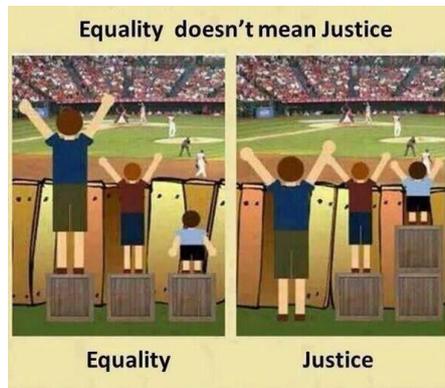


HIGHFIELD PRIMARY SCHOOL

BEHAVIOUR AND ANTI BULLYING POLICY



- If a child lives with criticism, he learns to condemn.
- If a child lives with hostility, he learns to fight.
- If a child lives with ridicule, he learns to be shy.
- If a child lives with shame, he learns to feel guilty.
- If a child lives with tolerance, he learns to be patient.
- If a child lives with encouragement, he learns confidence.
- If a child lives with praise, he learns to appreciate.
- If a child lives with fairness, he learns justice.
- If a child lives with security, he learns to have faith.
- If a child lives with approval, he learns to like himself.
- If a child lives with acceptance and friendship, he learns to find love in the world.

ANON

Behaviour in school is the collective responsibility of everyone.

Aim

Highfield's behaviour management ethos is that regardless of race, disability, gender, special needs or emotional and mental health needs, everyone will be treated fairly and with respect. We aim to maintain very high standards of behaviour and acknowledge that for some children this may take the form of very small steps of progress.

All pupils are expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy, respect for other people and be proactive in helping others achieve. We shall achieve best results if we lay particular emphasis on rewards and praise, connecting with children and correcting in positive and effective ways. Teachers aim to motivate children to acquire and learn appropriate behaviour by commending and rewarding their successes rather than focusing on their failures and shortcomings.

The behaviour policy underpins every aspect of school life. We want children to become confident and self-assured learners, and equipped with the behaviours and attitudes necessary for success in their next stage of education.

Rights and Responsibilities (Behaviour Principles)

All members of the school community have key rights, and each right comes with a responsibility and expectation of good behaviour.

At the beginning and throughout the school year, children should discuss rights and responsibilities as part of establishing and maintaining the school ethos. Many assemblies as well as curricular lessons address these rights and responsibilities.

The following table outlines the rights and responsibilities of each individual at Highfield:

Everyone has the right to:	Everyone has a responsibility to:
<ul style="list-style-type: none">• be safe and secure	<ul style="list-style-type: none">• not threaten the safety and security of others
<ul style="list-style-type: none">• be cared for	<ul style="list-style-type: none">• care for others
<ul style="list-style-type: none">• be respected	<ul style="list-style-type: none">• respect others
<ul style="list-style-type: none">• be treated with courtesy, by adults and children	<ul style="list-style-type: none">• be courteous to adults and other children
<ul style="list-style-type: none">• be heard	<ul style="list-style-type: none">• listen to others
<ul style="list-style-type: none">• be valued for what they can offer	<ul style="list-style-type: none">• value the contributions of others
<ul style="list-style-type: none">• receive praise, for effort and success, so that they feel good about themselves	<ul style="list-style-type: none">• praise the efforts and successes of others
<ul style="list-style-type: none">• have loyal friends	<ul style="list-style-type: none">• be loyal to their friends
<ul style="list-style-type: none">• be in an environment where learning can take place	<ul style="list-style-type: none">• avoid behaviour that will disrupt the learning environment for others
<ul style="list-style-type: none">• be in a clean environment	<ul style="list-style-type: none">• keep the school tidy
<ul style="list-style-type: none">• be in an interesting and stimulating environment that is properly equipped	<ul style="list-style-type: none">• help create and sustain an interesting and stimulating environment, and to look after the school and its equipment properly
<ul style="list-style-type: none">• know what reasonable and consistent expectations are made of them by adults	<ul style="list-style-type: none">• work hard to meet these reasonable and consistent expectations
<ul style="list-style-type: none">• be dealt with fairly and consistently, by adults and pupils	<ul style="list-style-type: none">• deal fairly and consistently with others
<ul style="list-style-type: none">• have their own opinions and beliefs	<ul style="list-style-type: none">• tolerate the different opinions and beliefs of others
<ul style="list-style-type: none">• develop independence and self discipline	<ul style="list-style-type: none">• exercise independence and self discipline responsibly

The importance of a ‘positive behaviour’ strategy

We expect all adults working with children to:

- be clear and specific about the behaviour wanted
- notice and affirm good behaviour when it occurs, informally and formally
- establish predictable and fair consequences for inappropriate behaviour
- support pupils in achieving appropriate behaviour
- ensure that all aspects of school organisation are consistent with the policy
- understand that “fair” does not always mean the same for all

A behaviour policy will work if:

- it is understood and supported by children, staff, parents and governors
- it is fair and just
- it is not too intrusive, and does not disrupt day-to-day classroom activities
- it is not unnecessarily complicated
- it rewards behaviour and attitude and not just 'good work'
- it uses appropriate rewards
- all children have access to rewards for good behaviour.

