



# Behaviour and Anti-Bullying Policy

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### **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 pupils and members of the school community (via questionnaires).

The policy explains what Friezland believes are:

- the benefits of 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 review and 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 Promote 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 any discrimination towards individuals will not be tolerated. This includes but is not limited to: homophobia, transphobia, racism, sexism or discrimination against disabilities;
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 environment to be purposeful, 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 'indoor voices' (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:

- model and promote 'whole body listening';
- 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,
- let parents know about their child's positive 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;
- (f) Team points (where children have worked well as part of a team to support positive behaviours)

### **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
- physical and deliberate actions like pushing, hitting, kicking
- bullying

All incidents which include physically or verbally hurting someone are recorded on CPOMS. 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. A weekly log of this is also sent to the LA via the NOHIB collection form (nil returns sent if no incidents).

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) or
- e. supervised time out in another area of school with a member of staff (internal exclusion).

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 implemented.

### **Exclusions**

On occasion, it may be necessary to exclude children internally, 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 individually and with safeguarding of all, a priority.

To support positive behaviour and a child who may be 'at risk' of exclusion, Friezland works in partnership with a range of external agencies (Education Psychologists, QEST, PIP Team, Primary Outreach Team, LA Exclusion team). Families may be requested to attend a 'Team Around the Child' (TAC) meeting so that they can be involved and supported.

If a child who has been excluded continues to harm others, a fixed-term exclusion will be issued. LA procedures will be followed, and details will always be fully discussed with parents and arrangements made to ensure any child returning to school after a 'fixed term' exclusion, is supported on their return and helped to make positive choices.

If it is 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 LA Exclusion Officer before beginning such procedures.

## Friezland's Anti-Bullying Approach

At Friezland, we teach pupils about anti-bullying through our school PSHE Education curriculum and in assemblies. We discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils

### **We agree that:**

- Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group **either physically or emotionally**.
- Bullying usually happens when the **relationship is imbalanced**.
- Bullying could be **prejudice-based** or **discriminatory**.

Our Twentieth Kid ethos and our 'Friezland Expectations' provide clear guidance on what positive behaviour looks like.

### **When inappropriate behaviour becomes bullying**

Bullying can occur through several types of behaviour that is repeated over time. 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.

### **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities

- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who identify as or are perceived by others to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

### **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 PSCHÉ 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.

Through our curriculum, we support children to know, understand and act upon the following:

### **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;
- 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 don't tolerate any form of bullying and for children who engage in bullying behaviours, the following consequences may apply:

- Bullies will be warned to stop offending and privileges will be withdrawn (i.e. break time with peers / representing the school at a team event).
- The bullies' parents/guardians will be informed.
- The bullies may be excluded from the school premises at break and / or lunch times.
- Bullies may be escorted (by arrangement) to and from the school premises.
- If the bullying does not stop a minor period of exclusion will be arranged (one or two days).
- If the bullying continues, then a longer period of exclusion (up to five days) will be arranged.
- If the bully will not end their inappropriate behaviour, they will be recommended for permanent exclusion from the school.

To prevent further incidents, we always work with the child who has engaged in bullying behaviour:

- by talking about what happened, to discover why they did what they did;
- by 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;
- by 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 consequences described above.

### **Monitoring and Evaluation**

Policy and practice are monitored and evaluated on a regular basis. Monitoring may take the form of observations, 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.

### **Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

<b>Data Audit for the Behaviour Policy</b>					
<b>What?</b>	<b>Probable Content</b>	<b>Why?</b>	<b>Who?</b>	<b>Where?</b>	<b>When?</b>
Pupil / staff data	Name D.O.B. Incident details Medical records	Record and monitor incidents involving pupils	Pupil / staff	HT holds electronic logs  CPOMS Data is deleted / shredded as necessary	Held on File throughout a child's time at school  Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level of Data Compliance Requirements</b>
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

# 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**



[friezlandschool.co.uk](http://friezlandschool.co.uk)

# 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!

