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Signed by:
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Date: September 2025

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Date: September 2025

Euxton Primrose Hill Primary School

Behaviour Policy

Courage • Ambition • Respect • Excellence

Together we will make a difference

SECTION 1 – PRINCIPLES AND PURPOSE OF THE BEHAVIOUR POLICY

This policy has been formulated in accordance with section 89 of The Education and Inspections Act 2006 and Behaviour In School Advice (DFE) July 2022.

'Good Behaviour in School's is central to a good education Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress' (DFE Behaviour in School's 2022). At Primrose Hill, we strongly agree that good behaviour and discipline are essential to an orderly working atmosphere, where effective learning and teaching can take place and pupils can be effectively safeguarded. The purpose of this whole school behaviour policy is to: encourage good behaviour, self-discipline and respect, prevent all forms of bullying amongst pupils, ensure that pupils complete assigned work, regulate the conduct of pupils and provide measures for dealing with problems that arise.

Through the behaviour policy, the school will promote such values as:

- Respect for oneself and others
- Honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

Such values in turn promote not only the ethos and aims of Primrose Hill, but assist in the preparation of the children for the responsibilities and duties of adult life in line with the school's vision.

The behaviour policy aims to be positive in that it enhances self-esteem, good relationships and emphasises rewards rather than punishments. Rules should be kept to a minimum and expressed in positive terms when possible. Punishments, which are humiliating or de-meaning should never be used.

The behaviour policy should be clearly understood by all members of the school community – pupils, parents, governors, teaching and non-teaching staff.

The behaviour policy will offer support systems for staff, who, in turn, have a responsibility in setting a good example to children and in contributing to the support systems if they are to succeed.

Parents should be involved in all aspects of a child's development and they should be notified at an early stage if a child is having behavioural difficulties. Good behaviour as well as bad should be drawn to parents' attention.

Our approach is child-centred: the needs and wishes of the child are at the heart of our safeguarding systems and responses. All concerns, disclosures, or allegations are taken seriously, and staff respond in a way that protects and supports children, never making them

feel at fault. In line with *KCSIE 2026*, we ensure that our safeguarding and behaviour procedures are guided by what is in the best interests of the child. Where incidents involve sexual violence or other serious harm, we work with the police and other agencies to ensure children are protected.

At Primrose Hill, we recognise that some pupils may have experienced trauma that affects their behaviour and emotional regulation. Our approach is trauma-informed, meaning staff are trained to respond with empathy, patience, and understanding. We prioritise de-escalation strategies, safe spaces, and predictable routines to support pupils in feeling secure. Behaviour interventions are designed to avoid re-traumatisation and promote healing, with the child's emotional wellbeing at the centre of our response.

SECTION 2 – CONTEXT OF OUR BEHAVIOUR POLICY

Our school's culture and values are manifested through the behaviour of all members of our community. Our behaviour policy helps to promote a caring and supportive environment, enabling all members of the school community to feel secure and respected.

Standards and clear rules reflect the values of our school and outline the expectations and consequences of behaviour for everyone. The school's behaviour policy aims to provide details on how staff will support pupils to meet these expectations.

As part of our commitment to safeguarding and behaviour, we promote responsible digital citizenship. Pupils are taught how to behave respectfully and safely online, including understanding the consequences of cyberbullying, inappropriate content sharing, and digital misconduct. Online behaviour is subject to the same expectations as in-person conduct and is addressed through PSHE, assemblies, and our Online Safety Policy.

The policy aims to be as comprehensive as possible, though should be read in conjunction with the following school policies: Anti-bullying, Attendance, Child on Child Abuse, Equalities, Health and Safety, KCSIE 2026 (Part 1), Safeguarding, Learning and Teaching, Online Safety and SEND policies.

KEEPING CHILDREN SAFE IN EDUCATION 2026 REQUIREMENTS

Early Intervention - Staff are trained to identify and act on early signs of abuse or neglect.

Expanded Scope of Safeguarding - Our safeguarding measures include online safety, mental health, and radicalisation.

In line with *KCSIE 2026*, we recognise that safeguarding includes protecting pupils from a wide range of harms, including those that may arise online. This includes not only harmful content, contact, and conduct, but also commerce, misinformation, disinformation (including "fake news"), and conspiracy theories. Staff are alert to these risks, and pupils are supported to think critically and safely in their use of technology.

The school follows DfE guidance on the use of generative artificial intelligence (AI) and ensures appropriate filtering and monitoring systems are in place.

Data Protection - Staff understand their responsibilities regarding the handling of sensitive information.

