

The Friars Primary School
Cannon Street
Salford
M7 3EU

Personal Development, Behaviour and Anti-Bullying Policy



Happiness – Achievement – Respect - Determination

Published: September 2021
Review: September 2022. N.B - School will be working on this throughout the year and this may be formally reviewed earlier

1. School Ethos

1.1. During 2016, children and staff agreed that the following four shared values are important to life at The Friars Primary School, permeating all that we do: promoting and securing the happiness and wellbeing of all members of the school community; expecting high levels of progress and achievement for all children from their different starting points; showing respect (i.e. it is the right of all children to be educated and for all teachers to teach); and, through determination, ensuring children succeed and barriers to learning are minimised or eliminated. This is reflected in our 'Vision Statement' and 'Mission Statement'. Consequently, personal development, behaviour and welfare of pupils attending The Friars Primary School involves meeting the academic and social and emotional needs of individuals with due regard for the core values of happiness, achievement, respect and determination.

1.2. Our 'Vision Statement' highlights our commitment to taking children forward into the future:

The Friars Primary School will take children forward into the future by promoting high levels of achievement, respecting and meeting their unique academic, social and emotional needs so all children are prepared for the next stage of their education and life in modern Britain. This is underpinned by the shared values that will drive the work of the school: happiness, achievement, respect and determination.

1.3. In relation to the above, this 'Personal Development and Behaviour Policy' highlights our school's recognition that social and emotional needs may need to be met before children are in the psychological space to engage with their academic learning. Having said this, we recognise that some children may be highly resilient and adverse conditions do not necessarily impact negatively on personal development, happiness and attitudes towards academic learning. In other words, we take account of individual cases.

1.4. Our 'Mission Statement' is very clear in terms of the environment that we create at The Friars Primary School in order to promote positive attitudes to learning, positive development and ensure behaviour does not become a significant barrier to teaching and learning:

The Friars Primary School provides a calm, nurturing and caring environment that helps all children to grow in confidence and self-esteem as learners. Through creating a safe, supportive and happy environment, children are able to make progress and achieve their potential. At The Friars Primary School, we believe English and Mathematics are the backbone of children's academic success and achievement. Teaching and learning is based on accurate, reliable and timely information from assessment of learning and assessment for learning. Differences in learning are respected and our staff are determined to meet the needs of all children to promote high levels of achievement. We ensure children of different religions, cultures, gender, LGBT, race are respected and celebrated throughout the school.

We are determined in driving our own school improvement, setting our own priorities and targets and recognising that, for the benefit of the children, we can always develop our policies and practices to maximise progress, achievement and wider outcomes. The leadership and management of the school put into place effective systems for quality-assurance and self-evaluation.

1.5. Given the context of our school, we are highly aware that standards of behaviour often require children to adopt two 'personas' – 'street-wise' and 'school-wise' characteristics. One of the vital functions of our school is to consistently provide explicit expectations and boundaries, balancing praise with graduated sanctions and consequences that are proportional and fair where behaviour compromises our shared values of happiness, achievement, respect and determination.

1.6. Taking into account our 'Mission Statement' and providing 'a calm, nurturing and caring environment', it is expected that all staff – teaching and those in support roles – should understand personal development and behaviour in the following ways:
Behaviour for learning and developing positive attitudes to learning are necessary conditions for effective teaching and learning to take place.

The planning and delivery of the curriculum may contribute to behavioural difficulties becoming evident in the classroom where teaching and learning is not sufficiently matched to individual need. This may have several implications:

- -children must clearly understand the tasks set and the expected outcomes
- -it may be necessary to breakdown larger tasks into smaller, more manageable ones
- -children may not have the self-esteem and confidence to engage in teaching and learning activities therefore these should be developed

All behaviour is communication although the message conveyed may not always be easily decoded and understood.

Language is a vital means of communication. For example, staff should talk about the appropriateness or inappropriateness of an individual's behaviour rather than directed at the child.

Behaviour may indicate the presence of an undiagnosed mental health condition or suggest an unmet social, emotional and mental health (SEMH) need. This is highlighted in the Department for Education's (2016) Mental health and behaviour in schools: Departmental advice for school staff. Our school has a 'Mental Health Policy' that should be read in conjunction with this 'Personal Development and Behaviour Policy' and the 'Special Educational Needs and Disability (SEND) Policy'. These can be accessed online at

<http://www.friarsprimaryschool.co.uk/special-educational-needs/areas-of-need/social-emotional-and-mental-health-semh> and <http://www.friarsprimaryschool.co.uk/special-educational-needs>.

