Blossom Federation

Daubeney, Sebright and Lauriston

Lauriston Behaviour Principles & Policy

Review Date	Changes made/Details of action plan	Due Date	By Whom
September 2019	Statement of Behaviour Principles added; expectations for clothing added	26.03.2019	Jenni Bird
July 2021	Expansion of sanctions and anti-bullying info And consultation with Heads of School	July 2022	Robin Warren
July 2022	Changes made in light of Learning Mentor Team changes at Daubeney Reference to CPOMS Reference to OPAL Inclusion of guidance on peer on peer abuse	July 2023	Robin Warren, HoS & Jenni Bird
July 2023	Individual school level updates	July 2024	HoS
April 2024	To include reference to two year olds at Daubeney	July 2024	Robin Warren
June 2025	Federation Behaviour policy reverted to individual school policies.	July 2026	Daljeet Panesar

Our Positive Behaviour for Learning Policy

This policy reflects the general approach to behaviour across the Blossom Federation. Where there are individual school differences, these are highlighted.

Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children' home life

In addition, this policy is based on:

Maintained schools, pupil referral units and non-maintained special schools insert:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children' property

Maintained schools add:

- DfE guidance explaining that maintained schools should publish their behaviour policy online

Policy Aims & Expectations

Maintaining high standards of behaviour is everyone's responsibility.

Daubeney, Lauriston and Sebright Schools provide a safe and secure environment whereby children can learn, grow, make mistakes and take risks. They develop their emotional intelligence and self-regulating behaviour with the assistance of fair, kind and loving staff.

We recognise that children learn by example. We aim to provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for our school. In our schools, we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places as ambassadors of the school.

All adults working with our children have a responsibility for promoting positive behaviour. Positive behaviour for learning needs to be taught explicitly and noticed explicitly. It is important for children to be discussed in

positive terms; noticing what is happening rather than what is not. Children also have a responsibility to behave well and the right to expect others to behave respectfully towards them.

Children are expected to positively respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers. It is our belief that positive behaviour comes from a strong school culture and a shared vision and ethos with the children at the heart of it.

We will support and guide children to make the right choices. We are committed to developing respectful and responsible members of the community and to build a low-stress, high-challenge environment for learning. Children will develop positive learning behaviours as we know this leads to great learning.

Our Standards and Expectations are central to our behavioural values. It is essential that they are consistently used at all times by the whole school community.

These Expectations and Standards should be continually referred to during the school day; to help develop children's independence, emotional intelligence and prepare them for life!

Lauriston Expectations

We are kind, respectful and helpful towards everyone
We listen to each other without interrupting
We work hard and challenge ourselves
We follow instructions straight away
We are always in control of our behaviour
We move around the school sensibly
We look after our school

The Traffic Light System

Our school 'traffic light system' ensures all children and staff have clear guidance on the school's response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment are being treated fairly and have very clear expectations.

Dealing with issues in behaviour – The Classroom

The first question you need to ask yourself is: *"Why is a child behaving in this way?"*

Is it you? The Lesson / pace / challenge / attention

Is it the child? What has happened that day to the child? Why do they need attention?

Is it the environment? Classroom layout? Sound? Peers?

