

Primrose Hill Primary School



Behaviour Policy and Procedures

September 2021
Review date: September 2022

Introduction

Primrose Hill strives to build a nurturing, caring ethos which permeates our school environment. Our behaviour policy places relationships at its heart in order for our children to thrive, both academically and in relation to their wellbeing.

Amanda Aplicano, is responsible for running this policy and developing this understanding. She is responsible for children with social, emotional and mental health needs.

Rights

Primrose Hill places children's and adults' rights at the heart of its positive behaviour practices. We not only teach about rights but we also model rights and respect in all our relationships: between adults and pupils, between adults, and between pupils.

Through consideration of the fifty-four articles in the UN Convention on the Rights of the Child, the children and adults at Primrose Hill create individual class charters at the start of every academic year which identify rights that are felt to be particularly pertinent to them.

Ensuring children's rights are understood and respected by all is part of our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people in line with the Equality Act 2010.

Rules*

Our rights are protected by the School's Primrose Promises. These are referred to and followed by everyone. At the beginning of each term, there will be a whole school, phase or year group assembly to reiterate expectations. The Primrose Promises are:

- We will use our growth mindsets
- We always include others
- We are respectful to everybody
- We will be gentle with others
- We will look after our environment

These promises have been devised by the children and chosen in recognition of a positive and caring ethos that promotes appropriate behaviour and raises self-esteem. To support our Primrose Promises, each class must also establish its own rules, routines and expectations, which should be agreed and displayed in the classroom.

A poster of the Primrose Promises and a Class Charter should be clearly displayed in every classroom.

Circle Time

Circle Time is a teaching strategy which allows the teacher to explore issues relevant to the class and to children's general emotional development. It is a safe forum in which children can explore and address issues which concern them. It provides a structured mechanism for solving friendship and behaviour problems, in which all participants have an equal footing. Circle Time also affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem, positive behaviour and supports our PHSE scheme of work. All class teachers are expected to timetable weekly Circle Time sessions.

Rewards

Rewards are given to reinforce positive behaviour and praise children for acting responsibly.

The agreed system for daily recognition of children following the Primrose Promises, showing enthusiasm, perseverance, or working hard in class in the giving of symbolic 'Dojos'. These need to be awarded frequently, emphasising the reason they have been given. The child with the most Dojos in each class will be awarded a Star Of The Week certificate in Friday's Achievement Assembly. This will also be celebrated publicly in the weekly newsletter.

Some Children may find the Primrose Promises challenging to follow consistently on a daily basis. These children have other systems available, tailored to their needs, to encourage and motivate them, e.g. class based reward systems, certificates home, positive phone calls/texts home, behaviour charts etc. Individual children may have 'special' rewards to support their behaviour, some of which may be celebrated publicly.

We believe that all behaviour is a form of communication and that feelings drive behaviour. Our motivation for leading with a positive approach wherever possible is to unearth the underlying cause of the behaviour and to move forward with co-constructed ideas for repairing a situation.

Positive relationships, built on trust and respect, are key in adults being able to facilitate restoration. These relationships should be developed, reinforced and maintained for that trust to build and for positive outcomes to be achieved. These relationships will be key to identifying and meeting whatever need is being communicated through their behaviour.

We use a range of strategies to help the child access their learning.
Here are some examples:

- check-in time with a trusted adult
- movement breaks
- staying indoors at break time
- change of environment
- non-verbal prompts
- comic strip conversations
- personalised Wellbeing/Nurture Plans
- Emotion coaching which **uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses.** Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'heard'.

Consequences for unacceptable behaviour should be made clear to all children. Emphasis is on the children being supported to repair and restore relationships and take responsibility for their actions. Children will be helped to understand that with support they can manage strong feelings in a way that enables them to continue to follow The Primrose Promises.

