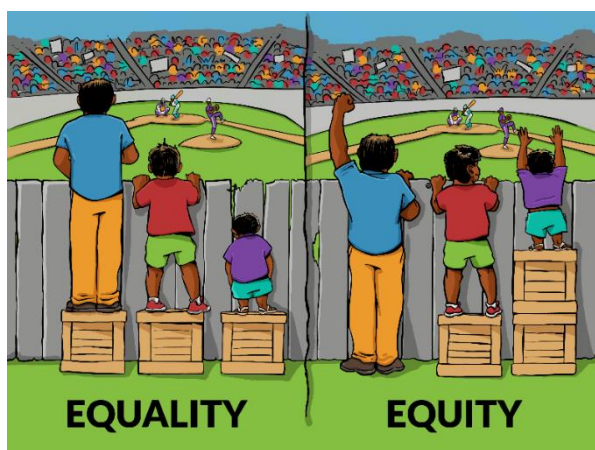


Behaviour, Relationships & Anti-Bullying Policy



HIGHFIELD PRIMARY SCHOOL

BEHAVIOUR, RELATIONSHIPS & ANTI-BULLYING POLICY

(INCLUDING THE PREVENT DUTY, REASONABLE FORCE, ANTI-BULLYING AND EXCLUSION PROCEDURES)



Behaviour, Relationships & Anti-Bullying Policy

Principles

Highfield follow the UNICEF rights and responsibilities of children. They are listed below.

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

Introduction

At Highfield, we believe that all children regardless of race, disability, gender, special needs or emotional and mental health needs including early childhood trauma will be treated fairly and consistently. They will be treated with respect by all members of our school community. We recognise behaviour as a form of communication and support all children in managing and self-regulating their learning behaviours. Highfield children follow our three school rules: **Be Ready, Be Respectful, Be Safe**. This is underpinned throughout our curriculum particularly in our P.S.H.E. lessons.

Our Core Beliefs

At Highfield, our policy is upheld by five key values:

- Consistent, calm, adult behaviour
- Looking for the positives first
- Persistent and robust routines
- Considered, measured interventions
- Restorative follow-up actions



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Celebrating success at Highfield

- Celebration book for effort/progress/achievement in the curriculum – 4 children per class per fortnight.
- Visit to head teacher for showing significant improvements in being Ready, Respectful and Safe as well as academic achievement, followed by a note home.
- Recognition board in each classroom to display all children who have been ready, respectful and safe.
- Lunchtime Links for lunchtime behaviour.
- Special performances for an audience.
- Head teacher praise meetings.
- Children are encouraged to tell parents why they are on the recognition board.

Managing Behaviour in the Classroom

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does.” Paul Dix

All our classrooms have a behaviour area:

- Our school rules Ready, Respectful, Safe displayed.
- UNICEF Rights/responsibilities displayed.
- A Recognition board to highlight children who are Ready, Respectful and Safe.
- Lunchtime paper clip recognition chain “Lunchtime links!” displayed.

Stages of Behaviour – what does the process look like in practice?

Stage 1 – Redirection
Positive reinforcement of other children around them (close proximity praise) X, thank you for showing that you’re ready. <ul style="list-style-type: none">- A ‘look’- A visual point to what you expect
Stage 2 – Reminder
A reminder of the expectations Ready, Respectful, Safe delivered discreetly in class wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing (Give take up time). Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3 – Warning



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If the behaviour persists:

A clear, verbal caution is delivered discreetly to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted conversations at this stage are encouraged. "I noticed you are (*spinning on your chair*). It was the rule about (*being safe*). You have chosen to (*continue spinning on your chair, which isn't safe*). Do you remember earlier when you (*sat listening beautifully*)? That's the (*safe behaviour*) I want to see today. Thank you for listening." – walk away.

Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 4 – Consequence

If the behaviour still persists:

- The learner is asked to speak to the adult away from others.
- Boundaries are reset – child is informed that they will miss part of their break to reflect on how their behaviour has impacted on their learning and the learning of others.
- Learner is asked to reflect on the next step. Again, they are reminded of their previous ready, respectful, safe behaviour.
- Learner is given a final opportunity to engage with the learning/follow instructions.
- Parents can be informed via a phone call or face-to-face meeting at the professional discretion of the teacher.

A restorative conversation to be held at break time (which will be age appropriate in terms of both language and time taken). **This may also include a restorative action** e.g., finishing the work they didn't complete, additional reflection time, repairing something which has been broken. The child will be sent out to play after the conclusion of the restorative action.

