



FRIEZLAND PRIMARY SCHOOL

Positive Behaviour and Anti-Bullying Policy

Date written / reviewed	June 2020
Date of next review	June 2023
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>J Goodwin</i>



Positive Behaviour and Anti-Bullying Policy

At Friezland we do not have 'rules', we have 'expectations'. In-line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (age, gender including intersex and transgender, ethnicity or sexuality including gay, lesbian, bisexual, transsexual and transvestite) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, *"Foster good relations between people who share a protected characteristic and those who do not."*

At times it may be appropriate not to follow this policy in its entirety in order to cater for the needs of an individual child.

All members of the school community whether child or adult are expected to aim for these expectations. Children are openly praised when exhibiting these expectations and a weekly certificate awarded to a child in each class whom the class teacher feels has demonstrated the expectations in an exceptional manner (or has tried their best to).

At Friezland School Everyone is Expected to:

- be respectful
- do their best
- be in the right place at the right time
- choose safe behaviour
- handle their emotions appropriately
- co-operate
- use friendly language

This is instilled through our Friezland Expectations.

We want Friezland Primary School children to be happy

Children are happy when they:

- feel good about themselves;
- are confident in their own ability and
- are able to communicate well both as individuals and alongside others.

We believe that learning how to behave well towards each other, their teachers and their parents is very important. This is an essential part of helping our children to stay happy and grow socially, personally and academically.

When children are clear about what they are expected to do and when they are continually and consistently asked to do it, we believe that the best learning will take place.

This behaviour policy has been constructed by all staff in consultation with members of the school community. It sets out what they think are:

- the benefits of good behaviour;
- how we would like to cultivate good behaviour;
- what is meant by good behaviour;
- how we would like to encourage good behaviour in our school and
- how we discourage inappropriate behaviour.

All children, staff and parents have the right to benefit from the policy. They have a right to comment upon and develop the policy but not to ignore it. The policy belongs to all of us and we welcome constructive ideas for its development.

The Benefits of Good Social Behaviour

At Friezland Primary School we believe that if we encourage staff, pupils and parents to value good social behaviour we gain the following benefits:

1. Children are able to achieve their full potential and achieve academic success; they are self-confident and they do as well as possible in their school work.
2. Children develop good social relationships with their peers and adults; they learn to care for one another and they learn the value of friendship.
3. Children encourage one another to behave appropriately; they become responsible and they develop a personal independence.
4. Staff are able to teach/support effectively because they have few behavioural problems to deal with; they meet the needs of their pupils; they are able to have positive contact with all parents and they are able to develop personally and professionally.
5. Parents are assured that their children are learning appropriate behaviour; they feel confident that their children are developing as whole people (personally, socially and academically); they know that their children receive support when they need it and they feel welcome to discuss their children's progress.

How We Cultivate Good Social Behaviour

In order for good behaviour to develop we believe that pupils, staff and parents should expect:

1. to know exactly what we mean by good behaviour;
2. to know that homophobia, transphobia, racism, sexism or discrimination against disabilities will not be tolerated;
3. that all good behaviour is recognised and encouraged by praise and positive reinforcement;
4. that where inappropriate behaviour occurs a fair system of sanctions is set into operation;

5. that where inappropriate behaviour occurs from pupils with a Social, Emotional and Behavioural need, necessary adjustments to provision, including the use of incentives and sanctions will be recorded clearly in individual Care and Support Plans, in line with the Disability Equality Policy;
6. the curriculum to support and develop good social behaviour;
7. to feel safe irrespective of protected characteristics (see the Equality Act 2010) race, gender, disability sexuality or culture;
8. the school building and classrooms to be attractive, well looked after and cared for and
9. the school policy on behaviour is given a high priority and reviewed and amended regularly.

What Is Meant by Good Behaviour?

We have agreed that good social behaviour occurs when everyone in school is:

- helpful and cooperative;
- aware and responsive to the needs of others;
- polite and friendly;
- respectful of other people, their possessions and property;
- quiet (where appropriate and expected);
- motivated to learn with a clear purpose;
- hardworking and
- communicating effectively with others (listening, understanding and explaining).