Pro-social behaviour and self-discipline is an important outcome of education required beyond the school gates, enabling a positive contribution to be made to society.

1.7. This 'Personal Development and Behaviour Policy' relates to fundamental British values contributing to children's knowledge and understanding of the rule of law, individual liberty (rights and responsibilities) and promoting mutual respect. Further information on our school's shared values and British values can be found via <http://www.friarsprimaryschool.co.uk/home-3/our-shared-values-and-british-values>.

1.8. An important aspect of our work on promoting personal development and positive behaviour is staff self-awareness. The behaviour of some children can illicit strong personal reactions from adults. To have feelings about a certain situation is natural, but adults in school need to be aware of their own feelings and reactions in order to prevent worsening a situation.

2. Aims

2.1. Staff at The Friars Primary School will:

- recognise, highlight and reward/praise positive behaviour within their own classrooms and in other areas of the school;
- ensure criticism is constructive, identifying the inappropriate behaviour and offering choices and guidance;
- model respectful behaviour in interactions with other adults;
- encourage children to take responsibility for their own behaviour and actions;
- inform parents/carers about concerns with a child's behaviour or make contact to share positive news;
- be consistent in their approach to dealing with behaviour, including establishing clear routines, high expectations in the classroom and consistently enforced boundaries;
- adequately record concerns regarding behaviour and personal development; and
- maintain good relationships with children, exercise appropriate authority and act decisively when necessary.

2.2. Children at The Friars Primary School will understand that their behaviour impacts on their learning and that of others. Children will:

- understand that positive behaviours will be rewarded and contribute to the overall level of happiness in the classroom and school as a whole;
- understand that inappropriate behaviour has consequences;
- accept that the more severe the behaviour, the more severe the consequences; and
- show respect by following rules and meeting expectations of how to behave.

3. Positive Behaviours and Rules

The following rules apply to all children at The Friars Primary School, intended to promote happiness and respect.

3.1. Children are expected to follow these golden rules:

- We are gentle and we don't hurt others
- We are kind and helpful and we don't hurt anybody's feelings
- We are honest and we don't cover up the truth
- We work hard and we don't waste time
- We listen and we don't interrupt
- We look after resources and the school building and we don't damage things
- We speak politely to all adults and we don't backchat

3.2. Children are expected to follow these playground rules:

- We listen to adults in duty in the playground
- We play together and look after each other
- We let others get on with their own games and we don't interfere
- We tell an adult if there is a problem

3.3. Children are expected to follow these lunchtime rules:

- We line up calmly and sensibly
- We walk through the building, we don't run
- We say 'please' and 'thank you'
- We finish what we are eating before we speak
- We keep our table clean and we pick up food that has dropped on the floor
- We talk quietly to the people next to us

3.4. Children are expected to follow these rules when moving around the school:

- We always walk and never run
- We always let adults get by and hold doors open for them
- We move from one place to another quietly

4. Rewards and Sanctions

4.1. Throughout the school, there should be a balance between rewards and sanctions. In terms of rewards, the following are used:

- verbal and non-verbal praise
- positive comments to parent/carer face-to-face or via the telephone
- visits to another member of staff (i.e. to show off an achievement)
- star slips
- stickers
- certificates
- small prizes
- special mentions in assemblies

5. Inappropriate Behaviour and Consequences

5.1. At The Friars Primary School, children know the expectations regarding acceptable behaviour and recognise that, on displaying negative behaviour(s), they will receive a consequence that is proportionate to the behaviour(s).

5.2. To ensure consistency, all classrooms display the posters and refer to them when issuing consequences.

5.3. It is expected that children will be given the opportunity to reflect on their behaviour and make plans for positive change. Children must take responsibility for their behaviour and endeavour to restore relationships (whether with peers or adults) through an apology.

5.4. The Friars Primary School has clear expectations for managing children's behaviour within the classroom, within year groups (where parallel classes exist) and for taking a graduated approach to responding to behaviour that continues to fall below expectations. This is reflected in the 'Safe, Responsible and Respectful Choices Poster'. Below are the lines of referral established in September 2016.

Early Years Foundation Stage

For time out, Nursery children are sent to Reception and Reception Children to Nursery for a specific amount of time. If behaviour continues to fall below expectations, the EYFS Lead will take the child.

In the event that a child needs further time out, at this point, it may be necessary to refer the child to the Assistant Head Teacher or Deputy Head Teacher. Our Children and Families Officers should be involved at this stage as an added layer of support.