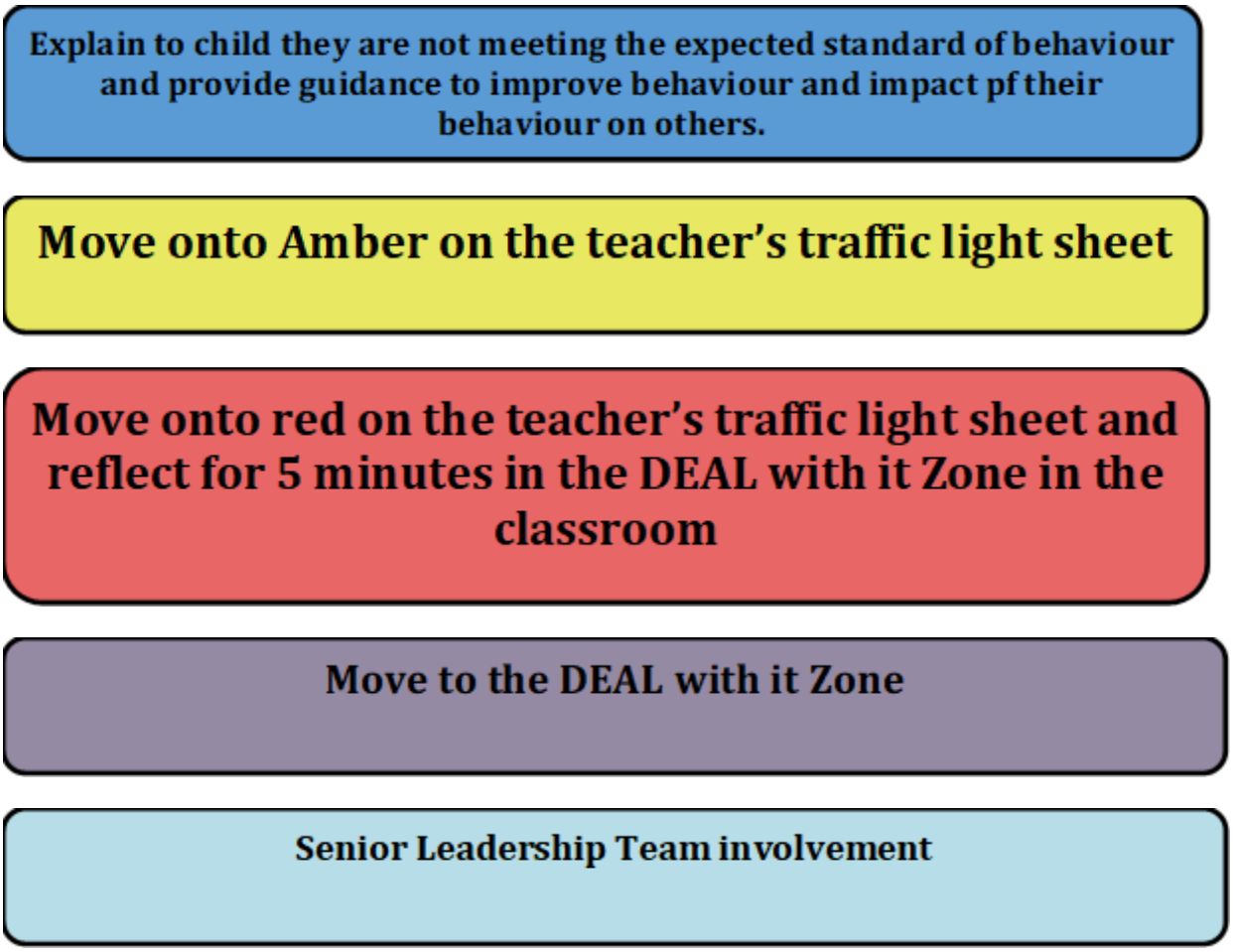
The traffic light system at Lauriston has two additional steps - Blue behaviour (not in control of own behaviour or concerns around the health and safety of themselves and other children - Gold (rewarding exemplary behaviour.

At Lauriston, there is a visual display in the form of a traffic light in each classroom. This visual helps to support both adults and children in understanding whether children are meeting the Lauriston expectations. Each day begins with all children in the green zone. Children are challenged to show exemplary behaviours which will

enable them to get to gold. Adults are responsible for adding positive and negative behaviour onto CPOMS.

Phase Leads support teachers with behaviour issues and they communicate to SLT regularly and about key children and to agree follow up steps. This may include meetings with parents and carers, individual behaviour plans or referrals to outside agencies. The focus will be on improving behaviour and positive praise.

Records are kept on CPOMS. CPOMS is our school record keeping system for safeguarding, behaviour, attendance and specific incidents.



What is unacceptable behaviour?

We recognise that behaviour is a form of communication and will support the children who need reminding of the school expectations. However, there are some behaviours which are not acceptable. We would expect home and school to work together in ensuring these behaviours are not repeated. These include:

- Injuring others
- Being violent to other children and staff
- Vandalizing school equipment / property
- Fighting
- Leaving classroom without permission
- Running away

- Refusing adult instructions
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour

DEAL with it Zone / Deal Zone

Each class is required to have a zone set aside for children to reflect on their behaviour and develop strategies to solve issues themselves.

They will work through the steps of the DEAL poster and be able to talk about ways to improve their behaviour.

D – Describe the problem
E – Explain how it makes you and others feel
A – Ask yourself how to change your behaviour

DEAL Zones have two functions. Teachers may ask a child to spend 10 minutes to help them re-focus, or children can self-regulate by choosing to spend time in the Deal Zone/co-regulate with a Deal Zone coach. Deal Zone coaches are used to help support children to regulate their emotions. The school trains all children to be DEAL Zone coaches.