Multi-Level Wellbeing Reporting - We implement a multi-level approach to wellbeing reporting, ensuring concerns are escalated appropriately and recorded systematically.

CHILD ON CHILD ABUSE

Child-on-child abuse includes physical, sexual, and emotional abuse, exploitation, and coercive control. Examples include bullying (including cyberbullying), harassment, sexual violence and sexual harassment, harmful sexual behaviours, upskirting, and initiation/hazing-type violence.

We follow Section 5 of *Keeping Children Safe in Education 2026* and seek support and advice from the Lancashire Schools' Safeguarding Team and other relevant agencies.

We educate pupils about appropriate behaviour, consent, and respect through PSHE lessons and assemblies. Staff are trained to handle disclosures sensitively, taking all children seriously and ensuring they are supported and never made to feel they are at fault. Procedures are in place, in line with *KCSIE 2026*, for reporting and responding to incidents.

In this policy, we use the terms *"victim"* and *"perpetrator"* in line with *KCSIE 2026* for clarity. However, staff are mindful that these labels may not always be helpful and will use language that supports the child's circumstances, avoiding terms that could cause additional distress or stigma.

Where appropriate, we involve external agencies to support all children affected.

SECTION 3 – SCHOOL RULES AND CLASSROOM MANAGEMENT

At Primrose Hill we follow six Golden Rules, designed to encompass every aspect of school life. We believe that having a small set of rules means that pupils of all ages can understand and follow our expectations. The Golden Rules are as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

A commitment by everyone to enhancing self-esteem is crucial for these to be successful. Self-esteem can be explained as follows:

SELF ESTEEM

Young or old, we all hold an inner picture of ourselves; our strengths and limitations. This self-picture has been, and is, contributed to both by the positive and negative responses we receive from people who are important to us. Our self-image and the value we attribute to it then influences the way we respond to all life's challenges and choices.

If we have been encouraged and praised and have been given some opportunities to experience personal and social success then we are more likely to perceive ourselves as capable, likeable and worthwhile people: in other words, we will have found self-esteem. An adult or child with sound self- esteem will be confident in their ability to eventually succeed, will welcome and enjoy new learning experiences and will be able to relate well to other people. Their self-confidence and optimism will allow them to adopt a positive approach in all that they do and this will be effective in creating all manner of academic and social success. Moreover, sound self-esteem enables people to learn from criticism, and to view failures in a balanced and realistic way.

Sound self-esteem should not be confused with a "seeming overconfidence" which leads some people to continually claim how wonderful they are and to "ride rough-shod" over others' feelings. People with sound self-esteem do not need to constantly tell people about their attributes; they are able to admit to their mistakes and to listen sensitively to the needs of others.

An individual with low self-esteem is likely to view themselves as useless, unlikeable and incompetent. This lack in inner confidence can result in them constantly putting themselves down, an inability to relate in a warm, respectful and empathetic way to others and a fear of facing new learning experiences. Their personal view of themselves will lead them to believe that this is how others view them and will act defensively in order to protect themselves from further hurt, by behaving aggressively, or by withdrawing into a "shell".

Secretly people with poor self-esteem regard themselves as failures, or as misunderstood and it seems to them that everyone is more capable than they are. This negative thinking results in a pattern of negative behaviour, which becomes a self-fulfilling prophecy ensuring that they continue to fail.

Fortunately, self-esteem is never a fixed attribute, it can continually be influenced and enhanced. Children and adults alike have the same need for positive self-regard. At Primrose Hill, we will aim to raise self-esteem at all times by by creating a nurturing and positive environment and celebrating achievement and success at every possible opportunity.

TEACHER'S ROLE – ADVICE FOR STAFF

All teachers have a general responsibility for encouraging pupils to behave well at all times.

Classroom management skills are the single most important factor in achieving good standards of classroom behaviour (Elton 1989).

Key characteristics of "good practice" are:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Appropriate and challenging work to ensure success
- Pupils encouraged to reflect on progress and set goals

- High emphasis on academic achievement
- High recognition of positive achievement
- Low emphasis on punishment
- Enthusiasm and use of humour by the teacher
- Resources well-cared for and well organised
- Quality display of children's work
- Order but not rigidity
- Fostering and promotion of a Growth Mindset approach.

Good order has to be worked for; it simply does not just happen. Pupils learn more in schools than they are taught. They learn from the messages carried by the way the school is run and the relationships between the people in it. As adults we can set good examples and model the standards expected from pupils.

