when confronted with bullying, will not repeat the behaviour. As with all discipline, it must be consistent and fair; however dealing with bullying may call for adaptable and flexible thinking.

Work with children who have been bullied could involve some or all of the following:

- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.
- We will try to ensure that they feel safe.
- We will discuss strategies for being safe and staying safe.
- We will ask them to report immediately any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- We will involve their friends / older pupils in peer support / mediation where appropriate

We may then adopt strategies from the following list as appropriate:

- We will interview the pupil (or pupils) involved in bullying separately.
- We will listen to their version of events.
- We will talk to anyone else who may have witnessed the bullying.
- We will reinforce the message that bullying is not acceptable, and that we expect bullying to stop.
- We will seek a commitment to this end.
- We will affirm that it is right for pupils to let us know when they are being bullied.

- We will adopt a joint problem solving approach where this is appropriate, and ask the pupils involved to help us find solutions to the problem. This will encourage pupils involved to take responsibility for the emotional and social needs of others.
- We will consider sanctions under our school's Rewards and Sanctions Policy mentioned above.
- We will advise pupils responsible for bullying that we will be checking to ensure that bullying stops.
- We will ensure that those involved know that we have done so.
- When bullying occurs, we will contact the parents of the pupils involved at an early stage.
- We will keep records of incidents that we become aware of and how we responded to them.
- We will follow up after incidents to check that the bullying has not started again.
- We will also work with pupils who have been involved in bullying others to ascertain the sort of support that they themselves need, including counselling which we can provide in-house through our support counsellor.

There is a tendency, often quite a natural one, to want to investigate an incident and "get to the bottom of it." Sometimes this will be entirely appropriate. There will be other occasions where an extended investigation is actually unhelpful and where a problem solving approach will be the most effective response.

Our policy will be to use our discretion to respond flexibly and in an appropriate way to each incident

### **Cyberbullying**

In this age of constantly developing technology, this form of bullying is becoming increasingly common. There are several types of cyber bullying:

- Text messaging,
- Sending pictures/ video clips,
- Email messaging,
- Chatroom and instant messaging,
- Social websites and defamatory blogs.

Measures taken in school to prevent this form of bullying include:

- Charter for safe internet usage,
- Guidance from the local police and other agencies on the safe use of social networking sites and cyberbullying,
- Guidance on keeping names, addresses, passwords, mobile telephone numbers and personal details safe.
- External agencies to come and talk to staff, parents and children where feasible.
- Issues raised during curriculum lessons (especially but not exclusively IT lessons) or in PSHE or class/circle time sessions or school assemblies

Internet safety is built into the curriculum, covered in both ICT lessons and annually for Internet Safety Day through our PSHEE scheme. Staff are regularly trained through formal and informal courses such as certified Cyber Security Training, as well as examples of good practice shared at regular staff meetings. Through regular education/topical information, events and discussions with their teachers/peers, we hope to build their resilience and better equip them for life in a digital world.

It is important for parents, outside of school, to monitor their child's internet use, particularly use of social websites as incidents of this type of bullying outside of school have been identified in the past.

For further reference to this type of bullying and online safety in general see the school CSIT policy and E-safety policy.

### **Raising awareness of Staff**

To raise awareness of our anti-bullying policy we will:

- Review our anti bullying policy at least once a year; this will be done by the SMT and shared with all staff and the governing body,
- Ensure new staff are introduced to our anti bullying policy as part of their induction programme and have access to further training as and when requested or when the school feel it is appropriate,
- Ensure that staff are clear about their responsibility to resolve pupils problems, know sanctions and behavioural management strategies (in line with our Rewards and Sanctions Policy) and where to seek support, have the required knowledge and skills for preventing bullying and repairing harm, understand the need of vulnerable pupils.
- Ensure all staff know the procedures for referrals and safeguarding.

This anti- bullying policy is an integral part of the whole school ethos, based on the mission statement and the rights of each individual.

### **Contextual Safeguarding**

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding / Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

### **Protected Characteristics**

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. The Act protects pupils from discrimination and harassment based on 'protected characteristics'. The protected characteristics for the schools provisions are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex



- sexual orientation

Highfield Priory School have adopted a zero-tolerance policy on antibullying and discrimination in all forms. Bullying based on protected characteristics is taken particularly seriously and dealt with immediately.

### **Complaints**

We hope that any difficulty or concern with this Policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

### **Monitoring and Review**

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School [or boarding house] which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

The Education Committee is responsible for this policy

Date last reviewed: October 2022

### **Authority**

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes, Health and Safety.

## **Appendices**

### **Appendix 1 - Expected behaviour in the playground:**

Aggressive behaviour, either physical or verbal is not permitted.

When the bell rings, all children are to stand still and in silence.

When instructed to do so by the member of staff on duty, the children are to line up in their classes in silence.

Every class (other than year 6) has an appointed monitor. When the class is given permission to enter school, the monitor leads the class to their classroom and ensures that the children sit quietly until a member of staff arrives.