Children with Behavioural, Emotional or Social Difficulties

We are aware of the complex needs of children who experience emotional and behavioural difficulties. Our schools use specific strategies to ensure that these children are supported with their behaviour throughout the school day. The Deputy Head and Pastoral Care Lead are responsible for ensuring that these support plans are adhered to. Where necessary the school may write individual support plans to support children and where appropriate may seek the support of our specialist teacher. Where this happens parents will be informed so that they can also support their child.

Partnerships with other agencies such as Educational Welfare, Educational Psychologists, Children's Adolescent and Mental Health Services (CAMHS), Re-engagement Unit (REU), Art Therapists and Counsellors, Physical Education specialists will be used to help identify the underlying causes of behaviour difficulties and meet the needs of these children.

To ensure staff can support with individual support plans, these would be shared with relevant personnel.

Behaviour Management Related to Early Years

It is important as practitioners that we recognise the developmental stages within children. Younger children will still be developing their emotional regulation and their behaviour will be a means of communication. It is important we recognise this and support the children in developing strategies to find a resolution or communicate their needs.

Incidents in the Early Years setting will always be seen as a learning opportunity to develop personal, social and emotional development. Children will always be given guidance and behaviour should be modelled by the adult or more able children using verbal and non-verbal strategies. For example, if a child is having trouble sharing, the adult can quickly role-play the situation using phrases. "Can I have a turn please?" "When I have finished." "Thank you."

Adults in our Early Years setting will observe children and encourage them to play positively alongside other children. They will preempt situations by identifying what children need. We use the OWL approach:

Observe
Wait
Listen

The steps to approaching situations within our Nursery setting 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 team would follow school policy and refer to members of the Inclusion Team who would in turn assess the situation and seek advice as required.

Staff roles to support Positive Behaviour for Learning

Children are expected to listen to and respect all school adults.

All adults in school are responsible for behaviour across the school, not just in the class they work in.

They should notice, praise and challenge issues as they observe them.

Role of Class Teacher

Having a respectful, honest, kind and working relationship with your children will have a profound effect on their learning, progress and personal development.

All adults are responsible for the behaviour of all children in school and across the wider school community. All staff should enforce the standards and expectations for all children, modelling them in their own behaviour.

Behaviour expectations will be communicated to staff weekly.

For the first 15 minutes, every Monday morning, Lauriston Expectation of the week is discussed in class. This is then reinforced in the assembly on Monday. A member of SLT delivers the expectation of the week. These discussions continue in class for the remainder of the week.

If there are behaviour issues in the classroom, the classroom teacher should honestly reflect on the relationship they have with the child and ask themselves the following questions:

- How do you feel your relationship is with the child?
- How many times have you had lunch with them?
- What do you know about that child?
- Have you spoken to parents about the great things they have done at school?
- What do they enjoy doing outside of school?
- How do you react to certain behaviour?

Classroom Staff should seek support from other staff should they need additional help for a child, group of children or an issue they cannot resolve themselves.

Role of Senior Teachers

Members of the Senior Leadership Team, Senior Management Team, Lead teachers and Upper Pay Scale teachers will support staff across the school where necessary to deliver the behaviour policy consistently. They will be required to assist teachers with parents' meetings and mediation amongst children. They will be expected to model the policy consistently.

All staff will know where SLT members are located throughout the day so they can ask for support if required.

The Head of School and Senior Leadership Teams should lead regular behaviour assemblies or class sessions to model and enforce expectations.

SLT will support class teachers in establishing behaviour expectations if required.

Role of Phase Leads at Lauriston School

A crucial responsibility of Phase Leads is to oversee the behaviour within their phases. This includes:

- Hold behaviour reflections
- Monitor behaviour incidents within their phase
- Support and advise teachers to develop and promote positive behaviours for learning.
- Provide advice around making referrals
- Hold parent meetings

Phase Leads report to the Deputy Headteacher

- Fortnightly meetings are held to review behaviour across the school.
- Joint fortnightly behaviour learning walks to ensure high standards of behaviour
- Referrals may be made to Inclusion meetings

Role of Support Staff

In addition to modelling the behaviour that promotes our learning culture, all staff are responsible for personally coaching children to support their development. This includes support staff who often have contact with children during informal times of the school day such as during break times. For this reason, all support staff are responsible for encouraging and praising children as well as responding to inappropriate behaviour according to the traffic light record sheet. Support staff must inform the class teacher when there has been an incident with any child requiring action (positive or negative).

There will be annual training with support staff on the promotion of this policy and its principles.