Consistency:	Children need to know what is expected of them in all areas of school, by all staff. Staff will set high standards and apply rules firmly and fairly.
Courtesy:	Everyone will act with consideration and courtesy to others at all times.
	Shouting and aggressive behaviour is always discourteous.
Respect:	Staff will expect to give and to receive respect.
Positivity:	Negative labelling can result in a vicious circle developing. Staff will take the time and patience to interact with children in a positive way.
	Separating the behaviour from the child will protect self-esteem.
Relationships:	Good relationships are vital. Staff will take the initiative to relate and communicate with children and each other – smile, greet, speak and listen.
Environment:	The quality of the school's environment influences children's behaviour. Dangers and graffiti etc. will be dealt with promptly and litter/untidiness will be kept under control.

Informal contact and extra-curricular activities can also contribute to higher standards of behaviour.

STAFF SUPPORT

Staff should be proactive and positive at all times to ensure good order and reward good behaviour. Staff should maintain clear records and inform the SLT of any issues arising. Behaviour will be discussed regularly at staff meetings and the HT will report trends to governors. Staff may also call on the support of the school's Learning Mentor should the need arise. The Learning Mentor will be proactive in terms of addressing underlying issues with a child's home life/life outside of school. We will liaise closely with external agencies (e.g. Inclusion Support and Engagement Team) where we feel that specialist support and advice is needed.

Our success is not tested by the absence of problems, but by the way we deal with them. We can help children to learn from their mistakes in terms of behaviour as well as in their work if we encourage them to gradually take more responsibility for their own behaviour. This in turn will encourage the development of self-discipline.

OUR PUPILS' ROLE

We believe that pupils should have a meaningful role in shaping the behaviour culture of our school. Through School Council, Equality Ambassadors, and regular pupil feedback, children contribute to discussions about rules, rewards, and expectations. This involvement fosters ownership, responsibility, and a deeper understanding of the values that underpin our behaviour policy.

Pupils are not passive receivers of education. They have to participate in their own learning. We consider then that children should have a part to play in achieving and maintaining high standards of behaviour.

Children will be given responsibilities to help with managing the school as they are likely to react by behaving more responsibly.

All ages of children from Y1-6 will be encouraged to take up the responsibility of participating within the School Council and Equality Ambassadors.

All pupils will be encouraged to take up the responsibility for setting an example of good behaviour for the rest of the school to emulate. They will also support others positively through the school's 'Buddy System', which includes 'Reading Buddies'.

Children will be fully aware of behaviour and expectations through class discussion, Personal, Social and Health Education/Kidsafe lessons and assemblies. Pupils and parents will be asked to sign a home-school agreement detailing a set of expectations that will be followed to ensure that pupils achieve their full potential. This will be a point of reference should behaviour not meet the expected standard.

Children will be involved in agreements or action plans drawn up with parents regarding their behaviour, when necessary.

Children will contribute to creating a pleasant environment to achieve a sense of ownership. Children will be encouraged:

- To respect each other's right to speak and give opinions
- Not to put other people down or laugh at them
- Not to make personal comments
- To help each other
- Not to bring any items in from the banned list (See section 5)

PARENTS ROLE

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years. We believe that parents have a vital role in promoting good behaviour in school.

We will:

- Involve parents in drawing up the school behaviour policy (Parent Governors/PAQ feedback)
- Involve parents when behaviour problems arise, at an early stage rather than as a last resort
- Recognise that pupil's behaviour at school may be different than at home
- Aim to reach an agreement with parents about the nature of a problem and what needs to be done
- Draw to the attention of parents good behaviour as well as poor behaviour (Super Pupil/Merit/Lunchtime/Headteacher/Deputy Headteacher Awards and Headteacher postcards home)
- Be sensitive and supportive to families under stress
- Establish partnership, home-school links and expectations of behaviour at induction evenings
- Be welcoming to all parents and encourage partnership by involving parents in the life of the school through informal contacts, classroom involvement and PTFA events
- Encourage parents to fulfil their responsibilities in supporting their child's education and behaviour by supporting school policies and ethos

We actively support parents in promoting positive behaviour through drop-in sessions, and access to resources. Our Learning Mentor offers guidance on behaviour strategies at home, and we encourage open dialogue between school and families. By working together, we ensure consistency and shared understanding of expectations, helping children thrive both in and out of school.

SECTION 4 - REWARDS

Acknowledging good behaviour encourages repetition and communicates our school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce our culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Rewards can be applied at any part during the school day to all children who meet the expected standard. Throughout school children are rewarded for, amongst many positive behaviours, meeting our core CARE values of:

- **C**ourage
- **A**mbition
- **R**espect
- **E**xceptional (in all we do)

At Primrose Hill we will use the following rewards:

PRAISE

A teacher's positive response to academic performance and social behaviour is crucial. Although teachers do use more praise for academic performance than reprimands, research shows that this is not true of social behaviour.

