



Highfield Priory  
Independent Day School  
and Nursery

## Behaviour Management Policy

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This policy should be read in conjunction with:  
Curriculum Policy  
Early Years Foundation Stage Policy  
Equal Opportunities Policy

Our school believes that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their

individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings. (British Values)

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the school we aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

**We aim to:**

- Recognise the individuality of all our children
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Work in partnership with parents and carers by communicating openly
- By praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them
- Encourage all staff working with the children to accept their responsibility for implementing the goals in the policy
- Promote non-violence and encourage the children to deal with conflict peaceably
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- Have a named person who has overall responsibility for issues concerning behaviour.

The school will keep up to date with legislation and research and thinking, access relevant sources of expertise on handling children's behaviour; attend regular external training events, link with SEAL and check that all staff relevant in-service training on handling children's behaviour is updated and the policy document is discussed and reviewed during staff meetings regularly.

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the nursery.

Behaviour rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically hurting another child or adult, or by verbal bullying may be removed from the group. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

**Expected behaviour of pupils**

At Highfield Priory we always seek to focus on the positive by encouraging and rewarding good behaviour, effort and hard work.

This section exists to support the aims of the school which:

- Enhance the school as a caring community.
- Promote strategies that acknowledge the individuality of pupils.
- Promote positive self-esteem at all times.
- Create a safe learning environment for staff and pupils.

- Encourage respect for others whose beliefs, cultural background and attitudes may be different.
- Maintain an environment where each pupil has equal value and equal opportunity.
- Promote high standards of integrity and honesty.
- Promote school values within our community.

There are few written rules and those which exist aim to encapsulate mutual respect for each other and for possessions. They are displayed in all classrooms and pupil behaviour is measured against them:

- To show respect for children, adults and ourselves
- To have good manners
- To be punctual, to hold doors open for others and not to push in queues
- To greet others appropriately
- To offer help where we see it is needed
- To thank those who have helped us in any way

Specifically, this section aims to:

- Ensure the fair and safe treatment of all pupils
- Inform parents and staff of the procedure that will be implemented when a child behaves in a way that is considered unacceptable
- Outline the process and stages that are triggered when a pupil consistently does not conform to what is expected of him/her
- Offer guidelines for staff in dealing with difficult situations

It is acknowledged that consistency by all staff is essential for the policy to be successfully implemented.

Pupils are expected to observe the school's policy on good manners. These are discussed regularly as part of the PSHEE programme, in assemblies, and are outlined in the handbook and displayed throughout the school in all classrooms

Every effort will be made to celebrate excellent behaviour through assemblies and comments from individual staff.

Behave in a quiet and orderly manner, both in and out of school.  
 Enter and leave classrooms quietly and be on time for all lessons.  
 Walk, remaining on the left-hand side in corridors and on the stairs.  
 Show care and consideration for others at all times.  
 Be helpful to visitors.  
 Be polite and courteous.  
 Bring the correct equipment to lessons.  
 Complete homework and hand it in at the appropriate time.  
 Show respect for other people's property.  
 Hold doors open for adults and do not interrupt conversations between staff.  
 Ensure your possessions and especially Games kit, are not left around the school.  
 Never draw attention to, make fun of or mock differences between people or their abilities.  
 Wear your school uniform with pride, look smart at all times.

**When children behave in unacceptable ways:**

- Corporal punishment will be never be used nor threatened
- Children will not be singled out or humiliated in any way. Staff within the school will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- Staff will not raise their voices in a threatening way
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- How a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he or she has done. It may be that the child will not be allowed to make his or her own choice of activities for a limited period of time
- Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and setting. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellor.
- Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively as part of our continuous provision with support from SEAL adult-led activities.
- Confidential records will be kept on any negative behaviour that has taken place. Parents/carers will be informed and asked to read and sign any entries concerning their child
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- Through partnership with parents/carers and formal observation, staff will make every effort to identify the unwanted behaviour and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.
- However, physical intervention is allowed when averting immediate danger of personal injury. Any occasion on which physical intervention is used must be recorded on an incident form and parents will be informed on the same day or as soon as reasonably practicable.