Referral to Deputy Head Teacher / Head Teacher

This is a last resort used for the most serious cases of inappropriate behaviour. The Deputy Head may deputise in the absence of the Head Teacher

Year 1 to Year 6

For time out, children are initially sent to the parallel year-group class for ten minutes.

In the event that a child needs further time out, at this point, it may be necessary to refer the child to the Assistant Head Teacher or Deputy Head Teacher. Our Children and Families Officers should be involved at this stage as an added layer of support.

Referral to Deputy Head Teacher / Head Teacher

This is a last resort used for the most serious cases of inappropriate behaviour. The Deputy Head may deputise in the absence of the Head Teacher

Searching & Confiscating

Searching with a pupil's consent

Any member of school staff can search a pupil for any item with their consent.

You don't need written consent – it's enough to ask the pupil to turn out their pockets or if you can look in their bag or locker, and for the pupil to agree.

If you suspect the pupil has a banned item in their possession and they refuse a search, you can apply an appropriate punishment.

Searching without a pupil's consent

What you can search for

You can only undertake this type of search if you have 'reasonable grounds' for suspecting a pupil may have a prohibited item in their possession.

It's up to you to decide what 'reasonable grounds' might be.

For example, you may:

Hear other pupils talking about the prohibited item; or

Notice a pupil behaving in a way that causes you to suspect they're concealing a prohibited item

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
- Commit an offence or cause personal injury or damage to property

Who can do the search?

Only your headteacher or a member of school staff authorised by them can search without consent. The searcher must be the same sex as the pupil being searched, and another staff member must be present (if possible, they should be the same sex as well).

However, staff can search an opposite sex pupil and/or search without a witness present if:

- There's a risk that serious harm will be caused to a person if they don't conduct the search immediately; and
- It isn't reasonably practicable to summon another member of staff

During a search

Clothing

The searcher may not require the pupil to remove any clothing other than outer clothing (i.e. clothing not worn next to the skin or immediately over underwear).

Intimate searches can only be conducted by a person with more extensive powers (e.g. a police officer).

Desks and bags

These can only be searched in the presence of the pupil and another member of staff, except if: There's a risk that serious harm will be caused to a person if they don't conduct the search immediately; and it isn't reasonably practicable to summon another member of staff

Use of force

Staff can use reasonable force in line with the Positive Handling Policy when conducting a search for prohibited items (see the section above for a list).

Confiscating items

You can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

There are ways you should handle specific prohibited items (see below).

- Weapons or items which are evidence of an offence
- Pass these on to the police as soon as possible.
- Alcohol, tobacco and cigarette papers, fireworks
- Either retain or dispose of these, but don't return them to the pupil.
- Controlled substances

In most cases, deliver these to the police as soon as possible.

However, you can dispose of them if you think there's a good reason to do so. Take into account the relevant circumstances and use your professional judgement to determine whether you can safely dispose of it yourself.

If you're not sure of the legal status of a substance but you have reason to believe it may be a controlled drug, treat it as such.

Stolen items

If the items are valuable or illegal, deliver these to the police as soon as possible.

If they're low value, you may return them to the owner if you think there's a good reason to do so, or retain or dispose of them if returning them is not practicable.

Pornographic images

Dispose of the images, unless you have reasonable grounds to suspect that their possession constitutes a specific offence (i.e. it is extreme or child pornography).

If you do, deliver them to the police as soon as reasonably practicable.

Electronic devices

If during a search you find an electronic device, you may examine its data or files if you have a good reason to do so and the device is prohibited by school rules; or you reasonably suspect it has been, or is likely to be, used to:

- Commit an offence
- Cause personal injury or damage to property
- You may delete data or files if you think there's a good reason to do so.
- A 'good reason' to examine devices or erase data or files is if you reasonably suspect that data or files on the device in question have been, or could be, used to:
- Cause harm
- Disrupt teaching
- Break the school rules

Evidence related to an offence

If you have reason to believe that the device contains evidence in relation to an offence, you must give the device to the police as soon as reasonably practicable.

If you search the device and find data or files related to the offence, don't delete these before handing the device over.

Reporting searches & Informing parents

You don't need to inform parents before a search takes place, and you don't need their consent to search their child.

You should inform them if any of the following are found:

- Alcohol
- Illegal drugs
- Potentially harmful substances
- Internal records

Staff will always make record of a search on CPOMS

6. Persistent Behavioural Issues / Challenging Behaviour

6.1. Where a child continues to exhibit unacceptable behaviour over a period of time – which is disruptive to teaching and learning – then the following procedure must be followed. This is Tier 1 and sets in motion a process of assessing needs and identifying strategies and interventions that may lead to a change in behaviour.