Role of Parents and Carers

As a school community, we want to work together with parents, carers and the home for the best interests of their child and any issues should be first discussed with the class teacher. It is important that parents support the adults in the school and discuss any concerns in a calm and respectful way and it is important for children to see us as a partnership.

Role of Learning Mentors, Pastoral Care Lead

In addition to modelling the behaviour that promotes our learning culture, the Pastoral Care Team will work with parents and carers to ensure all children arrive at school on time ready to learn. The Learning Mentors will provide specific support with personalised strategies for teachers and support staff planned with children and their parents and carers. These strategies may include a behaviour plan for children to be encouraged and

praised for exhibiting targeted behaviour for learning. For some children with intensive behavioural needs, the team will liaise with external agencies including Hackney Re-Engagement Unit (REU), Children & Adolescents Mental Health Services (CAMHS), Educational Psychologists (EP) and Educational Welfare Services, Music Therapy and Councilors. Teachers always have a central role in this process and are expected to attend these meetings when possible.

Links with Home

It is the responsibility of staff to ensure that parents/carers are kept informed about their child – especially when it comes to positive news and communicating any outstanding achievements:

- Talking to parents at the end of each school day
- Phone call / text home
- Achievement certificates
- SEN review meetings

On-line Safety

Children are encouraged to talk about how they can keep themselves safe on-line. All staff, including agency staff and volunteers sign the Federation's Acceptable Use and Behaviour Policy (AUBP) annually. Children sign a class AUBP at the beginning of the school year and this is referred to at the beginning of any computer lesson and before we break up at the end of each half term and term. The full on-line safety policy can be found on the individual schools' website, e.g. https://www.lauriston.hackney.sch.uk/about-us/policies

Rewards

These can be any or a combination of the following:

Achievers' Assembly
Staff select children for achiever awards. Children can be chosen for their academic, social, or behavioral efforts. Achievement and effort are celebrated verbally and personally during achievers' assemblies on a Friday. The teacher's comments are also recorded on an achiever certificate that the children take home. Parents and carers are invited to attend the achievers' assembly.

At Lauriston, we operate a postcard system. Children who show exemplary behaviour are placed on the golden part of the traffic light. This is monitored half termly as follows:

- Children receiving five golds in a half term are sent a 'Good news' postcard to their home by their teacher
- Children receiving ten golds in a half term are sent a 'Lauriston Learning Hero' postcard to their home by the Head of School.
- Children who receive six postcards over the course of the year receive a special reward at the end of the year.

Additional Rewards at Lauriston

At Lauriston, staff and children are encouraged to write compliment slips to each other as a way of celebrating positive behaviours. Ambassadors collect compliment slips and re-distribute them on a weekly basis. Time is built into class timetables so that children can reflect on behaviour and write compliments.

SLT Lunch Party

Once every half term the SLT will organise a special lunch with children who have consistently demonstrated a positive attitude to learning and school life. Staff nominate children for the award and the pupil's good conduct is celebrated along with a member of SLT. Parents and carers are informed by letter that their child has been chosen and the reasons why. At Lauriston this is held by the Head of School.

Promoting Self-Discipline

Different strategies can be used to develop self-regulating behaviour, furthering emotional intelligence and creating a positive working environment. We will have three themes that are addressed through the term. These will focus on developing: Respect, Transitions and Manners.

These are some of the initiatives we use to support children:

- SEAL curriculum; JIGSAW (PHSE curriculum) to be followed in all classes
- School starts at 8:45am for study start.
- At the beginning of every week, the first 15 minutes are set aside to discuss the standard / expectation.
- These are reinforced through whole school assemblies
- Continual discussion and setting of class expectations
- Regular school council meetings
- Ambassadors and school councilors visit other classes during SEAL sessions and feedback in their weekly meetings
- Rights Respecting Schools - relating situations to the Rights of a Child
- Playground friends
- Peer support and buddy system
- Peer mediation
- Achievers' Assembly
- Compliment slips
- Sharing rules and responsibilities

Repeated low-level disruption has a detrimental effect on the learning of the whole class. Mediation sessions are organised through the week for children who have been on the traffic lights/tracking sheet the previous week.

Sanctions

Sanctions should not be punitive but rather seen as opportunities to discuss an individual's role in an incident.

