

# Highfield Community Primary School

## Behaviour Management Policy (includes anti-bullying)

Includes COVID 19 Amendments



Academic Year  
2021 – 2022

## Behaviour Management Policy

Highfield Community Primary School believes that all children have the right to learn in a safe, happy and positive environment that is free from prejudice, stereotypes and bullying. Highfield places high value on basic manners and courtesy.

'Behaviour and Discipline in Schools' January 2016 states:

The Headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils.

### Aims

The aim of Highfield's behaviour management policy is to create an ethos and environment that will develop children into individuals that are:

- Resilient
- Resourceful
- Respectful
- Emotionally literate
- Tolerant
- Happy
- Confident
- Courteous



We also aim to:

- Enable the children to make the 'right choices' in terms of their actions and reactions;
- Develop a caring and positive attitude towards others, the environment and property;
- Foster an awareness of good citizenship;
- Develop links between home and school, which will provide children with a framework of acceptable standards of social skills and behaviour;
- Ensure learning and teaching is inclusive, exciting and challenging.

**Creating a positive ethos and promoting positive discipline  
is the role of every member of our school community.**

### Principles

- Everyone is expected to consistently support the school ethos, routines and policies for the mutual benefit and safety of all concerned. Behaviour management is the collective responsibility of all staff, governors, parents and pupils.
- Good relationships and communication fostered between home and school, staff and pupils are of the greatest importance.
- Everyone must be treated as being of equal value in what they bring to school and contribute, regardless of gender, religion, cultural or ethnic background and positive stereotypes where appropriate should be actively promoted.
- Management of undesirable behaviour, by all members of staff, must be fair and consistent.
- We expect children to accept responsibility for their own actions.

- The school will work co-operatively to provide a relevant supportive curriculum for all pupils where individual and group needs are met.
- The school employs structures and systems that recognise and praise excellent behaviour i.e. 'Go for Gold', whole school/class rewards, certificates, celebration assembly.
- Everyone is expected to be aware of the effects of bullying and racism on the school community. Cases must be reported, investigated and promptly dealt with. Such incidents should be recorded and then dealt with by the leadership team/pastoral team.
- Absenteeism is a key area to tackle in promoting positive attitudes.
- Managing pupil behaviour is not simply about responding to inappropriate behaviour, but about creating conditions which will encourage positive behaviour. Rules, rewards and sanctions should be stated positively; clear and specific; few and comprehensive; understood by all pupils; frequently reinforced in a positive way; devised in consultation with pupils and parents.

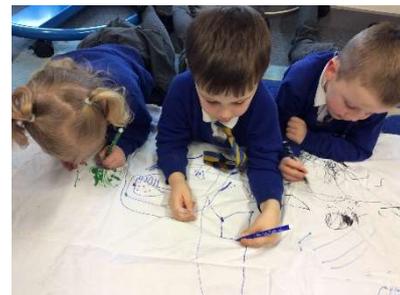
**Positive discipline structures take on the same form in Nursery as they do in Year Six – this offers consistency, clarity and a shared ownership of rules, rewards and sanctions for all.**

### **The Role of the Staff**

- All teachers, support staff and dinnertime supervisors, share a collective responsibility for promoting good behaviour and managing behaviour problems positively.
- The key relationship is between the child and the class teacher. All staff should work positively to support this relationship.
- All staff should work positively to develop a wide range of supportive relationships with children and each other.
- Seeking the help, advice and co-operation of other colleagues is a positive, professional means of ensuring that behaviour management is seen as the collective responsibility of all members of our School. Teachers are advised to seek help and support from the senior leadership or Learning Mentor when they have concerns about the behaviour of a child.
- All staff need to be aware of individuals; rights and responsibilities when dealing with behaviour. All serious incidents must be referred to a senior leader.

### **The classroom environment**

The organisation of the classroom is fundamentally important in managing behaviour. Teaching and learning should be interesting and varied and offer pupils a degree of choice. Account should be taken of pupils' preferred learning styles. Pupils should feel involved in the learning and teaching process. Well organized, purposeful cooperative learning activities can improve behaviour. High expectations should be regularly enforced and should be realistic but challenging. Teaching should encourage an accurate match between aspirations and ability. The teachers' every word and action should be based on the assumption that all pupils can achieve whatever is to be learned. Simple non-verbal encouragement (smile, thumbs up, etc) is effective. Teachers should model good behaviour patterns and be aware of their own stress control techniques. When pupils arrive in the classroom, initial contacts should be positive.



Class rules, rewards and sanctions are displayed in every classroom with photographs of the children in the class displaying the desired positive behaviours. The structured system includes rewards for the individual child, the class and the whole school. At the beginning of

each term, these rules are reinforced in each classroom so that the children have ownership of them.

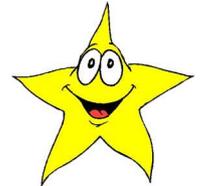
### Classroom Rules

- We follow instructions and show good manners.
- We keep hands, feet and objects to ourselves.
- We always use kind words and play friendly games.
- We walk in the classroom and around school.

**Under COVID guidance, all staff will also promote and reward social distancing and good hygiene.**

### Rewards

- Be thanked by the teacher or my class mates.
- Be awarded additional responsibilities.
- Get a sticker.
- Be V.I.P. for the day.
- Acknowledge the behaviour warrants 'Going to Gold' for the session.
- Get a certificate in Celebration Assembly.
- Good news shared with my grown up



### Sanctions

#### **In the Classroom:**

- Verbal warning.
- If behaviour persists, recognise the behaviour warrants 'virtually moving to yellow face' for that lesson.
- If behaviour continues to persist, move to another place in the classroom if space allows and acknowledge behaviour warrants a 'virtual move to the red face'.
- 'Red behaviours' should be logged on the school electronic record keeping system - CPOMs.
- If behaviour persists, child is sent to Ms Dowling. Persistent offenders on 'red' will have parents informed and a meeting to re-establish behaviour expectations should take place between the teacher and family. Individual Behaviour Plans would be considered and implemented under the guidance of the SENCo, Mrs Wall.
- Severe clause – reported to Ms Dowling immediately. Severe clause is defined as: abusive/swearing, a physical attack on another person, refusal to follow instructions or behaviours that are deemed dangerous under COVID 19 guidance e.g. spitting at another person.