We will aim to praise good and acceptable behaviour far more. Although improvements by children who regularly misbehave will be small at first, we will aim to notice and respond to it.

STICKERS

Use of more tangible rewards such as stickers can be an incentive.

- Stickers can be used by teachers and teaching assistants.
- Lunchtime supervisors have their own design of stickers to reward good behaviour
- The Headteacher/Deputy Headteacher will have their own design of sticker to reward children sent to them by class teachers or identified by them. Postcards may be sent home by the Headteacher to celebrate excellent achievements/acts of kindness.

CERTIFICATES

A system of class merit certificates, which will be based on the CARE values, will be implemented as follows:

- Earned by children for special effort.
- Nominated by the class teacher, other members of staff.
- Awarded by a member of the Senior Leadership Team in assembly every week
- A 'Super pupil Award' for excellent effort demonstrated academically or socially.
- Merit awards (up to three per week) for hard work in class and around school

SCHOOL TEAM POINT REWARDS

Children may receive team/house points in class and around school for good behaviour, effort and good manners, which are collated weekly and shared with pupil and parents.

Overall points are collected termly and then totaled to find a winner, the winning house team then are rewarded for their efforts with a non-uniform at the end of each term.

CARE VALUES AWARD

As part of our commitment to promoting positive behaviour, and the application of our CARE values, each half-term, one child from each class is recognised for consistently demonstrating and applying these values in their daily actions. This child will be invited to share a special celebration with the headteacher, enjoying hot chocolate and cake while discussing the thoughtful choices they made. This initiative celebrates not only the child's achievements but also reinforces the importance of upholding our shared values in all aspects of school life

SECTION 5 – SANCTIONS

In applying sanctions at Primrose Hill, staff should:

- Make it clear that poor behaviour affects others and is a serious offence against the school community
- Never be humiliating or degrading
- Never apply to a whole group for the activities of individuals
- Be in proportion to the offence
- Be consistently applied by all staff to help to ensure that children and staff feel safe and supported
- Uphold the Golden Rules
- Only be applied by a paid member of staff in school
- Address behaviour outside of the school gates (including Online) that may impact life in school (Teachers have a statutory power to discipline pupils for misbehaving outside of school premises) *
- Not breach any other legislation (for example in respect of disability, SEN, race and other equalities of human rights)
- Must be reasonable in the circumstances.

* See 'Behaviour outside of school' section.

The class teacher deals with most behaviour difficulties in the initial instance. The teacher's aim will be to settle the child back to work in a firm but caring manner.

The school consistently employs a number of sanctions to enforce the school rules, and to ensure a c a l m , safe and positive learning environment. A non-linear system with a clear structure using 9 levels of sanctions is followed. Therefore, pupils may not move progressively through the stages and can access at the stage appropriate for the behaviour presented, e.g. physical violence will be addressed immediately at stage 4 or higher, depending on the level of violence.

At Primrose Hill we use the following sanctions:

9 STAGED APPROACH

	Staff Action	Action / Consequence	Examples of Behaviour
1	CT/HLTA	Verbal Warning ONE	• Shouting out in class • Talking during whole class input • Low level disruption • Not working to expected behaviour standard
2		Verbal Warning TWO	
3	TA– Walk to POD (Nurture Room)	1.CONSEQUENCE/EXPECTATION: completion of work missed TA walks child to Pod with work and returns immediately to class Learning Mentor/Nurture Teacher change of face if required – reflect and repair Learning Mentor returns child to class when deemed that issue has de-escalated	• Continuation of above behaviours beyond 2 warning • Refusal to work • Inappropriate answers back to staff • Refusal to follow instructions
4	CT / Learning Mentor	2. REFLECT & REPAIR CONSEQUENCE: Child spends full lunchtime in Pod with Learning Mentor/Nurture Teacher Same day or following day repeat may result in removal from class by Learning Mentor/Nurture Teacher/SLT **Parents informed by Learning Mentor**	• Non-reintegration following W/T • Non-Compliance • Swearing / inappropriate language • Physical violence
5	Learning Mentor	3. Protective Play CONSEQUENCE: - Week of lunchtime in POD with Learning Mentor/Nurture Teacher **Parents informed by EPU**	• Repeated Non-reintegration/Non-Compliance/swearing/inappropriate language/physical violence
6	Learning Mentor/ Senior Leadership Team Member	CONSEQUENCE: POD for remainder of morning/afternoon or full day CT to provide work to be completed in POD with Learning Mentor/Nurture Teacher support **Parents informed by SLT**	• Physical Violence / Outburst • **TEAM TEACH RESPONSE**
7	Senior Leadership Team Member	CONSEQUENCE: Learning Mentor facilitates extended isolation in POD **Parents informed by SLT** Final stage before suspension	• Repeated behaviours from Level 6