Celebrating success at Highfield

Success is celebrated in a number of ways at Highfield:-

- **Assemblies** - In a class and year group assemblies children can share their good work and achievements with the rest of the group. In Celebration Assemblies children are rewarded for good behaviour as well as academic and sporting achievement.
- **Special Performances For Parents** – sharing assemblies and performances
- **Head teacher rewards** - Children who are sent to the Head teacher for good work and behaviour, will be given praise and a reward certificate to go home.
- **Certificates** - Children may be chosen to be in the celebration book for good behaviour as well as good work.
- **Golden Manners Table** – Children in KS1 are chosen by the dinner staff every fortnight to sit at the golden table for their lunch
- **Individual Year Group Rewards** – Teachers have their own individual systems in class to recognise individual and whole class achievement. These can take the form of stickers, star charts, team points and class compliments.
- **Parents** – Staff have very positive and close working relationships with parents

Staff Guidelines

Role Modelling	To create and sustain a positive, supportive and secure environment, teachers must:	Supervision of the following areas needs to be well planned and managed by all staff:
<p>All staff play a vital part in promoting the school's positive behaviour policy. Their influence is significantly enhanced if pupils perceive staff as having a set of high expectations for children's behaviour, which are reflected in their own conduct. 'Do as I say and not as I do' is unacceptable, and staff must provide appropriate role models. Therefore, it is important that staff:</p> <ul style="list-style-type: none"> o connect with the child o set an example through high standards of speech, manner and dress o expect to give and receive respect o establish their authority firmly and calmly o apply rules firmly, fairly and consistently o treat everyone as an individual o separate the problem from the person. <p>In terms of inter-personal relationships staff must:</p> <ul style="list-style-type: none"> o greet people and be greeted o speak and be spoken to, starting dialogue o smile and relate o communicate. <p>Whatever the provocation staff must avoid over-reaction and taking poor behaviour as a personal attack:</p> <ul style="list-style-type: none"> o avoid confrontation o listen o establish the facts o judge only when certain o use punishments sparingly o deal with misbehaviour fairly and justly. <p>In the classroom, teachers must create and sustain a positive, supportive and secure environment.</p>	<ul style="list-style-type: none"> o be in the classroom when the children arrive or meet them in the playground o be prepared for the lesson; o keep everyone occupied and interested; o extend and motivate all pupils; o mark work promptly and constructively, with appropriate comments; o keep an attractive, clean and tidy classroom; o maintain interesting wall displays; o keep records up-to-date. <p>Teachers should do all they can to avoid:</p> <ul style="list-style-type: none"> o humiliating pupils - it breeds resentment; o shouting / 'nagging' - it is ineffective and it diminishes you; o over-reacting - the problems will grow; o blanket punishments - the innocent will resent them; o over-punishments - it reduces options later; o sarcasm - it damages you; o jumping to conclusions - never punish what you can't prove. <p>Teachers should do all they can to:</p> <ul style="list-style-type: none"> o use humour o keep calm o listen o be positive and build relationships o know all their pupils as individuals and be aware of their emotional and mental health needs o carry out any sanctions o be consistent. 	<ol style="list-style-type: none"> 1. Movement within the building and between buildings 2. Behaviour within the classroom 3. Playground behaviour 4. Lunchtime break 5. Wet playtime 6. Entering and leaving the school grounds 7. Toilets <p>MAIN BUILDING. Staff should ensure that:</p> <ul style="list-style-type: none"> o people keep to the left hand side of the corridor whenever possible o if it is necessary for two classes to pass one another then children should be in single file. o if children have to wait in the corridor they should be in single file and very quiet - especially if they are outside a room where other people are working. <p>CHILDREN SHOULD WALK AT ALL TIMES WHEN USING THE WALKWAY.</p> <p>It is appreciated that in bad weather speed is important, but safety should always take first priority.</p> <p>Bullying The staff at Highfield will endeavour to prevent all forms of bullying among pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that the behaviour is unacceptable. (See Anti- Bullying Policy.)</p>
<p>Sanction application</p> <p>In selecting a sanction, teachers will seek to ensure that:</p> <ul style="list-style-type: none"> o it promotes the notion of reasonable consequences rather than retribution o it is consistent and fair. <p>An example of hierarchy of sanctions is:</p> <ul style="list-style-type: none"> o a reminder of the rule o a change of seat to minimise disruption o a withdrawal of privileges (part of playtime) o the use of daily reports o referral to the Head teacher/learning mentor o contacting parents o work with outside agencies <p>Withdrawal from class - if a teacher finds that a child is so disruptive that they need to be withdrawn from the lesson the child should be referred to the Head teacher. Children must not stand in the corridor outside the classroom.</p>	<p>School rules</p> <p>It is impossible to produce lists of all occurrences that promote or contravene the principles set out in the table of rights and responsibilities, but appropriate behaviour needs to be encouraged. For example:</p> <ul style="list-style-type: none"> o address teachers by name. o be able to follow simple instructions and to do as they are told straight away o have good manners o walk in school and keep to the left of the corridor o enter and leave school in a quiet and orderly way o enter assemblies quietly o leave classrooms tidy o treat other people and their belongings with respect o do not bring sweets or mobile phones to school o do not wear unsanctioned jewellery in school o wear school uniform and black shoes 	<p>Support and referral system</p> <p>Colleagues, including senior staff, frequently provide each other with informal advice and support relating to behavioural day-to-day issues.</p> <p>Matters giving a class teacher particular cause for concern should be brought to the attention of a senior member of staff, such as the Learning mentor, TLR, SEND Co-ordinator, assistant head teachers or the Head teacher, so that various options can be discussed and the most appropriate strategies identified and implemented.</p> <p>Teachers must seek advice when necessary. The Learning Mentor works very closely with all members of staff and uses a variety of strategies to support emotional health and well-being, and implement a positive behaviour approach.</p>