We may inform parents and carers of incidents by:

- Text
- Letter
- Phone

Sanctions may include:

- Time out in class or in another class

- Time out with a member of senior staff
- Missed playtime or lunchtime
- Doing a specific task to improve the school community
- Internal exclusion
- External exclusion
- External fixed term exclusion
- And although extremely rare, permanent exclusion

Lunchtime Reflection

Lunchtime reflection with a Phase Lead is an opportunity for a child who has entered red in KS1 and KS2 to talk through an incident or issue which has taken place the previous afternoon or that morning. This session is timetabled to avoid children's learning being missed. Part of the discussion will involve talking about how the child can show through their actions that they can meet Lauriston Expectations. This may just be a reflection on the incident, a restorative session with another child or a sanction given.

If a child attends three behaviour reflections, parents will be invited to meet with the class teacher to discuss concerns and ways in which their child can be supported.

For children who receive five behaviour reflections parents will be invited to meet with the Phase Lead and class teacher to discuss what additional support can be put into place.

Playtime Expectations

The learning mentor team, pastoral care lead, support staff, volunteers and teachers on duty will provide opportunities for children to respond positively to each other in a safe and friendly environment. A playground rota of games, equipment and activities will be provided by the learning mentor team at the beginning of each academic year. Safe use of equipment is modelled to children during assembly time.

It is important that the expectation of the behaviour policy is reinforced at lunchtime.

There is DEAL Zone table in the playground. This is used where children need some time-out due to inappropriate behaviour so that they can reflect on their behaviour or have some time out to calm down. Children who find it difficult to manage their emotions and are involved in physical fights, swear or display other extreme behaviour are removed from the playground to allow them some time to reflect and calm down.

If children are consistently finding playtimes difficult, parents are consulted and children are put on catch me being good cards.

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

Children can be removed from the playground if they fail to keep themselves or other children safe. Where a child is unsafe in the playground, a member of SLT or alternative adult will supervise them in an appropriate space.

High profile and complex needs children will be assigned an adult to observe and intervene during playtimes. This information will be added to the playground rota at the beginning of term.

Teachers need to be responsible for the behaviour of the children in their class during all playtimes. They need to be proactive in developing strategies to make sure children have enjoyable playtimes. This can be done during SEAL sessions or first thing on a Monday morning when discussing the expectations and standards. Teachers at Lauriston are encouraged to spend time with their children during lunch and breaktimes as a way of building relationships and reinforce behaviour expectations.

Behaviour incidents during Music and PE and Spanish sessions

PE, Music and Spanish teachers will follow the behaviour policy steps as previously outlined. Before the class has started, it is the responsibility of the class teacher to communicate any behaviour issues that have occurred that day. Cover teachers, P.E and Music teachers at Lauriston are expected to complete the online form for tracking behaviour.

Specialist staff should adhere to the behaviour expectations within each school.

Offsite visits

The expectations of this behaviour policy should be adhered to when all staff and children are off site during school times. As children travel to and from school, they are expected to reflect the positive reputation of the school. If a child's behaviour is deemed unsafe in the lead up to a trip or on a previous trip, they can be left out of a trip but this should be avoided. This will be at the Head of School's discretion and parents will be informed. The school will provide additional support / risk assessment to ensure all trips are inclusive. Individual risk assessments for key children should be undertaken with the relevant personnel and the child themselves. This can be found as an appendix of the Child Protection & Safeguarding Policy. The parents should be notified in good time and arrangements should be made for the child to stay with the partner class.

Learning Mentor / Pastoral Care Personnel

Children can be referred to Learning Mentors or sent as part of the stages of the Traffic Lights System/tracking sheet system. This will be reported to their school's SLT on a weekly basis covering any high-profile cases and persistent and challenging behaviour.

If children are having ongoing issues that may need regular monitoring, they can be moved onto a catch me being good card. They visit the Learning Mentors personnel regularly throughout the day to discuss success and development points. The Learning Mentors and Pastoral Care personnel and teachers initially speak with the parents/carers to discuss ongoing concerns.

Regular updates are reported to parents and they are encouraged to praise any improvements in their child's behaviour.

Ambassadors

An Ambassador is appointed by the Executive Head and Head of School on the recommendation of other staff. Year 5 children are encouraged to apply in the summer term. There will be an assembly to outline the role, followed by the application process and an interview with the Executive Head Teacher, Head of School and a Learning Mentor or Pastoral Care Lead. It is expected that Ambassadors will follow and demonstrate the expectations and standards in every aspect of their school life. They are ambassadors and role models of the school ethos and as such have responsibilities. For example, showing around visitors, potential parents, monitoring the late children, interviewing new staff members and reporting to governors.