This is the sliding scale of actions if a child is still unable to follow the agreed class rules :

1. Polite reminder of Primrose Promises
(I know that you respond really well with a little reminder - smile and move on)
2. Second reminder (name written on board possibly a change of seating)
(I can see you are finding it difficult to concentrate, try ... and let me know if that helps)
3. Action (tick next to child's name or name underlined and a Time Out slip written.) Child spends 10 minutes away from class with the **parallel class teacher** to reflect on their behaviour (in the case of PE and Music teachers, children should be sent to a teacher in the next Year group). After 10 minutes reflecting/regulating the child should return to class. This must always be treated as a fresh start and the child should be greeted warmly and settled back into their own class by a trusted adult.
(let's have a great session, let me know if you need any help)
4. Should inappropriate behaviour persist - steps 1 – 2 repeated as above, then...
5. Time Out slip, child spends 10 minutes with the **Phase Leader**

(I can see you are still finding it difficult, take some quiet time to think and calm and we will try again together)

Should inappropriate behaviour persist steps 1 – 2 repeated as above, then

6. Time Out slip, child sent to a member of **Senior Leadership/Inclusion Team** . Once the child is calm, the adult will facilitate a discussion which allows the child time to express their feelings and give some context. Through a reciprocal conversation based on mutual respect there will be a collaborative approach to planning for restoration and thoughts about future preventative strategies/behaviours.

Each session provides a fresh start for the child after the class adult has reassured them that they are welcome.

It is very important that Time Out slips are filled out on all occasions. These slips are a valuable record, enabling us to monitor and evaluate behaviour data throughout the school and in individual cases

If a child is not applying the appropriate effort to their work, and tasks are therefore unfinished, a member of the class team may keep them in for 5 minutes during their morning playtime or for 10 minutes of their lunchtime. This would also be used as an opportunity for a trusted adult to 'wonder' with the child if there may be an underlying difficulty or unmet need. The class teacher may also invite the parent to be part of this discussion at a later time.

Wellbeing/Nurture Plans

In some cases the behaviour protocol needs to be adapted to take into consideration the many varying and often complex needs of our children. These children are supported by a comprehensive Wellbeing/Nurture Plan which is designed to support additional needs in all situations and environments. All stakeholders contribute towards their creation (which often includes expert recommendations from any outside agencies)

Lunchtime Reflection

This is when a child needs a fuller conversation around a particular incident. In some cases a child's behaviour will automatically warrant time to reflect and repair, with support from an adult from SLT or ILT. In this case, the preceding system is overridden.

The following behaviours will **always** result in the child attending lunchtime reflection:

- Injuring another child deliberately

- Violent behaviour / vandalism
- Physical fighting
- Leaving the classroom without permission to an unknown location / running away / refusing to return to class within a specified time (e.g. five minutes)
- Swearing at an adult or a child
- Refusing to leave the classroom when asked

In such cases, the child will attend the Reflection Room at lunchtime and fill out a reflection sheet, supported by a senior member of staff and together they will fully discuss the incident, identifying strategies and next steps. For KS1 they will not be expected to fill out the reflection sheet but will have an opportunity to fully discuss the incident with the member of staff on duty. A record of the incident, next steps and any support needed will be entered onto the database.

Where the incident is found to be of a more serious nature, it will be handed on to the Head Teacher. Lunchtime Reflection behaviours, after investigation, may result in one or more of the following actions:

- Text, followed by a letter / phone call home
- Meeting with parents/carers
- An exclusion (see below)

Any incidents of deliberate physical abuse toward adults will be fully investigated and if appropriate may result in a 'fixed term' exclusion (see below).

Any racist, LGBTQ or sexist incidents will be fully investigated and tackled. They will be recorded on our database and parents/carers informed. Any such incidents that may occur in class can be recorded on a Time Out slip and sent promptly to the Pastoral Lead. Racist, LGBTQ and sexist incidents are recorded and the data is reported to Governors and to Camden LA.

Exclusion

Exclusions come in three different forms, depending on the severity of the incident. This will usually be as a response to a serious incident.

Internal Exclusion

When a child is internally excluded they will remain on the school premises for the duration of the exclusion. They will be educated in a specified location with an adult. They have no contact with any other children in school, which means they follow alternative break time arrangements and take their meals away from the school dining hall.

Fixed Term Exclusion

When a child receives a fixed term exclusion, they are not permitted on the school premises during the school day for the duration of the exclusion. Parents are expected to support the school's decision by keeping their child at home and ensuring any work given is completed during the time out of school. When the time arrives for the child to return to school, the parent/carer and the child will have a reintegration meeting with the Headteacher or a senior member of staff before they return to class. All details of the exclusion, and how to appeal against it, are always given to the parent/carer in writing at the start of the exclusion.

