



Behaviour and Anti-Bullying Management

This Policy is for the whole school including the EYFS

Annemount believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

This policy has due regard for DfE *Behaviour in Schools 2024* as well as DfE *Preventing and Tackling Bullying July 2017*.

This policy should be read in conjunction with the schools Safeguarding Children Policy.

Aim

At Annemount, we aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. Annemount School rejects the use or threat of any corporal punishment.

The Head Teacher does not believe in 'the naughty child' but believes that there is a reason for any inappropriate behaviour that a child may exhibit.

Methods

The Head Teacher has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour in the Early Years and Key Stage One.

- The Head Teacher has overall responsibility for issues concerning behaviour.
- The Head Teacher keeps herself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- We recognise that codes for interacting with other people vary between cultures. The school requires staff to be aware of and respectful of this.
- All staff, volunteers and students provide a positive model of behaviour by treating children, parents and one another with consideration, courtesy and respect.
- New staff are familiarised with our Behaviour and Anti-Bullying Policy and its guidelines.
- All members of our setting - children, parents, staff, volunteers and students – are expected to keep to the guidelines and are required to apply these consistently.

Strategies to promote good behaviour

- PSHE (Personal, Social, Health and Economic) Curriculum in EYFS and Key Stage One
- Classroom Rules
- Head Boys and Head Girls in Year Two
- Head Teachers' Certificates
- Monitor responsibilities
- Stamps and Stickers

Strategies for dealing with inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgment of feelings, explanation as to what was not acceptable as well as supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We endeavour to ensure that there are enough resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share through positive praise, stickers, positions of responsibility and Head Teacher's Awards.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We may use gentle physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head Teacher and are recorded in the child's personal file. The child's parents are informed on the same day.

If any restraint is necessary to safeguard a child it must be done with the minimal amount of force. The school acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

There are limited circumstances when it is appropriate for staff in schools to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Sanctions for misbehaviour

- At Annemount we believe that sanctions for misbehaviour should be age appropriate and should take the misbehaviour into account.
- Sanctions that are acceptable at Annemount include 'time out' within the sight of a teacher and in more serious cases the writing of a letter of apology. Teachers might use other sanctions which are age appropriate.
- Annemount has a zero-tolerance policy in relation to the use of expletives and the sanction for this misbehaviour could include being sent home for the day.

Children under three years

- When children under three behave in inconsiderate ways, we recognise that strategies supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress and require sensitive adults to help them do this.
- Common inconsiderate behaviours or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

Children with Special Educational Needs

- We pride ourselves on viewing each child as an individual.
- When children who have Special Educational Needs behave inappropriately, we recognise that strategies supporting them will need to be adjusted according to their needs and level of cognitive understanding.
- We liaise with parents, therapists and external agencies where appropriate and take into account the recommendations given to us.

Additional strategies to help with regulation may include

- Movement breaks
- Visual timetables
- Yoga and mindfulness sessions

Rough and tumble play

At Annemount we recognise that teasing and rough and tumble play are normal for young children and are acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

- We develop strategies to contain play that are agreed with the children and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies – blowing up, shooting etc., and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong.
- We tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, and make the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

- We take hurtful behaviour very seriously at Annemount. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.
- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We offer support by calming the child who is angry as well as the child who has been hurt by the behaviour. By helping the angry child to calm down, we are enabling the child to better manage their feelings.
- We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.
- At Annemount we respond to pre-verbal children by holding and cuddling them to help calm them down. Verbal children also respond to cuddling to calm them down but we also offer them explanation and discuss the incident with them to their level of understanding.

- We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help children to learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings.
- We help children develop pro-social behaviour, such as resolving conflict over sharing or taking turns. We understand that this may need to be reinforced over and over again before such skills develop.
- We support pro-social behaviour through modelling behaviour, activities, drama and stories. We build self-esteem and confidence, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child. We encourage children to say sorry and to apologise for their actions. Any apology must be sincere and convey a true understanding of the inflicted hurtful behaviour.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

Record Keeping

The school keeps a central register for

- *Serious misbehaviour, bullying, child on child abuse, and serious misbehaviour,*
- *physical restraint,*
- *Sexual abuse and sexual harassment,*

in order to evaluate the effectiveness of this policy and for patterns to be identified.

In the event a child is involved in an incident including hurtful behaviour, the class teacher must write an accurate account of the incident on a 'Behaviour Form'. This is then signed by the parents of those pupils involved.

The incident is logged within the schools 'Central Register for Serious Misbehaviour, Bullying (Child on child abuse), Serious Misbehaviour' or 'Central Register for Physical Restraint'.