This behaviour is supported and encouraged during every school activity and the children are helped to recognise examples of good behaviour at all times.

These aims are reflected in our Friezland Expectations which are consistently communicated with the children in ways that they can understand.

Encouraging good Behaviour

In order to further the development of good behaviour, the practice in school will be to:

- recognise and highlight good behaviour when it occurs;
- make sure that children are praised either in public or in private depending on the needs of the individual;
- use constructive criticism;
- demonstrate the type of behaviour we wish to see;
- encourage children to reflect on the consequences of their actions and to develop self-control and independent thinking;
- let parents know about their child's good behaviour.

This is facilitated at Friezland by meetings held between staff responsible for pastoral care and an individual or groups of children, who need support in maintaining positive relationships with others.

At Friezland Primary School we believe that, for the majority of pupils, good behaviour is a minimum expectation and as such should be recognised and encouraged, but only rewarded as part of an overall system that rewards good or improved attitudes to social, personal and academic development generally.

A system of incentives that recognise and encourage good attitudes is in place and includes at the present time:

- (a) individual stickers that are placed upon a sticker card and collected;
- (b) special stickers awarded by the Headteacher;
- (c) Headteacher Bronze, Silver and Gold Award certificates for collecting a specified number of stickers;
- (d) Twentieth Kid awards – nominated by MDS, Frosties, Kitchen Staff and Pupils
- (e) positive communication with parents;

Discouraging Inappropriate Behaviour

We feel confident that our policy will enable us to develop good behaviour. Sometimes, however, children may forget our aims for good behaviour and may not show consideration for the well-being of others. Everyone at Friezland Primary School should help to discourage unwanted behaviour as it occurs by:

- noticing good behaviour as it occurs;
- encouraging children to reflect on their behaviour and the choices they make;
- avoiding emphasis on inappropriate behaviour.

Inappropriate behaviour may include:

- name-calling
- racist and sexist behaviour
- making threats
- hurtful remarks and personal comments
- making someone do something they don't want to do
- whispering about others
- laughing at a hurt or upset person
- preventing someone getting help
- ignoring people and leaving them out
- mocking differences
- damaging work or belongings
- bullying

All incidents which include physically or verbally hurting someone are recorded in the Behaviour Incident File which is kept in the Head teacher's office. All examples of inappropriate language are recorded whether swearing, sexist (including transsexual, transvestite, intersex, gender variant, gay, lesbian or bisexual), racist, about home circumstances, disability or special needs or cyber bullying.

There will be times when certain measures are not enough. Depending upon the situation persistent misbehaviour is dealt with at Friezland Primary School by:

- A system of sanctions that are fairly and positively imposed
 - a. withdrawal of attention (move away with no visual / physical contact);
 - b. sitting on a table of their own, although this can also be a strategy used positively to ensure optimum access to the curriculum for a child with a learning disability and/or additional learning needs;
 - c. Completing a Reflect & Move On record (pupil)
 - d. removal of privileges and 'Lost Learning Time' (e.g. a pleasurable activity enjoyed by the child replaced by learning time that has been avoided);

e. supervised time out in another classroom / with SLT / with LSA,

Where these interventions do not prove to effect the desired change over a period of time, staff, will develop special individual / group programmes. It may be necessary for outside agencies to be involved. Parents would always be involved in the setting up of these programmes. A Care and Support Plan for the child may be written.

In extreme cases, it may be necessary to exclude a pupil. This is only considered after all other avenues have been explored. Details will always be fully discussed with parents and arrangements made to ensure any child returning to school after a 'fixed term' exclusion is helped to behave appropriately.

In an effort to encourage future appropriate behaviour, parents and pupils may be referred or encouraged to receive help from the Educational Psychologist or the Behavioural Support Team (Jigsaw).

When inappropriate behaviour becomes bullying

Bullying can occur through several types of behaviour. It can be:

- **PHYSICAL**
A child can be physically punched, kicked, hit, spat at etc.
- **VERBAL**
Verbal abuse can take the form of name calling. It may be directed towards gender, sexuality, ethnic origin, physical/social disability, or personality etc.
- **EXCLUSION**
A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
- **DAMAGE TO PROPERTY OR THEFT**
Children may have their property damaged or stolen. Physical threats may be used by the bully, in order that property is handed over to them.
- **CYBER BULLYING**
Whereby social network websites, text messaging and nuisance phone calls are made in order to have psychological impact on another person.