Permanent Exclusion

Permanent exclusions are given when a child has been involved in an incident of such severity, or a series of serious incidents, such that the school no longer feels it is the appropriate place to educate the child. Camden guidelines are always followed and the parent/carer is supported throughout the process.

Playtimes

Children should always approach an adult in the playground if they feel unable to resolve an issue in an appropriate manner. Children will be supported and any issue given attention, then fully investigated if necessary.

Children, however, should never come back into the building unless they have been given permission to do so by an adult.

A member of SLT will be available in the dining room and playground throughout key points of the lunchtime period.

Staff will follow the following guidance during playtimes:

1. Reminders must always be given before action is taken so that the child has an opportunity to modify their behaviour.
2. If a reminder is deliberately ignored, the child should 'shadow' the adult for 5 minutes giving an opportunity for discussion.
3. If the child is unable to modify their behaviour they will be escorted to the Reflection Room for a discussion with the adult on duty there. (However, this does NOT apply to Reception nor Year 1 children in the Autumn Term. These children should instead hold an adult's hand for five minutes as an opportunity to calm down and receive reassurance.)

As in the classroom, this sliding scale can be overridden by more serious behaviours; see above.

Movement within the school should be calm and enable the children to move safely and sensibly. We believe that successful and smooth transitions between classes are reached by all children moving around the school without chatting. The monitoring of this in the hallways and on the stairs is everyone's responsibility.

Behaviour Management Related to Two Year Old Provision and Nursery

It is important as practitioners that we recognise the developmental stages within children. In the Two Year Old Provision, children will still be developing their emotional regulation and their ability to communicate their feelings and needs. It is important we recognise this and support the children in developing strategies to find a resolution or communicate their needs.

Working with a high ratio of adults to children, the practitioners will be able to observe and play positively alongside the child. They will preempt situations by identifying what children need. We use the OWL approach:

Observe

Wait

Listen

The steps to approaching situations within the Two Year Old Provision are:

- Approach calmly
- Acknowledge feelings
- Gather information
- Restate the problem
- Ask for solutions and choose one together
- Be prepared to give follow-up support

Where there are ongoing concerns about specific behaviours, the EYFS team would refer to members of the Inclusion Leadership Team, who would in turn assess the situation and seek advice as required.

Reception Year Behaviour Management

| Term | Action | Reasoning |
|------|---|---|
| 1 | <p>Pastoral Lead will attend one of the Family Learning sessions</p> <p>Teachers keep an incident book in class containing any low level incidents.</p> <p>EYFS staff to fill out Time Out slips when behaviour is significantly serious or persistent enough to warrant it and give them to Pastoral Lead as a record – parents are verbally informed by the EYFS staff only</p> | <p>Introduce herself to the parents if not already known to them from Nursery</p> <p>Pastoral Lead to become familiar with the children who are presenting with challenging behaviours early on</p> |
| 2 | <p>Pastoral Lead to be invited by Reception Teachers to an unofficial parent meeting if concerns persist</p> | <p>Pastoral Lead to start building a relationship with the family and possibly set up separate meetings in order to support the parents if required</p> |
| 3 | <p>Serious incidents will be fully investigated where a child deliberately hurts another child (beyond pushing etc)</p> <p>These incidents must be dealt with immediately. The child is taken to the Pastoral Lead or to their link SLT.</p> | <p>It is important that parents and reception children realise that this behaviour is not acceptable in our school and a sanction for deliberate hurting of others will be imposed.</p> <p>Any action must be carried out immediately and fully explained to the child.</p> |

Other Actions

Reception classes to have an incident book to allow lunchtime staff to record any incidents that have been dealt with. This would include any injuries of which the teacher may be unaware.

Prohibited Sanctions

The Children's Act specifically prohibits the use of corporal punishment. This means the intentional application of force as a punishment and includes slapping, rough handling, striking with or without an implement or throwing missiles at a child. Physical restraint should only be used to prevent a child from harming him or herself, other people or property, and the child must be told clearly that they will be restrained. Staff should not put themselves at risk and restraint should involve minimum force (See Appendix A, Physical Restraint Procedures).