Arrangements and procedures to combat bullying

The staff at Highfield will endeavour to prevent all forms of bullying amongst pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that the behaviour is unacceptable.

Pupils work hard with the school to prevent all forms of bullying, including on line bullying and prejudice – based bullying.

What is bullying?

Bullying can involve physical or verbal attacks, derogatory or aggressive language, cyber bullying, damaging or stealing victim’s property or coercing the victim into acts which they do not wish to do. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone. Bullying happens when a person is subjected to deliberate, repeated aggressive acts over a period of time by another person or persons.

Disagreements and fall outs during play is a natural part of childhood but it becomes bullying when it is deliberate and sustained over a period of time.

Any child can bully another.

People can be bullied based on a range of differences including: race, religion, gender, sexual orientation, physical differences, Special Educational Needs or disability.

Be particularly vigilant around children who:

- lack close friends in school
- are shy
- have an over-protective family environment
- are different in some obvious respect
- struggle with social interactions
- possess expensive accessories such as computer games

Strategies

Range of Strategies	Exclusion	Curricular Approaches to Bullying
<p>A range of strategies is available to deal with incidents:</p> <ul style="list-style-type: none"> • all incidents or allegations of bullying are recorded by the head teacher on the school record sheets and a decision is taken as to the appropriate action and/or further investigation (Bullying file in HT office) 	<p>Where other strategies do not resolve the problem, exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.</p> <p>Five key points:</p> <ul style="list-style-type: none"> • never ignore any suspected or allegation of bullying 	<p>Highfield does special work around bullying each year as part of its PSHE curriculum:</p> <ul style="list-style-type: none"> • Assemblies (school and year group) to raise awareness about bullying and the anti-bullying policy • increase understanding for victims, and help build an anti-bullying ethos

<ul style="list-style-type: none"> • Monitoring diary sheets can be used by alleged bully and/or victim • be aware that even young children can understand the consequences of their actions • listen carefully to pupils and provide opportunities for them to express views and opinion. Make notes and interview children individually to build a complete picture of the situation • Ensure parent are aware of investigations and actions • multi-agency working with Professionals such as Locality Inclusion Leads • Learning Mentor intervention groups and programmes. Use of Emotional Literacy resources. On line questionnaire to identify emotional literacy scores and identify child's needs (resilience, self-regulation, empathy, social interaction) 	<ul style="list-style-type: none"> • don't make premature assumptions • listen carefully to all accounts - several pupils saying the same does not necessarily mean they are telling the truth • adopt a problem-solving approach which moves pupils on from justifying themselves • follow-up repeatedly, checking bullying has not resumed 	<ul style="list-style-type: none"> • teach pupils how constructively to manage their relationships with others • Events such as Play in a Day theatre workshop for Year 5 children and performance for school, police/CPSA visits to talk to year groups, Child Line workshops • E-safety curriculum to address social media and cyber bullying • Peer Mediation work and training for Year 5 pupils • Buddy Bench <p>Through the curriculum it is possible to explore such issues as:</p> <ul style="list-style-type: none"> • why do people bully each other? • what are the effects of bullying on the bullied, on bullies, and on bystanders? • what can we do to stop bullying?
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- Classroom activities and interventions for reducing bullying