The classroom teacher obtains as much information as possible about the child from other colleagues, through talking with the child and parents/carers.

The classroom teacher keeps a written record of all incidents and the strategies used to modify or control behaviour. For example, using CPOMS and completing appropriate analyses of incidents (such as ABC or STAR).

The classroom teacher should carry out a rewards assessment (i.e. what is extrinsically and intrinsically motivating for the individual) and devise a behaviour chart to help the child make the right choices.

The classroom teacher should invite parents/carers into school and discuss concerns regarding the child's behaviour, explore ways of working together and what is being put into place in the classroom on a day-to-day basis.

Where strategies and intervention(s) have not brought about a change in behaviour, the Assessment and Response-to-Intervention Lead should be informed. A more detailed assessment of the child's needs may be undertaken to inform intervention and/or referral to outside agencies made. This would be Tier 2. At this point, it will be considered whether or not the child should be placed on the Special Educational Needs and/or Disability (SEND) Register. Assess, Plan, Do and Review cycles are undertaken. This

would involve Tier 2 and/or Tier 3 interventions or referrals to external organisations, such as the Primary Inclusion Team (PIT)

Further details on assessment can be found in our SEND Policy and Mental Health Policies at <http://www.friarsprimaryschool.co.uk/special-educational-needs>.

A last resort is the issuing of a fixed term or permanent exclusion.

6.2. A Early Help Assessment (EHA) may be put into place to support the child and their family in managing behaviour. There may be safeguarding issues and these are dealt with in accordance with our school's policy.

6.3. Volatile situations involve behaviour that puts adults and children at risk (i.e. threatening to throw/actually throwing furniture, verbal abuse, such as racist and homophobic language). In these cases, staff should seek the support of another member of staff in containing and trying to deescalate the situation, sending for a member of the senior leadership team/Children and Families Officer.

6.3a Homo/bi/transphobic language and behaviours are to be dealt with seriously by all adults at all levels across school. It is not acceptable to use language such as 'gay' to or 'tranny' to indicate something as negative. A measured and sensible approach to dealing with children who display these behaviours is needed as not every action would or should be classed as a Level 3 behaviour. I

6.3b Serious or repeated cases of homo/bi/transphobic behaviour is to be managed by all adults at all levels across the school. Homo/bi/trans bullying or negative behaviours towards these groups is to be recorded on the school CPOMS system. Consequently, the child is to be dealt with as indicated by the level of their behaviour action.

6.4. Where staff deal with challenging behaviour and situations, they may require time to reflect and compose themselves before continuing with their normal duties.

6.5. In order to take a proactive approach, analysis of incidents should be undertaken (see Appendix 3). This may help prevent episodes of challenging behaviour arising in the future.

6.6. Positive physical intervention may be required in situations where a child poses a risk of harm to themselves, others or the school environment. All use of positive handling must be recorded, signed and dated. Several members of staff have received training in physical intervention and called for in the event that restraint may be necessary.

Where positive handling is part of a planned response to an individual's challenging behaviour, this must be recorded in support plans.

6.7. Incidents must also be recorded in SIMS.

7. Bullying

7.1. Bullying can be defined as:

- an unwanted behaviour that oppresses and intimidates another person, emotionally and sometimes physically. The behaviour is repeated or has the potential to be repeated and as a result makes the person feel unhappy and unsafe. A child or person affected can be bullied at any time or place.
- the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

7.2. The Friars Primary School appreciates that some of the language used to describe bullying can be difficult for children to understand so we use the following to help children know what bullying is and what it means:

- People are nasty to you lots of times on purpose
- Someone is often pushed, shoved or hit often by the same people
- Someone is called names or nasty or hurtful things are often said about them, their friends or their family
- Someone gets scary or nasty messages by mobile phone or online – they might be filmed in order to make fun of them
- Someone is picked on because of an illness, special needs, disability or whether they are a boy or girl
- Someone is called ‘gay’ whether it is true or not
- Nasty comments are made about LGBT pupils, people or parents.
- Someone is always left out or often has their things damaged by others
- Someone is called racist names or nasty comments are made about someone’s religion and beliefs

7.3. Children can report bullying to any member of staff within the school. Staff are vigilant to changes in behaviour and attitude and will report these to Senior Leaders.

7.4. Each year, the Children and Families Officer uses questionnaires and focus groups to ensure children’s view of the school is captured and responded to.