We teach pupils about anti-bullying through our curriculum and in assemblies. Our Twentieth Kid ethos and our Expectations provide clear guidance on positive behaviour.

As a School:

- Friezland is organised to minimise opportunities for bullying – e.g. clear procedures, practices in and around the school environment, adequate supervision at potential problem times.
- Opportunities are taken to discuss aspects of bullying, and the appropriate way to behave towards each other e.g. part of the in-built PSCHE programme.
- Issues are dealt with quickly, firmly and fairly, involving parents where necessary.
- Expectations are simple, few and easy to understand.
- Teaching materials and equipment which may give a bad or negative view of any group because of their ethnic origin, sex, etc. is discouraged.

- Children are encouraged to discuss how they get on with other people and to form positive attitudes towards other people. This includes regular reviews about what friendship really is.
- Through regular assemblies and class work, social websites, especially Facebook are actively discouraged as they have an age restriction of 13 plus.
- The staff at Friezland encourage children to treat everyone with respect.
- At Friezland, bullying is treated as a serious offence and every possible action is taken to eradicate it from school.
- We ensure children know what to do when they feel they are being bullied.
- We use 'Worry Boxes' for those children who want to let staff know about their worries in non-verbal ways.

What Can You Do If You Are Being Bullied?

1. Tell yourself that you do not deserve to be bullied, and that it is WRONG!
2. Be proud of who you are. It is good to be an individual.
3. Try not to show that you are upset. It is hard, but a bully thrives on someone's fear.
4. Stay with a group of friends/people. There is safety in numbers.
5. Be assertive – shout "NO!" Walk away confidently. Go straight to a teacher or member of staff.
6. Avoid fighting back as this may make things worse. Talk to a teacher or parent/guardian.
7. Generally, it is best to tell an adult you trust straight away. You will get immediate support.

If You Know Someone is Being Bullied:

1. TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappier and on their own.
2. If you feel you cannot get involved, tell an adult IMMEDIATELY! Teachers have ways of dealing with the bully without getting you into trouble.
3. Do not be, or pretend to be, friends with a bully.

As a Parent:

1. Look for unusual behaviour in your child/ren. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
2. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
3. If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your concern will be taken seriously and appropriate action will be taken.
4. It is important that you advise your child not to fight back. It may make matters worse!
5. Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
6. Make sure your child is fully aware of the school policy concerning bullying, and that they will not be afraid to ask for help.
7. Social networking websites have age guidelines; please be aware of these and monitor your child's usage.

Action to Take When Bullying is Suspected:

At Friezland, if bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action is taken:

The victim is supported in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or any other member of staff they choose;
- informing the victim's parents / guardians;
- by offering continuing support when they feel they need it;
- arranging for them to be escorted to and from school if necessary;
- the Senior Leadership team will write to all families if it is suspected that the issue is widespread or could have impact on many children;
- by taking one or more of the seven disciplinary steps described below to prevent more bullying.

At Friezland we discipline, yet try to help bullies in the following ways:

- by talking about what happened, to discover why they became involved;
- informing the bully's parents / guardians;
- by setting individual targets (contracts, behaviour logs etc.) to see if the behaviour can be modified with appropriate support;
- accessing external support from a specialist teacher or educational psychologist;
- by continuing to work with bullies in order to eradicate prejudice attitudes as far as possible;
- by taking one or more of the disciplinary steps described below to prevent bullying.

Disciplinary Steps:

1. Bullies will be warned to stop offending and privileges will be withdrawn.
2. The bullies' parents/guardians will be informed.
3. The bullies may be excluded from the school premises at break and / or lunch times.
4. Bullies may be escorted (by arrangement) to and from the school premises.
5. If the bullying does not stop a minor period of exclusion will be arranged (one or two days).
6. If the bullying continues then a longer period of exclusion (up to five days) will be arranged.
7. If the bully will not end their inappropriate behaviour, they will be recommended for permanent exclusion from the school.