When incidents of a serious nature occur, it is necessary for members of staff involved and any witnesses to make a detailed report of the incident as soon as possible. The report should be signed and dated. The report must include:

- Details of where and when the incident took place
- Circumstances and significant factors leading to the incident
- The duration and nature of any physical restraint used
- Names of pupils and staff involved
- Description of any injuries sustained by pupils or staff
- Description of any action taken after the incident

Individual or Group Behavioural Intervention

Sometimes it may be necessary to work with individuals or groups of children to help them change their behaviour. This may involve the Pastoral Lead or another member of the SLT and may include individual 'contracts'. It may be necessary to work through a series of steps to solutions, identifying who is involved, what we want to happen or change, and how this will be done. This would normally happen in periodic meetings called Inclusion Surgeries and identified children will have appropriate Individual Provision Maps. Only in extreme cases (for example when a child or children have been found to have experienced bullying, or are felt to be at risk from bullying) would children be identified between scheduled Inclusion Surgeries.

Anti-Bullying

Bullying (as defined by the DfE) is: deliberately hurtful, repeated behaviour - often over a period of time. It may be physical or emotional and includes racist, sexist and homophobic behaviour, including anti-LGBT. This behaviour can also be communicated remotely, through text messages or other mobile phone apps or via the internet etc.

At Primrose Hill, we aim to prevent bullying from happening in school and outside of school, including via cyberbullying, by:

- teaching children to recognise different forms of bullying and the effects these have on victim and perpetrator
- teaching children strategies for prevention, and
- by identifying effective procedures for dealing with incidents, and making these clear to children, parents, and staff.

The School's Anti-Bullying Procedures (Appendix B) are monitored and reviewed regularly, as are the number and nature of incidents. In the case of online bullying, disciplinary sanctions may be imposed, even in relation to conduct that takes place outside school premises. If a child is found to abuse their Google Classroom privileges, for example, they may lose their access until their behaviour shows they are ready to use this educational tool in the manner expected.

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our School and how we dealt with them. We review this data termly and take action to reduce incidents.

Monitoring and reviewing the policy

We review the information about behaviour in this policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

Disseminating the policy

This Behaviour Policy is available:

- on the School website;
- as a paper copy from the School office;
- as part of induction for new staff;

We ensure that the whole school community knows about the policy through the School newsletter, assemblies, staff meetings and other communications.

Appendix A

The Use of Physical Restraint and Contact Procedures

1. Circumstances where use of physical restraint may be applied.

Section 550A allows teachers, and other persons who are authorised by the Headteacher to have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Injuring themselves or others;
- Causing imminent harm or being in imminent danger.

2 Locations where use of physical restraint may be applied.

The above circumstances apply when a teacher, or other authorised person, is on the School premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

3 Authorised Staff

At Primrose Hill, staff trained in physical restraint are authorised by the Head Teacher to use reasonable force to control or restrain pupils if necessary. (Para. 11.12 DfEE cir. 10/98) All staff are expected to follow and apply the School's policies for pastoral care and discipline, and child protection. It is therefore logical that trained staff are expected to use and apply the School procedures on the use of physical restraint and contact.

4. Action in self-defence or in an emergency

Section 550A does not cover all the situations in which it might be reasonable for someone to use a degree of force.

DfEE Circular 10/98 states that everyone has the right to defend themselves against an attack provided that they do not use a disproportionate degree of force to do so.

Similarly, in an emergency, for example, if a pupil were at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

5 Types of Incidents

- Where action is necessary in self-defence or because there is an imminent risk of injury
- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

6 Practical Considerations

Physical restraint should always be a last resort when all other attempts to control the child (e.g. allowing space, talking, reasoning and persuasion) have failed. In some circumstances immediate intervention may be necessary and common sense has to be used to assess these situations.

Before using physical restraint, staff should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The member of staff concerned should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint may be used if they persist with the undesirable behaviour. Similarly, attempts to communicate with the child should continue where physical restraint is used and the child should be told that the restraint will stop as soon as it ceases to be necessary.