Serious/harmful behaviours

In extreme circumstances where the behaviour is serious/harmful:

- Head teacher is informed, who then investigates the root cause of the behaviour/incident.
- The child is moved to a safe area.
- The child is given additional reflection time, following which a restorative conversation takes place, the content of which is communicated to all involved.
- Parents will be informed via a phone call or face-to-face meeting if the incident is found to be serious or harmful.

- In the case of a child having an individual behaviour support plan (IBSP) this will detail any additional required responses.



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Restorative Conversations

As part of our approach to managing behaviour, adults should hold a restorative conversation for any child who reaches Stage 4. This conversation will normally take place during the next available non-learning time as to not affect learning. Sometimes it may include other adults / children.

Staff use restorative conversations which may include the following example questions:

- What happened?
- How do you feel?
- What were you thinking about at the time?
- Why did you make that choice?
- 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?

Children/adults are brought together to repair broken relationships. Restorative conversations DO NOT replace the consequence, rather they are part of it.

Supporting Behaviour at Lunchtimes

As part of our ethos, all staff and children are expected to be proactive in managing and dealing with behaviour. To foster good relationships, midday supervisor (MDS) staff will consistently recognise positive behaviours and share this with the child. Each class has an MDS assigned and they are encouraged to hand out two paper clips for positive behaviour "Lunchtime Links!" to the teacher at the end of break. One paper clip represents the lunch hall and one represents behaviour on the playground. This paper clip chain will be kept in the classroom, next to the Recognition Board, so positive lunchtime behaviour can be linked to classroom behaviour too. It will be refreshed every week.

Children who are displaying misbehaviour should be spoken to first and given a warning. Serious or harmful behaviour should be addressed by staff and referred to the Senior Leader on duty.

Role of Learning Mentor

Our learning mentor is available to offer pastoral support to all children. Highfield learning mentors work with pupils to help them address barriers (and potential barriers) to learning through supportive one-to-one relationships and sometimes small group work.



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HIGHFIELD ANTI-BULLYING POLICY

Arrangements and procedures to combat bullying, cyberbullying, prejudice-based and discriminatory 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 and staff work together to prevent all forms of bullying, including online 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 withdrawn
- struggle with social interactions

Strategies

Range of Strategies	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/CPOMs)	<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

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<ul style="list-style-type: none"> Monitoring diary sheets can be used by alleged bully and/or victim 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 parents/carers are aware of investigations and actions Learning Mentor intervention groups and programmes. Use of Emotional Literacy resources. Online questionnaire to identify emotional literacy scores and identify child's needs (resilience, self-regulation, empathy, social interaction) <p>Five key points:</p> <ul style="list-style-type: none"> never ignore any suspected or allegation of bullying 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 restorative 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?
<p>Exclusion</p> <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>	



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Classroom activities

Co-operative Group Work	PSHE lessons
<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 all genders and 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 'expert' groups research aspects of a topic. The 'experts' then return to the 'home' 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.</p>	<p>PSHE lessons create a safe space to explore issues of concern.</p> <ul style="list-style-type: none">• explore relationships with adults and peers• enhance effective communication• affirm the strengths and enhances the self-esteem <p>Participants listen carefully, making appropriate eye contact with one another and addressing particular problems – for example, online safety, relationships, anger, fighting and bullying.</p> <p>The teacher and pupils agree on simple, positive rules which encourage the group to be ready, respectful and safe.</p>

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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.	
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Interventions to reduce bullying

Circles of Friends	The Support Group Approach	Befriending
<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 	<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</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</p>

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<p>friendship and finding ways to keep the pupil on track</p> <ul style="list-style-type: none"> identifies what might stop the pupil changing volunteers to form the pupil's Circle of Friends (between six and eight pupils) 	<p>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>more caring as relationships improve generally. Befrienders need training in active listening, assertiveness and leadership.</p>
Mediation by adults	Mediation by peers	The Story Project
<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 	<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 	<p>Use of specific SEMH focused story books (available in the learning mentor's office) which can be used with individuals or small groups of children. The stories come with lesson plans and resources which can support a variety of SEMH issues including bullying, loneliness and self-regulation.</p>



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<p>participants usually cease bullying</p> <ul style="list-style-type: none">• 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>	<ul style="list-style-type: none">• <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	
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Child on child bullying and abuse

Children are vulnerable to and capable of abusing other children and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes and abuse within intimate partner relationships. We are very clear that this type of abuse should always be treated seriously, and never just as banter, or part of growing up.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond.