Pupils who behave in an unacceptable manner during a Break time are either to be kept close to the member of staff, sent to a part of the playground away from other pupils or sent in to sit with the Deputy Head for a fixed length of time.

Expected behaviour in the Dining room:

Children enter the dining room in silence.

A prayer is read before the children receive their food.

Conversation between pupils on the same table is allowed, however, if the noise level becomes unacceptable the pupils are to be told that there is too much noise and that they will sit in silence if the noise level rises again.

Monitors on different tables are not to talk to each other.

There is to be silence when the member of staff on duty is speaking to all the children.

Pupils who behave in an unacceptable way will be sent to the deputy head for some time out to reflect on their behaviour.

Rules of the homework room:

Make sure you have all the items you need to complete your homework including stationary, (Year 2 children may borrow a pencil but please return it to the box afterwards),

Make sure you have enough to read if you complete your homework, (this should be your reading book and reading challenge books),

The homework room is a silent room till at least 4.30pm,

When you have completed your homework let the teacher on duty see that it is complete then put straight away in your bag,

Go straight on to your reading; this should be at least 15 minutes focused reading,

When the teacher on duty gives you permission you may get out your homework room folder and book, (if you are regularly in the homework room) or a worksheet or piece of paper,

Spend some time on the homework room additional tasks,

When it is time for you to go home, pack things in your folder tidily and put back or take home your worksheet, take all your belongings,

Don't forget to thank the teacher on duty and say goodbye,

### **Appendix 2 - School Rules**

Good behaviour and manners are expected by all children at all times.

Taking pride in their appearance is an important part of our school routine; blazers (or if in sports kit, school tracksuit tops) must be worn when coming into school, for assemblies and at the end of the day, for going home.

Blazers should not be worn in the dining room or on the playground (unless worn under a school coat.)

No running inside the school building at any time. Pupils should keep to the left when going up and down the stairs. During lesson time children moving around the school should do so quietly.

Children are expected to line up silently at the end of playtimes and walk into school quietly and sensibly.

No child is allowed indoors during break times without permission from a member of staff. Permission to leave the playground for any reason must be sought from the teacher on duty.

Chewing gum, crisps, fruit juice and sweets must not be brought into school. Fruit, agreed fruit products and plain water in clear sports capped bottles are only allowed except for KS 1 children who will be allowed to have an additional healthy snack from an agreed list due to their late lunch. Cough sweets, lip balms should be left in the office by parents, if these are needed by children throughout the day.

Buying, selling and swapping of articles among children are forbidden. Football cards and all similar cards should not be brought into school.

Rings, earrings, bracelets and other jewellery including braiding are not to be worn in school. Badges, other than school ones, must be approved by the headmaster. No make-up, nail varnish or hair products should be worn for school.

Girls should ensure that their hair is tidy and long hair is tied back using bobbles and/ or hair bands and these will only be in school colours. Boys should ensure that their hair is kept well groomed and is kept at the longest, to collar length.

Play fighting, rough play including the pulling of clothes in the playground is not allowed.

The following areas are out of bounds for all children unless they are supervised by staff:

- The front and side of the school by the drive
- The back staircase in the main building, the staffroom
- All classrooms
- Library
- The school playing field
- The sports hall
- The Art/ DT room
- The science lab
- The music room
- The ICT room
- The car parks

Before school, once parents have left children in the designated areas, no child should leave the premises or go on the car parks. After school children should be collected from the designated areas or should go straight to the homework room. No child should go across the car parks unattended. Playing after school on either the quad or junior playground is absolutely forbidden.

### **Appendix 3 - Punishment Guidelines**

Every case will be investigated and dealt with in accordance to individual circumstances.

Every case will be dealt with fairly, and action recorded (as soon as is reasonably practicable).

Through its action the school hopes to bring about improvement and so no absolute rules apply. Discretion will be applied to each case in the hope of effecting change.

The school accepts that the mental health of some pupils is affected from time to time by their personal circumstances and so during times of stress, allowance may be given in mitigation. The school must be alert to such instances. We aim to do much to foster the emotional well-being of our pupils, and to be of immediate and practical help to them when problems arise.

The World Health Organisation defines mental health as a “state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” When children don't feel good about themselves, don't enjoy relationships, don't learn confidently and overcome difficulties; when they are overwhelmed by misery, anger or fear, then problems arise. (Young Minds: the children's mental health charity.)

Children will be given reasonable explanations of why they are receiving a punishment. It is accepted though, that when they are in trouble they feel victimised and that this can exacerbate their reaction to some circumstances, which will be taken into account.

The response made by a member of staff to a particular situation should reflect the nature and seriousness of the circumstances surrounding the situation. Equally, knowledge of the pupil will help to determine the outcome.

Praise and encouragement may be of greater value in some circumstances than outrage and disapproval.

Children should not be shouted at or spoken to in such a way that they feel intimidated or humiliated.

The school operates a policy of non-restraint unless a pupil is in danger of harming himself, other pupils or members of staff, in which case minimum restraint may be used.