Co-operative Group Work	PSHE lessons / Circle Time	Circles of Friends
<p>When this is integrated into normal classroom practice, pupils can:</p> <ul style="list-style-type: none"> • explore issues and controversies by considering different points of view • be more tolerant of others and more willing to listen • trust those of the opposite gender and those from other ethnic groups • become better integrated into the peer group <p>Children work together on shared tasks, involving co-operation and individual accountability. For example, groups of pupils in ‘<i>expert</i>’ groups research aspects of a topic. The ‘<i>experts</i>’ then return to the ‘<i>home</i>’ group to instruct one another and produce a joint piece of work. In a final plenary session, children are debriefed about the task that they have just done, or the way in which they have worked together, or both.</p> <p>Variants include trust-building exercises, co-operative games, problem-solving activities, discussion groups, role play and simulations. All share some essential aspects:</p> <ul style="list-style-type: none"> • pupils work together and help one another, managing conflicts within the group • there are tasks needing a group effort • children share information and divide work towards common goals • roles vary within groups: leading, note-taking, problem-solving, tidying up <p>Working together as colleagues, relationships sometimes develop into real friendships. Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them. Training and manuals are available.</p>	<p>Time is set aside each week for teachers to deliver PSHE /Circle time lessons. Such lessons creates a safe space to explore issues of concern</p> <ul style="list-style-type: none"> • explores relationships with adults and peers • enhances effective communication • affirms the strengths and enhances the self-esteem of each member <p>Participants listen carefully, making eye contact with one another and addressing particular problems – for example, e-safety, relationships, anger, fighting and bullying.</p> <p>The teacher and pupils agree on simple, positive rules which encourage the group to:</p> <ul style="list-style-type: none"> • focus on their own feelings and those of others • listen to one another and tolerate others’ views • learn to take turns • discuss difficult issues using a problem-solving approach <p>Putting this method into practice needs good organisation and links to other anti-bullying strategies.</p>	<p>Sometimes known as ‘Circles of Support’, they build relationships around a vulnerable pupil. The method must first be explained to that pupil and the parents, whose agreement and support are essential. Circles aim to:</p> <ul style="list-style-type: none"> • improve the level of acceptance and inclusion of the pupil • help the pupil make friends inside or outside the Circle • increase insight into the pupil’s feelings and behaviour <p>The class meets with an appropriate adult, usually the learning mentor. The children then:</p> <ul style="list-style-type: none"> • describe the pupil - only <i>positive</i> things may be said • lists things about the pupil that they find difficult • discusses how <i>they</i> would feel and behave if they were isolated or socially excluded • considers how they might help - pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track • identifies what might stop the pupil changing • volunteers to form the pupil’s Circle of Friends (between six and eight pupils)