### **Disciplinary Procedure**

1. In the event of general misbehaviour by a pupil then this will be dealt with by the pupil's classroom teacher. In the case of more serious or persistent misbehaviour the class teacher may refer the matter to the Deputy Head teacher
2. Where however there has been a serious or persistent breach of the School Rules and Regulations then the Class Teacher shall refer the matter to the Head teacher (or the Deputy Head in the event that the Head teacher is not available) who shall carry out an investigation of the circumstances appertaining to the breach and determine the appropriate sanction to be applied to the breach or breaches.
3. In the event that the Head teacher (or the Deputy Head Teacher in his/her absence) determines that the breach(es) warrant the possibility of exclusion then the Head Teacher shall contact the parents and inform them of his decision stating the reasons and duration of

the exclusion. He shall confirm all details in writing to the parents with 24 hours. The Chair or Vice Chair shall be informed of his decision stating the reasons.

4. In the case of expulsion the Head shall inform the Chair or Vice Chair stating the reasons. The Head shall communicate his decision and reasons for the expulsion and confirm his decision in writing within 24 hours.

If parents wish to appeal against an expulsion they should use Stage 3 of the Complaints Procedure

## **Rewards and Sanctions**

### **Rewards across the school**

#### **Merit Award**

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.

### **Key Stage 2**

#### **House Points**

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 pupil receives five House points at the start of each week to mark their contribution to the Highfield community. A pupil who is working consistently well should retain these five points by the end of the week. It is hoped that all pupils will retain these points. If a pupil forgets to hand in their homework, speaks out of turn or does not live up to the standards set in the classroom, then a House Point will be debited from his/her total.

#### **Rewards for Monitors**

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

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.

### **Key Stage 1 and Early Years**

House Points have been introduced at KS 1. Children will not earn points individually at this stage but will gain points for their house.

A variety of methods of other positive reinforcement are used throughout Key Stage 1 and Early Years:

Year 1 and year 2 classes operate the traffic light system to encourage good behaviour.

### **Sanctions and 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. (For Early Years Discipline Policy please see Appendix 5)

### **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 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

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.

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, 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 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 enter 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.

Further guidelines see appendix 3

### **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 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, where we operate a zero tolerance on all forms of bullying and where 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.

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, loners with few friends, anxious or fearful children, younger children and those outside a group.

### **The occasional bully**

The occasional bully can display kinder aspects of their character, but does resort to bullying when it suits. These bullies do share some of the same traits, but are difficult to classify because the bullying behaviour is not consistent and is often precipitated by some sort of crisis or by the bully 'having a bad day'. These children and young people can also be quite charming but often they:

- Are suddenly aggressive to peers, parents, teachers and siblings,
- Act impulsively and regret it later,
- Don't learn from their mistakes,
- Wish to be in charge,
- May be physically strong,
- May be articulate,
- May be manipulative,
- May display other anti-social behaviours, such as throwing tantrums or yelling when things go wrong,
- On the whole, have good self esteem,
- May be 'spoilt' by parents who cannot understand how their children could be bullying others because they are perfect at home where their every wish is granted.

These are characteristics we often find in children who bully occasionally. These children need firm, clear guidelines and established consequences to actions. We also teach them to empathise with other children.

### **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.

### **Staff responsibilities and Procedures**

- Staff will be aware of areas around the school where bullying might take place and be sensitive to times and situations when it is more likely to happen,
- Cases of bullying or suspected bullying that are observed in class or around the school should be acted on immediately by the member of staff involved,