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Sharing unwanted explicit content.
- Unwanted sexual comments and messages, including on social media.
- Coercion and threats
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the child protection policy, KCSIE 2022 policy and online safety policy.

We recognise that sexual harassment and/or violence can happen anywhere including our setting. For the purposes of this policy, “sexual harassment” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. In cases of dealing with sexual harassment and/ or violence within school, staff are expected to follow the school reporting systems who would then follow sanctions for harmful sexualised behaviours accordingly.

At Highfield we have a responsible curriculum delivery which outlines *regular targeted support* for children.

Prevention curriculum (see PSHE curriculum and long term plan)

- Curriculum messages for all year groups with clear teaching of safeguarding mapped out on a long term overview
- Teaching of relationship education
- Teaching of emotional literacy – the language of feelings, including through our PSED Curriculum
- Covering body confidence and self esteem
- Exploring and teaching about healthy relationships, consent and having respect for others



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- Ensuring children are equipped with functional coping mechanisms – anger management, relaxation, mindfulness, assertiveness
- Teaching of communication, relationships and social skills
- Teaching of how to report concerns – including those about peers and friends
- Teaching of consent for all year groups, from Reception to Year 6.

This takes the form of:

- Our PSHE preventative curriculum
- Our PSED curriculum
- Assemblies – regular safeguarding assemblies, such as NSPCC speak out and stay safe and by the Headteacher
- Parents – ensuring parents are informed eg sharing online safety guidance, Parental workshops delivered by the NSPCC
- Environment – having safe spaces around school, posters with help numbers such as Childline, questionnaires around children feeling safe in school and acting upon the outcomes
- Policies – ensuring our policies are up to date and reflective of current climate and as a whole school we are following them
- Staff training – is up to date and in line with best practice guidance from local authority

Online safety/ E-Safety (see Online Safety Policy)

In some instances, bullying or harassment can take place online using technology devices. This can take the form of harassment or threats made by text message or email misuse, or via social media apps such as Facebook/Instagram, TikTok, Snapchat which, as a school we discourage the use of as they are not of legal age. As stated, all forms of bullying, including cyberbullying, are taken very seriously.



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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.



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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.



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Incidents are recorded via CPOMS.

Training

When appropriate, adults working in school will receive training in the Positive Handling 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.

Exclusion Procedures

Our policy and procedures follow the DfE statutory guidelines for school exclusion

Principles and Procedures

- No child should be excluded for more than 45 days in a school year (this includes exclusions received from other schools)
- We aim to avoid wherever possible the exclusion of those children with Education, Health and Care plans and looked after children.
- We will inform the parents, governing board and local authority, clearly setting out all reasons for the exclusion
- We will aim to reintegrate excluded pupils after a fixed period exclusion and support pupils' future behaviour. This may involve the support of the Area Inclusion Partnership team (AIP)
- We will arrange suitable full-time alternative education for pupils receiving exclusions over five days



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Taking the decision

The head teacher will take the decision whether to exclude (this cannot be delegated)

Things to consider:

- Has the school investigated specific incidents with all parties in a sensitive and fair way?
- Did the school consider factors that could have contributed to the pupil's behaviour (e.g. SEND, looked after children or trauma) and taken these factors sufficiently into account?
- Is exclusion the most appropriate and reasonable sanction, and consistent with the school's behaviour policy?
- Are all the exclusion reasons clearly recorded, including the impact on others? Are they robust?
- Is relevant evidence properly recorded/retained/documented? (e.g. summaries of interviews, past behaviour, sanctions and support provided.)

The school must inform parents of the exclusion.

Things to consider:

- The head teacher must speak to the parents to ensure they fully understand the type/scale of the incident
- The head teacher must provide sufficient details in the exclusion notice letter on the reasons for the exclusion
- The notice letter must contain all the required information as set out in section 4 of the statutory exclusion guidance
- The head teacher must inform parents whether their child will be able to sit any national curriculum test(s) or public examination(s) occurring during the exclusion
- When several fixed-period exclusions have been issued in a term, the head teacher must inform parents of their right of representation to the governing board?

Sexual harassment and sexual violence

Highfield has a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable or tolerated. Any allegations of sexual harassment or violence will be logged, investigated and recorded on the school serious incident/bullying log. The head teacher/deputy head teacher will conduct all such investigations and the parents of both alleged perpetrator and victim will be informed. Interventions may include; restorative work, targeted provision, safer schools officer involvement, learning mentor support.

Date of last review: March 2023

Next review date: March 2024

Signed: *J Feeley* (Headteacher)