7.5. Parents and carers can report bullying to any member of staff in school.

7.6. Bullying is recorded on SIMS by local authority categories. The data on types of incidents are used to inform school development (i.e. raising awareness of an area, such as homophobia).

7.7. Having a school ethos based on explicit values and clear expectations of behaviour helps to prevent bullying. Other aspects of our work that contribute to prevention of bullying are:

- having an active School Council
- LGBT awareness weeks
- marking Anti-Bullying Week each year
- promoting respect for differences in PSHE and RE
- addressing issues of e-safety and recognising the implications of social media
- policy on appropriate use of social media

7.8. We have a clear way of responding to incidents and the issue of bullying:

- We are available – always ready to listen to any concerns that children have
- We investigate – we gather information about incidents as soon as possible and speak to all those involved
- We record – the member of staff investigating ensures a written record is made and placed in the CPOMS. Information is then placed in SIMS and reported to the local authority. This is usually completed by the Children and Families Officers.
- We respond and follow-up – this involves investigation, talking with children about the impact and consequences of behaviours, seeking ways to change behaviours and those subjected to bullying are kept informed about the steps taken

7.9. When responding to issues of cyber bullying, the above procedures apply. Children are taught how to collect evidence through the use of new technologies and how to report or block people online. Support is offered for victims of cyberbullying and this includes advice on how to stay safe online. The school takes part in the National E-Safety Day each year.

8. Playground & Lunchtime Behaviour

8.1. At The Friars Primary School, we recognise that some children can struggle to cope with unstructured social times. In order to address this, the following is in place:

- Two members of staff on playground duty in the mornings (KS1 and KS2)
- Children and Families Officers are on duty during lunchtime

8.2. Where a child has needs that mean normally available provision is not sufficient to manage behaviour(s), additional adult supervision (small group or one-to-one may be provided).

8.3. Alternatively, key individuals may be given a programme of jobs and activities at break and lunchtimes to provide the structure they need.

9. Communication

9.1. At The Friars Primary School, we promote working together with parents/carers to support children with their personal development and behaviour. When dealing with behaviour issues, parents/carers are informed and encouraged to work with the school and decide on strategies that can be implemented at home and in school.

9.2. One mechanism by which the school communicates with parents/carers about their child's behaviour is through behaviour letters linked to the levels identified in behaviour/consequences charts.

At Level 1 & 2, parents/carers are spoken to informally by the classroom teacher at the end of the day
At Level 3, parents/carers are spoken to formally by the Head teacher at the end of the day or during a phonecall if required.

10. Rights and Responsibilities

At The Friars Primary School, we are clear about the roles, rights and responsibilities of members of our school community. These are shown below.

Staff Role

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's systems, policies and expectations	To support others in developing their skills in promoting positive behaviour and regular attendance To acknowledge areas of own skills which could be developed To try new approaches

Children's Role

All pupils have the right to a broad, balanced education filled with enjoyment and achievement. However, this must come with the knowledge that they have a responsibility to make a positive contribution:

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way which keeps others safe
To learn	To attend school regularly To be willing to learn To allow others to learn
To make mistakes	To own mistakes To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others.

Parent/Carer's Role

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress To be listened to	To make sure their child attends school regularly To listen to others
To have access to information on the school's approach to behaviour and attendance	To absorb information and share concerns To share concerns constructively To talk to their child about what he/she does in school
To have concerns taken seriously	To talk to teachers if they have any concerns about their child's learning or wellbeing

11. Staff Training

11.1. Staff receive training as required and in response to school improvement priorities. Such training may be delivered in-house or by external providers.

12. Additional Points to Note

12.1. Staff are expected to be aware of the following:

- We will endeavour to use positive reinforcement of appropriate behaviour as the primary means of dealing with inappropriate behaviour.
- We will endeavour to offer children choice, e.g. 'you can choose to lose 2 minutes off break or you can choose to carry on with your work' and we will endeavour to allow 'take up time.'
- We will ensure our response to inappropriate behaviour does not escalate the situation and any consequences will be given in a calm and caring manner where alternative courses of actions are developed.
- We will ensure that the consequence relates to the level of behaviour displayed and is not excessive but relevant to the child.

- We will endeavour to treat children with the utmost respect at all times, never using sarcasm or demeaning speech or physical presence. The sanction is the consequence and not the public humiliation.
- Staff will ask the Head Teacher to make at least two texts home each week with positive news

We recognise that every day should be seen as a new day with children being given the opportunity to make a fresh start following a consequence.