Health and Safety
Health and Safety rules must be known by all staff and children and understood. It is essential that all staff maintain a high regard for health and safety. Rules need to be taught for specific subject areas e.g. PE, games, art and D&T.

At Lauriston we have had a no-uniform policy for many years and this is an integral part of our identity.

Parents can help children in making sensible clothing choices by guiding them to choose clothes which are practical and do not detract from learning or restrict movement or the playing of sports or other school activities.

They should ensure that:

- Tops should cover shoulders, midriff and back of neck to avoid sunburn;
- Shorts should cover the tops of the leg, about mid-thigh length;
- Jewellery should not be worn as it could present a safety hazard with the exception of small stud earrings and a small watch;
- Headwear must not be worn inside the school - with the exception of religious headwear;
- Shoes should be flat and sandals should have a back/heel strap;
- Make up or nail vail varnish is not worn to school.

The use of reasonable force / Physical Intervention Policy
In some extreme cases of inappropriate behaviour, any member of staff may need to physically restrain a pupil for their own or others' safety. On these occasions staff will follow The Use of Reasonable Force Guidance of 2013. If a member of staff does restrain a child, they will need to fill out a restraint form which is kept in the Learning Mentors office. Parents will be informed as soon as possible.

Bullying and Intolerance
A member of SLT deals with all incidents of an intolerant nature. Racial, homophobic, transphobic, religious or other slurs are all recorded onto CPOMS. We do not tolerate bullying or intolerance of any kind in our school and these incidents are all logged and analysed separately. Support will be given to both the victim and the perpetrator to ensure that the victim feels safe and the perpetrator understands why the behaviour demonstrated is unacceptable.

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.

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, 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 equally 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.

Racist Incidents

Under the Equality Act 2010, schools have a duty to eliminate discrimination against children due to factors including race, which covers skin colour, nationality and ethnic or national origins. A racist incident is any incident which is perceived to be racist by the victim or any other person.

The Blossom Federation has adopted an Anti-Racist Statement which applies to all the work we do.

We will investigate and record all abusive, racist, sexist, homophobic and transphobic incidences.

Child on Child Abuse

Child on child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation.

Unfortunately, child on child abuse can and does happen in a whole range of settings that children attend although this is extremely rare. However, it often goes unseen. It might take place online, for example, or away from the school or setting.

Schools follow the Department for Education, Local Authority Guidance and the principles set out in the statutory guidance 'Keeping children safe in education'. We will always seek advice from multi-agencies if there are concerns.

We expect all staff at a provider to be familiar with this guidance and to apply it. Child on child abuse will never be accepted or dismissed as 'children being children'.

We need to make sure that the children affected are getting the help they need. A typical response will involve:

- children's social care
- the police
- any specialist services that support children who demonstrate harmful sexual behaviour
- the family
- any other professionals who know or have had contact with the child

Of course, if the children involved are in the same class, the school will need to consider carefully whether to separate them while the concerns are being investigated.

Suspension (formally referred to as Exclusion – See also Exclusion Policy
We do not wish to exclude any child from school but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed, including internal sanctions and the application of any available support, a suspension may be the final option for the school.

In some cases of inappropriate behavior, we may decide to sanction an internal suspension. This internal suspension could take place in any of our schools for a period of time. The Executive Head teacher will make the decision where an internal suspension takes place. We have the option of facilitating this in our other schools.

We have the option to use an alternative provision for a child, which may be more suitable for their needs. If a child fails to attend the placement, a referral will be made to the Education Welfare Officer.

In the unlikely event of our school having no choice but to permanently suspend a pupil after all interventions have failed, we will first attempt to work with that child's family on a managed move. In cases where this is not possible, we may permanently suspend.

Policy Ratified: June 2025

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:

- Communicate behaviour expectations in the Home School Agreement and start of year parent meetings
- Reinforce and model the expectations 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 and the following half term

The Class teachers will:

- Reinforce and model the school expectations 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 PSHE scheme of work
- Report all incidents of bullying by: investigating as soon as possible, recording all details and making sure all statements are taken and informing a member of the Senior Leadership Team.

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 through the SEAL (Social and Emotional Aspects of Learning) materials.
- A range of activities and games are provided during lunchtime play, which are managed by lunchtime supervisors. In addition to ensuring children have opportunity to engage in positive play, activities provide opportunity for staff to teach social skills and reinforce positive behaviour.
- The Playground Friends/Peer Mediators provides members with the opportunity to make a positive contribution to their peers' break-time experiences. Members of these teams 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.
- Adults working one-to-one with children on a range of intervention or support.