

# HIGHFIELD COMMUNITY PRIMARY SCHOOL



**‘Our Road Map to Success’**

**Behaviour Policy  
2024 - 2025**

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 expects pupils to uphold family values and consistently demonstrate courtesy and respect. Our Road Map to Success aims to nurture the knowledge and skills we all need to thrive in life and become champions of our community.

In order to access learning, pupils need to acquire the ability to self-regulate; be persistent and understand that making mistakes is a fundamental part of acquiring knowledge and skills. Highfield's 'Road Map to Success' has been developed over the past 18 months using well established action research findings in collaboration with staff and pupils. It aims to support equitable access to learning for all children and allow adults to model how we can manage our emotions and respond positively to set-backs/disagreements. Our 'Road Map to Success' builds upon the existing practices of the school.

The implementation of the policy starts in Nursery and remains consistently applied throughout the school. It is designed to be simple, effective and clearly understood by all. From experience, we know that families also like to use the same systems to support excellent behaviour at home, too and therefore the systems in place also take this into account.

It is important to note that this policy does not sit in isolation and forms part of a package of Personal, Social and Health Education. This document also contains information on our 'Anti-Bullying' strategies and sanctions; Equality at Highfield; and the Headteacher's powers 'beyond the school gates'. Regular attendance at school also forms a fundamental part of a child's sense of belonging and their academic and pastoral success. The layout of the school environment, access to high quality materials and the relationships modelled within the school all support this policy, too.

**Creating a positive school culture is everyone's responsibility.**



Our Road Map to success is about all adults and children seeing learning as a journey. On that journey, we adhere to the school 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.

In classes, we have a set of traffic signs that help us to stay on that learning journey, respecting others and their learning, too.



*I'm travelling down the road towards success, keep going!*



*I'm heading down the wrong road, I need to slow down and think, then reverse back up and head back down the right road.*



*I need to stop what I'm choosing to do, it's preventing me from learning or others from learning.*



*I've been recognised as being on the gold Highfield Highway, going above and beyond to set an example for others.*



I need time away from the 'traffic'; I have recognised it, or an adult has recognised it.



### Roadworks Required!

If something breaks down, roadworks are required. These take the form of restorative conversations following the suggested questions:

NB- The adult supporting the return to positive behaviours will choose from the list of questions, usually not more than three.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?



### The Golden Highfield Highway

Celebrating achievements and exemplary behaviour can take many forms:

- Name on the gold road sign in the classroom
- Good news note home
- Phone call/Dojo message home
- An individual token e.g. sticker, prize, something quick/instant – end of day, not end of week
- A visit to another member of staff for positive conversation
- A visit to member of the Senior Leadership Team for a celebratory conversation and a sticker
- A public word of praise in front of a group, class or the school
- Certificates in the No 1 Assembly

At Highfield, we want to build a culture where children are set up to succeed. We know from speaking to our pupils that fairness and justice are important to them. Demonstrating that you we all learn from our mistakes is important as is minimising the disruption to the learning of others.

## Sanctions

### **In the Classroom:**

- Verbal warning/reminder of expectations.
- If behaviour persists, recognise the behaviour warrants moving to yellow 'slow' sign for that lesson – ensure that pupil has opportunity to talk at an appropriate time (not disruptive to the learning of others).
- If behaviour continues to persist, move to another place in the classroom if space allows and acknowledge behaviour warrants a move to blue 'rest' sign or the red 'stop' sign.
- '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 SENDCo, Mrs Wall.
- Severe clause – reported to Ms Dowling immediately. Severe clause is defined as: abusive/swearing; a physical attack on another person; repeated refusal to follow instructions or behaviours that are deemed dangerous.

### **On the Playground:**

- Verbal warning and reminder of expectations.
- If behaviour persists, move to another place in the playground. MDA to report this to the member of staff on duty.
- 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/Senior Leadership Team immediately.

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

## **Communication and Parental Partnership**

The school works collaboratively with families so children receive consistent messages about the behaviours needed for successful learning and friendships. Education is a partnership between home and school. Open communication about any concerns we have as a school or you have as a family should be discussed at the earliest opportunity. This begins with the Class Teacher. If the concern a family has remains, they should contact the Headteacher, and if still unresolved, the school Governors. If these discussions cannot resolve the issue, a formal grievance or appeal process can be implemented.

**Family surveys demonstrate that the overwhelming majority of parents say that their child feels safe at Highfield School.**

## **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

## **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 family member) 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 utilising regular feedback opportunities: pupil forum meetings such as Young Governors or Happiness Heroes; informal conversations in class or at social times with Senior Leaders. 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. All staff within the school 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 unacceptable. Senior Leaders will also be involved in the investigation into and management of any case of bullying. They will actively discourage bullying in any form through assemblies, high profile events and monitoring social times.

## **Record Keeping**

Teachers are to keep a record of bullying using the school's online record keeping system, CPOMs.

## **The Role of Families**

Families have the responsibility of supporting this policy on positive relationships and behaviour. Parents or 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 family in line with our Complaint's 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 technology/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; we 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, sexuality or 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.

## **Suspensions**

A suspension will only be sanctioned by the Headteacher or Deputy Headteacher in conjunction with Department for Education guidelines and legislation, whether suspension is temporary or permanent. Governors are also informed.