Where necessary and if appropriate the pupils, who witnessed an account may be asked to inform the teacher what happened. Older pupils may be asked to write an account on what they saw to assist in informing the teachers and parents.

Managing transitions

- We recognise that transitions particularly for children with SEN can be a challenge for children in the Early Years and Key Stage One, which may impact behaviour.
- We support children to transition by using a visual timetable, explaining next steps and with individual support where necessary.
- We support transitions between lessons with adult guidance.
- In the Summer Term we endeavour to fully prepare the children for their transition to the next year group. The Head Teacher works in partnership with parents to ensure that children are supported in their transition. Children also attend a 'move-up morning' where they are introduced to their new classroom and teacher.

Malicious accusations against staff

If a child makes an allegation against a member of staff it is dealt with in compliance with our Safeguarding Policy.

If a pupil is found to have made a malicious accusation against a member of staff, the emotional welfare of the child would be paramount and steps would be taken to understand the root of the accusations.

Bullying/Child-on-child abuse

- We take bullying very seriously at Annemount. Bullying involves the persistent physical or verbal abuse (this can also be referred to as 'banter') of another child or children and can cause psychological damage. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. This includes behaviour motivated by prejudice against particular groups, for example, on grounds of

race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted. It may occur directly or through cyber-technology.

- A child who is bullying has reached a stage of cognitive development where s/he is able to plan to carry out a premeditated intent to cause distress to another.
- All incidents of bullying are reported to the Head Teacher as a matter of urgency and are logged as a Behaviour Report which is shared with the parents and carers of both parties involved.
- The Behaviour and Anti- Bullying policy is shared with staff as it is updated so that the principles are understood, responsibilities known and policies are adhered to.
- We encourage the children to be respectful of each other's differences through PSHE, assemblies and cross-curricular work where appropriate. We teach the children the steps they can take to support peers in the event of bullying or upset.
- Parents are welcomed to access the Behaviour and Anti-Bullying policy from the school website.
- At Annemount School we do not allow children access to social networking, mobile telephones, personal cameras and e-mail on the premises.
- Pupils at Annemount are made aware of E-Safety and parents are encouraged to access the link www.thinkuknow.co.uk through newsletters, emails and updates. The school's stance on E-Safety, including cyber-bullying is also discussed at parent meetings and coffee mornings led by the Head. Detailed guidance regarding E-Safety at Annemount can be found in the Online Safety Policy and Safeguarding Policy, both available on the website or upon request from the school office.
- A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Watching or knowing about bullying and doing nothing is condoning the bullying.
- Different forms of child on child abuse may include:
 - sexual violence and sexual harassment
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - initiating/hazing type violence and rituals
 - upskirting, which typically involves taking photos under a person's clothing without them knowing.

Response to bullying/Child-on-child abuse

- Strategies listed within the policy demonstrate how the school aims to minimise child on child abuse.
- We show the pupil (victims) who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming another child or children. We explain to the child doing the bullying why his/her behaviour is not acceptable.
- We give assurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their behaviour.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label children who bully as "bullies".
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.

- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- Abuse of this nature is taken very seriously and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

Liaison with parents and other agencies

- We work in partnership with parents. Parents are regularly informed about their children's behaviour by their teacher.
- We work closely with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- If there is any concern whatsoever regarding a child who has behaved badly or been a victim of another child's inappropriate behaviour, face to face meetings are held with parents to understand the reasons behind the behaviour and to discuss next best steps.
- The ultimate sanction of exclusion will be discussed with parents if it is deemed that a child is unsuited to the school and its programme. The school will support a family placing the child in a suitable, alternative setting.
- Biting and swearing are unacceptable at Annemount and a child may be sent home as a result of such behaviour.
- The school holds a central register for any acts of serious misbehaviour, which includes biting and swearing.
- The school liaises with outside agencies when bullying has the potential to be interpreted as abuse. Details of the agencies we contact and of the relevant procedures are outlined in the school's Safeguarding Policy.

Training and Resources

This policy is reviewed annually. Behaviour is often discussed during weekly staff meetings where this policy may be referred to.

In the event training is needed throughout the year, the Principal will oversee this. This may include courses led by the Independent Schools Association, Barnet Council or other educational training agencies.

The school has a bank of resources used to help promote positive behaviour these includes storybooks; emotion games and role play toys. The school is committed to supplying resources when and where necessary.

The schools PSHE scheme of work has been compiled following consultation with Barnet Council PSHE education team.

Date: July 2026

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