A calm and measured approach to these situations is required. Restraint should only be seen as an act of care and control and not as a threat or a punishment. Staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

There may be occasions where staff should not intervene in an incident without help (unless it is an emergency), for example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the member of staff believes he or she may be at risk of injury. In such circumstances, the member of staff concerned should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or send for the Headteacher, the Assistant Head or the Amanda. In rare circumstances, it may be necessary to phone the Police. Staff should inform the pupil(s) that he or she has sent for help. Until assistance arrives, the staff member should continue to attempt to defuse the situation orally and prevent the incident from escalating.

7 Application of Force

Only the minimum amount of force necessary should be applied to prevent injury to the child. Staff should not attempt to restrain a child if they are likely to put themselves at risk.

Where risk is not so urgent, staff should consider carefully whether physical intervention is right. Staff should always try to use other strategies before using force. The age and level of understanding of the pupil is also very relevant when considering whether or not to use physical intervention. It should not be used as a substitute for good behavioural management.

Acceptable physical interventions

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Shepherding a pupil away by placing a hand in the centre of the back; or,
- (in extreme circumstances) using more restrictive holds such as those taught by Team Teach.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil from running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

Unacceptable physical interventions

Staff should not act in a way that might reasonably be expected to cause injury, for example by:

- Holding a pupil around the neck, by the collar, or in any way that might restrict breathing
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping up a pupil
- Holding or pulling a pupil by the hair or ear
- Holding a pupil face down on the ground
- Locking pupil in a room
- Removal of clothing

8 Other Forms of Physical Contact

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Acceptable

- Contact may be necessary to demonstrate a technique during PE lessons, sports coaching, or CDT, or if a member of staff has to give first aid.
- Young children or children with special educational needs may need staff to provide physical prompts or help.
- Touching may be appropriate where a pupil is in distress and needs comforting.
- Where a child wants to show a member of staff an injury in a sensitive area - e.g. the genitals or breasts - then the adult should make sure that they are referred to a first aider who should inform another member of staff what is happening. A male member of staff should not do it at all. Make sure that parents/carers know what has happened and record all such incidents in the medical or accident book.
- It is acceptable to receive a spontaneous hug from a child, but kisses should be discouraged with a sensitive explanation given.

Unacceptable

- Always remember that touching can be particularly unwelcome for some pupils for cultural reasons or because they have been abused. At Primrose Hill, the Assistant Head Teacher is the designated teacher for child protection and it is her duty to inform staff of any issues in relation to this policy. The EAL (English as an Additional Language) Leader will also be in a position to provide cultural information.
- Leave doors open when you are in a room alone with a child and tell someone if you need to speak to a child in private.
- As a general rule do not help children to undress unless there are particular reasons for it such as PE and they are too young to do so unaided.
- In all cases be wary of where you touch. For example, it is never advisable to kiss children or to pat them on the bottom.
- Avoid swearing and inappropriate language. This includes shouting and any treatment that disrespects or humiliates the individual. Be very careful about the way you phrase things to avoid misinterpretation on repetition.
- Staff should bear in mind that even innocent, well-intentioned physical contact can sometimes be misconstrued. If in doubt, avoid it.

9. Recording Incidents

The recording of incidents may help to prevent any misunderstanding or misrepresentation of the incident, and may be helpful should there be a subsequent complaint.

Any incident where the use of physical restraint has been necessary should be recorded in the Physical Restraint book within 24 hours.

Staff should keep a copy of their incident report. Invariably, incidents where physical restraint is deemed necessary will constitute a serious incident.

10. Reporting Incidents

- After all incidents that necessitate the use of physical restraint by staff, the School's disciplinary procedures will be followed. This will automatically mean that parents/carers will be informed in writing and/or by telephone about any such incident.
- In most circumstances, this will be done by the Head Teacher or the Behaviour Manager and a meeting will be arranged with the pupil's parents/carers and the members of staff involved.
- Where the outcome of such incidents lead to an exclusion, the relevant procedures will be followed and the LA, Safeguarding Governor and Chair of Governors will be given written copies of all correspondence related to the incident.

11. Support

- Where physical restraint has been used on a pupil the Head Teacher or a member of SLT will ensure that the pupil and his/her parents have the opportunity to discuss the incident which led to the use of restraint. Reasons for the use of restraint will be fully explained to the pupil and his/her parents.