#### **On the Playground:**

- Verbal warning.
- If behaviour persists, move to another safe place in the playground adhering to social distancing between class bubbles. Member of staff or MDA on duty to inform child's class teacher.
- If behaviour persists, child is sent to a member of the Senior Leadership Team for an appropriate period of time.
- Severe clause – reported to Ms Dowling/SLT immediately.

We expect children to make good choices and older children to set a good example to younger ones.

## **Behaviour beyond the school gates – teachers’ powers**

What the law allows: Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable”.

The school may discipline a child for:

Any misbehaviour when the child is:

- Taking part in any school-organised activity or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school depending on the incident

## **Communication and parental partnership**

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents / carers immediately if we have concerns about their child’s welfare or behaviour – this includes if there is a pattern of regularly receiving warnings.

If parents / carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parent Surveys demonstrate that the overwhelming majority of parents say that their child feels safe at Highfield School. One of the reasons for this is that we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We have specific guidance to follow if an incident of bullying (including online bullying) or racism occurred. See below.

## **Use of reasonable force**

In very rare occasions it may be necessary to have physical contact with the children and use reasonable force. All staff, based on their professional judgement have the legal power to use reasonable force. Such cases may be to control or restrain a child dangerous to others and themselves or who is damaging property. Another would be to intervene in fighting after a refusal to separate or where they refuse to leave an area and are led by the arm out of an area. Some members of staff have undertaken de-escalation training and manual handling training. At Highfield we NEVER use force as a punishment and always act in the child’s interests to avoid injury. However, in extreme cases it may not be possible to avoid injuring the pupil. All staff will make reasonable adjustments when using reasonable force for disabled children and children with special educational needs. If such serious incidents occur and reasonable force has been used then the incident will be recorded and the parents of the child will be informed.

## ANTI-BULLYING

Bullying can happen in any school. How any school reacts to bullying and actively works to prevent it is very important. We have these principles and roles in place to ensure that bullying is understood to be very wrong and totalling unacceptable at Highfield, and that any potential behaviours are quickly stopped.



### Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis. We ask ourselves, is it persistent and is it over time? Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). All are treated extremely seriously at Highfield.

### Aims and objectives

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable. Staff are expected to model positive and respectful behaviour towards each other and pupils.

### The role of children

All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong. Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know. Pupils must also understand that observing bullying also requires a response e.g. making sure that no-one is allowed to be left out of group, reporting concerns to staff. Pupils should tell us their honest views about school in regular feedback opportunities, School Council meetings, informal conversations with Senior Leaders during lunch. These views can be specifically about bullying but may also be about how safe they feel at school.

### The role of teachers and other staff in school

All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at Highfield. Teachers and teaching assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.

If staff witness an act of bullying, they should investigate it themselves (and ensure a member of the Senior Leadership Team is informed) and if appropriate, refer it to the Headteacher, Ms N Dowling.

### The role of the Senior Leadership Team

The Senior Leadership Team follow all principles and roles set out for teachers and other staff, particularly ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable. This is on a regular basis and may also stem from any signs of bullying. Assemblies are used to communicate this to the whole school.

Teachers are to keep a record of bullying, including any homophobic bullying.

### The role of parents / carers

Parents / carers have the responsibility of supporting this policy on positive relationships and behaviour. Parents/ carers concerned about bullying should contact their child's class teacher

first followed by the Headteacher or any member of the Senior Leadership Team. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should our complaints procedure by putting a formal complaint to the Governing Body. Parents are actively discouraged from using social media sites to contact other parents regarding incidents of poor behaviour between their children or confronting parents on the school playground.

### **The role of governors**

The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.

It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti bullying strategies. It will respond to any formal complaint from a parent/carer in line with our complaints procedure.

### **Cyber/online bullying**

Definition- "Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DCSF 2007

Bullying is bullying wherever and however it take place. Cyberbullying is a method of bullying that uses techonolgy/social media/internet to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale. Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation. Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident. 'Bystanders' can easily become perpetrators
- The 'profile' of a cyberbully or a target varies – age / size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness/empathy – 'It was only a joke'
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.

### **Anti-Racism**

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity.

All pupils should know that racism is wrong. Pupils should tell any adult (school staff or parent/carer) if they know of any racism in our school. All staff take racism seriously; they work hard to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at Highfield and in society.

All racist incidents will be dealt with no matter how trivial they may seem to be. If staff are

aware of racism, they should refer it to the Headteacher, Deputy or Assistant Headteacher immediately.

### **Homophobia**

Like all other forms of bullying, homophobic language or disrespectful/abusive behaviour towards any pupils is not tolerated and dealt with immediately in line with the schools policy outlined in this document.

Highfield recognises the need to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Highfield teaches children that using any prejudice based language is unacceptable.

### **Transition around the School**

Orderly behaviour is important to maintain a calm secure atmosphere and ensure safety for all concerned. It is the collective responsibility of all members of staff to consistently praise appropriate behaviour and to address inappropriate behaviours they may encounter around school.

### **Exclusions**

The facility will be operated only by the Head or Deputy Head in conjunction with DFE guidelines and legislation, whether exclusion is temporary or permanent. Governors would also be informed.