- All reported cases will be investigated. Pupils must be confident that bullying will be investigated and taken seriously. Pupils may see failure to respond to incidents or allegations, as tolerance of bullying,
- All parties involved will be listened to. Initially an oral discussion will take place; if it is felt that it will be useful, a written account may be requested from the involved parties,
- Initially, reported incidents will be dealt with by class teachers; if further guidance or support is needed or for recurrent incidents of bullying involvement of the SMT will be sought,
- A record of bullying incidents will be kept on the School Record Software,
- Staff will provide opportunities to discuss our stance on bullying through assemblies, PSHEE lessons, circle time and in other areas of the curriculum when opportunities arise,
- Staff will ensure that a firm but fair discipline structure is in place which is understood and used by all (in line with Rewards and Sanctions and Disciplinary Procedure sections above),
- Staff will foster by example the values we, as a school, believe in,
- Staff will remain calm when faced with an incident and think hard about whether their actions need to be private or public,
- Staff will take time to explain clearly the sanction and why it is being given.
- Staff will ensure that the incident doesn't live on through reminders from them.

#### **Pupils' responsibilities: (to be discussed in class)**

- To understand that 'not telling' is playing the bully's rules and we want you to tell,
- Tell your parents and/or a member of staff,
- Talk to your student councilor or house captain about any problems,
- Identify the person, places and times,
- Until the situation is resolved, can you avoid the circumstances?
- Do not buy the bully off with presents or money,
- Do not just 'put up with it' as it will become worse,
- If you aware of someone who you think is being bullied, let your class teacher know,
- Don't be drawn into a bullying situation by your peers, be strong!!

#### **Parents' responsibilities**

- Watch for signs of distress in their child,
- Take an active interest in their children's friends,
- Advise their child to tell a member of staff about the incident. If possible allow them to report the problem themselves,
- Inform the school if bullying is suspected,
- Do not encourage retaliation,
- Be willing to come into school to discuss any incident of bullying your child has been involved in,
- Support any sanctions that are put in place as a result of a bullying incident.

## 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

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.

**It is relevant within the school day. Staff and Governors have no responsibility for actions taken beyond the school day although we will support and offer advice if situations do arise.**

### **EYFS:**

Our Nursery believes that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the Nursery we aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. It is important that they are encouraged to respect everyone and learn to value differences and diversity. Staff will take time to explain to the children why some forms of behaviour are unacceptable and hurtful to others. The use of circle time enables EYFS pupils to develop social and emotional skills in such areas as empathy and management of feelings. We have a named member of staff for Behaviour.

We aim to:

- Recognise the individuality of all our children
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Work in partnership with parents and carers by communicating openly

- By praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them
- Encourage all staff working with the children to accept their responsibility for implementing the goals in the policy
- Promote non-violence and encourage the children to deal with conflict peaceably
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- Have a named person who has overall responsibility for issues concerning behaviour.

The named person: Mrs E Elstone [2+], Miss A Halstead [EYFS] will keep up to date with legislation and research and thinking, access relevant sources of expertise on handling children's behaviour; attend regular external training events, and check that all staff relevant in-service training on handling children's behaviour. A record will be kept of staff attendance at this training

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the Nursery.

Nursery rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult, or by verbal bullying may be removed from the group. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

When children behave in unacceptable ways:

- Physical punishment such as smacking or shaking will be never be used nor threatened
- Children will not be singled out or humiliated in any way. Staff within the Nursery will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- Staff will not raise their voices in a threatening way

In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome

How a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he or she has done. It may be that the child will not be allowed to make his or her own choice of activities for a limited period of time

Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases, inappropriate behaviour will be dealt with in Nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and Nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellor

Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively

Confidential records will be kept on any negative behaviour that has taken place. Parents/carers will be informed and asked to read and sign any entries concerning their child

If a child requires help to develop positive behaviour, every effort will be made to provide for their needs

Through partnership with parents/carers and formal observation, staff will make every effort to identify the unwanted behaviour and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented

Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

#### Anti-bullying

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

**Any form of bullying is unacceptable and will be dealt with immediately. At Highfield, staff follow the** guidelines below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is wrong and will be encouraged to resolve problems in other ways
- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or "harmless" it may seem
- The staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour
- 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 Nursery.
- By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

The Education Committee is responsible for this policy

Date last reviewed: September 2020

#### 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.

## **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**

#### **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.