- If it becomes necessary to intervene physically with a pupil with any frequency, or to restrain a pupil for long periods of time, strategies for the management of that pupil's behaviour will be reviewed. The Head Teacher and Amanda Aplicano are responsible for monitoring pupils' behaviour.
- Staff involved in any incident where the use of physical restraint has been necessary will be given support, advice and reassurance from a senior member of staff.

12. Complaints

This policy, including its statement on use of physical force/restraint, will be shared with parents/carers, particularly after an incident has occurred involving their child. This should help to avoid complaints from parents/carers and it can be referred to in situations where parents/carers may question our use of physical restraint or contact.

Where staff follow the guidelines and procedures detailed in this and related policies, there should be no reason for any justifiable complaints.

In the event that a complaint results in a disciplinary hearing, it would be for the disciplinary panel to decide whether the use and degree of force was reasonable. The panel would have regard to the provisions of Section 550A and would also likely take account of the School's policy on restraint: whether that had been followed, and the need to prevent injury, damage or disruption, in considering all circumstances of the case.

Appendix B

Anti-Bullying Procedures

Procedural objectives:

- Create an environment that promotes positive social interaction in all areas of school life.
- Ensure that the anti-bullying message is an integral part of the daily curriculum.
- Encourage children that it is safe to tell and that bullying 'feeds on silence'.
- Help children understand the consequences of their actions.
- Encourage parents to reinforce this message.
- Record all bullying incidents.
- Communicate appropriately with staff and parents concerned.

The Senior Leadership Team will:

- Reinforce and model the Primrose Promises and use the reward system as stated in the Behaviour Policy.
- Use assemblies to raise awareness of anti-bullying and reiterate the message that it will not be tolerated in our school.
- Support staff by following up reported incidences.
- Communicate with parents on a regular basis about how the School prevents and deals with bullying.
- Follow up incidents to check bullying has not started again:
 - two weeks after report
 - the following half term.

The Class teachers will:

- Reinforce and model the Primrose Promises and use the reward system as stated in the Behaviour Policy.
- Provide a weekly forum in class for discussion using Circle Time.
- Timetabled teaching of the PHSE scheme of work
- Report all incidents of bullying by:
 - investigating as soon as possible
 - recording all details
 - making sure all statements are taken
 - informing the Pastoral Lead or, if unavailable, another member of the Senior Leadership Team.

Support and lunchtime staff will:

- Reinforce and model the Primrose Promises and use the reward system as stated in the Behaviour Policy.
- Report all incidents of bullying to the Pastoral Lead or another member of the Senior Leadership Team.
- Fill in a Behaviour Slip straight away.

We expect pupils to:

- Follow the Primrose Promises.
- Report any incident of bullying happening to them or to other pupils, in or out of school, to an adult.

Sanctions can include any or all of the following:

- Reporting to parents.
- Removal of privileges.
- Internal exclusion.
- Fixed term exclusion.
- Permanent exclusion.

Interventions:

- Anti-bullying week is held in school every November in order to raise staff, pupil and parent awareness, revisit key messages and show our support for wider work.
- Circle Time provides a weekly forum for discussion around the subjects of bullying, friendship and respect
- A range of activities and games are provided during lunchtime play, which are managed by lunchtime supervisors. In addition to ensuring pupils have opportunity to engage in positive play, activities provide opportunity for staff to teach social skills and reinforce positive behaviour.
- The Friendship Squad provides members with the opportunity to make a positive contribution to their peers' break-time experiences. Members of the Squad look out for children who are left out or upset and then help them find others to play with, or support them to find solutions to their problems.

- Lunch Club, targeting 'vulnerable' children, is run by two members of staff to teach turn-taking and social awareness skills.
- Adults working one-to-one with children on a range of intervention or support.

Monitoring:

- These procedures are revisited at regular intervals by the Inclusion Leadership Team as a whole, and the School's Governing Board, particularly the Safeguarding Governor. These people ensure effective implementation by:
 - checking the incident forms and other record-keeping;
 - ensuring all staff are aware of procedures;
 - consulting with pupils and parents.