### **Appendix 4 – Further Sanctions & Support Systems**

There are five stages. A pupil may engage at any level, but it is expected that most instances will be dealt with at stage one or two with a very small number progressing through the levels. At any time, a pupil may be referred immediately to stage 5 should his/her actions merit such a serious consequence.

#### **Stage 1**

Key Stage 2 -a verbal warning given by the teacher.

A House point will be deducted from the five House Points that the pupil received at the start of the week. If all five House Points are lost in a week, then the pupil moves onto Stage 3.

Key Stage 1 –a verbal warning given by the teacher.

#### **Stage 2**

Key Stage 2 -a red minus is given and noted on behavioural software.

If the incident is of a more serious nature (e.g. graffiti, bullying, repeated shouting out, rudeness, swearing, lying) then a red minus is given.

A Class Teacher must also feel free to deal with the situation in a way that is appropriate for their class. The child should be spoken to and, if necessary, moved to another area of the classroom or playground or kept in for an appropriate amount of time at break time. A parent may be informed at this stage if the teacher feels it is necessary. The Deputy/ HeadAssistant Head will also have a chat with the pupil if the teacher feels it is appropriate.

Each teacher will use pastoral software to record any incidents.

Key Stage 1-pupil will move to AMBER

Stage 3

Key Stage 2-pupil will be sent to the Deputy Head/Assistant Head

If a child continues to misbehave or disrupt the class and receives a red minus or loses all five House Points given at the start of the week, then he/she must be sent to the Deputy Head/Assistant Head.

The pupil will be kept in at Break to 'payback' time lost during the lesson. The pupil will write an account of the incident or pattern of behaviour which will be kept as evidence. The pupil's name and the behaviour/incident will be recorded on the computer. Parents will be notified if the incident is of a serious nature.

Key Stage 1 -pupil will be sent to Key Stage 1 Co-ordinator (if appropriate).  
-pupil will move to RED

Stage 4

Key Stages 1& 2 -Deputy Head will meet with parents and pupil put on Report

If the pupil continues to be referred to the Deputy Head/Assistant Head, a meeting with parents will be arranged and the pupil will be put on Report. Each day the pupil will collect a Report card from the Deputy Head. It will be completed during the day by his teachers and discussed with the Deputy Head at the end of the day. The parents will then sign the Report to show that they have seen it.

Stage 5

Key Stages 1 & 2 - The Head teacher will invite the parents to school to discuss their child's behaviour on a formal basis. It is at this point that the option of suspension may be used.  
(See Disciplinary Procedure)

In the event that a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to effect a change.

Where the Head teacher is of the opinion that the conduct or progress of the pupil has been unsatisfactory, or if the pupil, in the judgement of the Head teacher, is unwilling or unable to profit from the educational opportunities offered and removal is considered warranted, they may use their discretion not to expel the pupil immediately, but to give parents the opportunity to find another school for the child within the stated time scale. If this opportunity is not taken, the pupil will be formally expelled.

The ultimate decision as to what stage a child is placed at will be made by the Deputy Head/Assistant Head and Head but the views of the class teacher will be considered in all cases. The class teacher is kept informed at all times.

Guidelines to suitable sanctions for each stage

Stage 1

Discussion about poor behaviour  
House point to be deducted (for KS 2 children)

Stage 2

Discussion about the poor behaviour  
Red Minus to be given to pupil  
Removal from the group – in class (e.g. to sit by teacher)  
Withdrawal of Break or Lunchtime privileges.  
Completion of assigned work or extra written work  
Remaining close to the teacher on duty at Break times  
Carrying out a useful task in the school for example, tidying up a classroom or the cloakroom.  
Letter of apology from pupil  
Discussion between class teacher, the aggressor and the aggrieved.  
Pupil to write an account of the incident.

### Stage 3

Withdrawal from Break and/or Lunchtimes  
Withdrawal of privileges or rewards  
Withdrawal from extra-curricular clubs

Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances, including the child's age, and within a context of positive reinforcement of good behaviour.  
Punishments that are humiliating or degrading will never be used.

As each case should be judged upon its individual merits reasonable adjustments may be made to this process for pupils with special educational needs or disabilities, as judged fair by members of staff.

This system is for behaviour and poor attitude towards the school, rules and other pupils. Positive behaviour is encouraged and discussed at all times.

It is acknowledged that any system of sanctions and support will work best when parents are aware of and support the systems in place. Parents will be liaised with on a regular basis should any of their children enters the sanctions process as seen fit by the members of staff involved.

Staff who are unsure of how to handle a specific situation will seek advice from more senior and experienced colleagues. Regular consultations and discussions will highlight patterns of behaviour.

Under no circumstances will any form of corporal punishment be used by staff. This includes shaking, prodding, pushing, dragging or any other ways which could be interpreted as physical aggression.

Should letters need to be sent to parents regarding a child's behaviour; this will be discussed and agreed with the Deputy Head in the first instance.