Exclusions

On occasion it is necessary to exclude children for fixed periods of time, especially when they are a risk to others or themselves through aggressive behaviour. Intentional harm, whether physical or emotional, to another child will be a reason for exclusion (e.g. biting, continual name-calling). Each case will be dealt with in relation to safeguarding.

If a child who has been excluded continues to harm others, a fixed-term exclusion will be issued.

At such time that it can be identified that a child is at risk of permanent exclusion a PARE (Pupil at Risk of Exclusion) meeting will be held between appropriate professionals who will share advice and appropriate strategies which will enable the child to be supported by the school.

In extreme cases a managed move or permanent exclusion may be appropriate. The school will always take appropriate advice from the Exclusions Officer before beginning such procedures.

Monitoring and Evaluation

Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning. The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.

OUR FRIEZLAND EXPECTATIONS

Be respectful

Choose safe behaviour

Handle your emotions appropriately

Be in the right place at the right time

Use friendly language

Co-operate

Do your best



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Friezland Primary School



Anti-Bullying Code

- Say 'NO' to bullying!
- Don't be friends with a bully.
- Tell an adult that you trust.
- Always set a good example and follow the Friezland Expectations.

Remember- for you the bully:

- It's never too late to change!





COVID 19 Addendum: Positive Behaviour and Anti-Bullying Policy

Date written / reviewed	June 2020
Date of next review	Monthly during Pandemic
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>J Goodwin</i>

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At times it may be appropriate not to follow this policy in its entirety in order to cater for the needs of an individual child or individual circumstances. Whilst expectations in our Positive Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

All members of the school community whether child or adult are still expected to meet our Friezland Expectations. Children are openly praised when exhibiting these expectations, however as assemblies are currently not in place, the usual certificates will not be presented. Instead teachers will develop their own ways to celebrate positive behaviour within their own grouping.

Arrivals, Departures and Moving round the School

Children will enter school through their designated entrance at the agreed time. Children will enter with their parent/carer and will be met by a member of staff who will direct them to their designated learning space. Social distancing will be encouraged and signs / markers around the school grounds will support this. At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance. Walkie talkies will be used between staff to support fluid movement and avoid congestion. Movement around the school will be limited. When the children leave their learning space to go outside for break, lunch or outdoor learning, they will follow their adult who will direct them on their designated route and reinforce social distancing measures. Children will be expected to tell a member of staff if they feel unwell. Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils. Designated spaces for storage will be shared with each group when they return to school.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day. We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field wherever possible. Pupils will have their own table / space with chairs spaced apart. When children enter their learning environment, they will be expected to go straight to their space / table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats unless directed. Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Outdoor learning will be encouraged wherever possible. Where older pupils

are not complying, the usual disciplinary procedures and sanctions will be used (see below). We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each group will have designated toilets / cubicles. These will be sign posted. Children will be supervised and encouraged to use the toilets one at a time and at designated times e.g. on way out / in from break (this may not always be possible with reception children). When a child has finished in the toilet, they must wash their hands.

Break times

Children will have a designated place to play during break / lunch times. Children will be encouraged to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times. When entering / exiting outdoor areas, an adult will direct the children with regards to the route they should take.

Rewards

Team points and sticker cards will not be in use during Covid-19. Children, instead will be given a stamp / sticker directly to be placed directly on their work. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. **Above all verbal praise and encouragement should be used as much as possible.** The Headteacher will be alerted to positive examples through e-mail or conversations with staff when social distancing is possible. Headteacher certificates will be presented sparingly in order to limit cross-contamination. The weekly newsletter currently features a 'WOW' section for celebrating achievements and individual efforts may be nominated to feature here.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their learning environment or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

- A) Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- B) If all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- C) If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and support a home-learning routine. During this time, fixed term exclusions will be avoided wherever possible and act as a last resort action. However, if necessary, will be applied in line with exclusion guidance.

Supporting and Accommodating Individual Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience, e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include but is not limited to:

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEND, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response. Children with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as is reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's Working from Home.

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Virtual acknowledgements will be given in recognition for learning efforts in order to promote an enthusiastic and motivated learning culture. Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Google Classroom or any other platform, will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.