<p>Befriending</p>	<p>The Support Group Approach</p>
<p>Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred. Befrienders:</p> <ul style="list-style-type: none"> • need friendly personal qualities • give support with emotional and social problems - newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded • run after-school clubs offering companionship and activities to peers who would otherwise be miserable and alone • may share a common difficulty - for example bereavement - perhaps setting up a support group <p>The befriended feel more positive about themselves having had someone to talk to about their problems. Befrienders feel more confident and value other people more. The school becomes safer and more caring as relationships improve generally. Befrienders need training in active listening, assertiveness and leadership.</p>	<p>A support group is formed for the bullied pupil made up of those involved in the bullying, and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:</p> <ul style="list-style-type: none"> • the group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friends of the victim can take part; • with the victim's agreement, their own feelings are communicated to the group. <p>The facilitator makes clear that the purpose is to take joint responsibility and find a solution. Suggestions on how to help are sought, but the key aim is a joint commitment to take action; each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members might not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.</p>
<p>Mediation by adults</p>	<p>Mediation by peers</p>
<p>This method focuses on pupils who have been bullying others regularly for some time, <i>as well as</i> those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school. There is a simple script available:</p> <ul style="list-style-type: none"> • hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first • get agreement with each that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this be prescriptive • chat supportively with the bullied pupil - helping them to understand how to change if thought to have 'provoked' the bullying • check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying • check whether the bullying starts again or targets another pupil • if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or a change of class <p>The approach is successful, at least in the short term, provided the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long-term success unless backed up by other procedures, including firm disciplinary ones.</p>	<p>In a structured way, a neutral person helps voluntary participants resolve their dispute. The aims are to:</p> <ul style="list-style-type: none"> • enable victim and bully to identify problems and solutions, defusing tension between peers • ensure that all involved come away with a sense that the outcome is fair to both sides. <p>Trained peer mediators can solve problems between pupils. The usual process is:</p> <ul style="list-style-type: none"> • <i>Define the problem:</i> in turn, participants describe their perspectives – without interruption but within set time limits. The mediator clarifies the feelings of each participant and then summarises what has been said • <i>Identify key issues:</i> listed on paper and divided into conflict and non-conflict issues • <i>Brainstorm possible options:</i> both parties suggest solutions which are written down. They consider the implications for themselves and each other • <i>Negotiate a plan of action and agreement:</i> the mediator asks which solutions will most likely satisfy both parties. One solution is identified and a written agreement is made and signed by all participants. Both parties shake hands

Approach to reasonable force

Teachers must act if they reasonably foresee an incident will cause loss or injury to a pupil. The standard of care required of a teacher is that of a reasonable prudent parent (“in loco parentis”) judged not in the context of his/her own home but in that of school.

The important point to remember is that to take no action where the outcome of the situation is that the pupil injures himself or herself or another, could be seen as negligence.

Application of force

What constitutes “reasonable” must always be a matter of personal judgement. NO two situations are ever similar in all respects, still less the children in our care. However, there are some guidelines which may be helpful:

1. Where force is applied it should be done in a manner that attempts to reduce rather than provoke a further aggressive reaction.
2. The number of staff involved should be the minimum necessary to restrain the child, while minimising injury to all parties.
3. The more serious the danger the greater the degree of force which may be used to avoid such danger.
4. The force used must be the minimum necessary to deal with the harm that needs to be prevented i.e. it must be reasonable in the circumstances.
5. Violence must always be dealt with promptly and positively. No blame should be attached to a member of staff who has acted in good faith and consistently with the training he/she has received.

Alternatives to physical intervention or restraint

1. Try to anticipate the situation arising and take avoiding action if necessary.
2. Instruct the pupil who is misbehaving to stop.
3. Try to diffuse and calm the situation by distracting the pupil, moving them away from the situation etc.
4. Consider your role in the situation. Is your body language, response or relationship with the child likely to aggravate the situation further? If so then be prepared to retreat or hand over to another member of staff.

Circumstances where the use of physical intervention or restraint is acceptable.

Physical intervention or restraint of pupils displaying aggressive or violent behaviour will be used in the following situations:

1. Where such interventions might calm an excessive emotional, aggressive or violent outburst.
2. Where the pupil's behaviour is likely to injure himself or herself.
3. Where the pupil's behaviour is likely to injure or harm other pupils.
4. Where the pupil's behaviour is likely to harm staff or others.
5. Where the pupil's behaviour is likely to cause damage to property including their own.

Circumstances where the use of physical intervention or restraint is unacceptable.

1. Under normal circumstances it is against the law for any member of staff to use any form of physical chastisement as an act of punishment. This would be considered as corporal punishment or “the intentional application of force as a punishment”.

Therefore the following are not acceptable:

- Physical chastisement such as slapping, pushing or prodding as a form of punishment.
- Any form of rough handling of a pupil as a form of punishment.
- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe.
- Slapping, punching or kicking the pupil.
- Twisting, forcing limbs against a joint.
- Tripping up a pupil.
- Holding or pulling a pupil by the hair.
- Touching or holding a pupil in any way that might be construed as indecent and should seek to maintain their personal dignity as far as possible.

Recording of incidents

Teachers must document all cases of physical intervention when it is used to physically overpower the child in order to ensure compliance.

A pro forma is available for this recording.

This will be completed and signed as soon as possible after the incident.

Any members of the school staff involved in the restraint should record their involvement to comply with school guidelines.

Training

When appropriate adults working in school will receive training in the Team-Teach approach.

Prevent Duty

All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.

Our school focuses on children's personal, social and emotional development in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

This policy will be next reviewed in spring 2021