8	HT/DHT	CONSEQUENCE: Suspension **Parents informed by SLT**	• Any unacceptable behaviours after level 7 has been implemented
9	HT	CONSEQUENCE: Permanent Exclusion	• Any repeated behaviours after level 8 has been implemented and exhausted

Key: CT = Class Teacher HLTA = Higher Level Teaching Assistant TA = Teaching Assistant

HT = Headteacher DHT = Deputy Headteacher WT = Walk and Talk

By regularly revisiting our Golden Rules and Behaviour Policy with pupils, pupils are very clear about expected behaviour and the consequences of any poor behaviour.

Level 1: A **verbal warning*** is given first, with the pupil given clear direction about which behaviours are unacceptable.

Level 2: A **second verbal warning*** then follows this as a final reminder before consequence.

*Verbal warnings remain for the period of a school day before refreshing – each school day is a fresh start.

Level 3: If behaviour continues beyond 2 verbal warnings, the pupil will receive **Consequence 1**. The pupil will be taken to The Primrose Pod by the TA, who will then return to the class to continue to support children with their learning. Whilst in The POD, the pupil will be supervised and supported by the Learning Mentor or Nurture Lead to reflect on their behaviours, prior to being returned to class to continue with their learning. Pupils are expected to complete any work missed whilst they are absent from class.

Level 4: If the behaviour persists or is deemed serious enough for one offence, the pupil will receive a **Consequence 2**. This results in the loss of a lunchtime break, spent with the Learning Mentor or Nurture Lead in The Primrose Pod. The pupil will be expected to reflect on their behaviour and complete work during their lunchtime. Parents will be informed via a telephone call to discuss behaviours and reflection work completed. Consequence 2 incidents are recorded and monitored by the headteacher and reported to governors on a termly basis.

Level 5: Should behaviour not improve or should there be a repeat of ongoing disruptive behaviours (in class or at lunchtime), the pupil will receive a **Consequence 3**. This results in the pupil spending a specified time in 'Protective Play' supervised by Learning Mentor or Nurture Lead. During this time, they will reflect and unpick the reasons behind their behaviour choices and restorative work will be undertaken to support the pupil to reintegrate.

Level 6: Should there not be an improvement, or should there be repeated poor behaviour choices, the pupil will remain in The Primrose Pod, supervised by Learning Mentor or Nurture Lead for an extended period within the day. Should this be the case, an Individual Inclusion Plan – Level One (IBPL1) will be considered following discussion between The Learning Mentor/SLT/parents with regular meetings arranged to review the impact of both the plan and

support programmes established. Where necessary, external agencies will be contacted for support.

Level 7 & 8: This is where a pupil persistently does not follow the school rules and causes significant disruption to either their own learning or the learning of others or where a pupil's inability to physically regulate is deemed to be a safeguarding concern to themselves or others.

Level 9: This is where a pupil has been suspended for persistently not following the school rules or where an incident has been deemed serious enough that suspension would not result in an improvement in behaviour of the pupil or where other pupils/staff would be in danger if the pupil remained in school.

In addition to our staged consequences, Primrose Hill incorporates restorative practices to help pupils understand the impact of their actions and repair relationships. Staff facilitate restorative conversations where appropriate, allowing pupils to reflect, take responsibility, and make amends. This approach supports emotional growth, strengthens community bonds, and reinforces our values of respect and compassion.

The Headteacher monitors all behaviour in school through discussions in weekly staff/key stage meetings and behaviour logs kept in school. If deemed necessary, the Headteacher will contact parents in order to discuss this matter further and to decide upon a suitable course of action. At this stage, an Individual Inclusion Plan – (Level Two IBPL2) will be written to support the child in school. Stages 7&8 will lead to the loss of privileges as deemed appropriate by the Headteacher and can also lead to suspension should the matter be deemed serious enough.

There may be occasions when the behaviour of a child is too disruptive or serious enough to warrant a departure from this progression of sanctions. This may mean a child is removed from the classroom immediately, or may be reported straight to the Headteacher. The Headteacher has the authority to suspend a pupil for a fixed term or exclude permanently. Any decision will be made in line with the school's behaviour policy, taking account of all the circumstances, the evidence available and the need to balance the interests of the pupils with those of the whole school community.

BEHAVIOUR OUTSIDE OF SCHOOL

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances to such an extent as is reasonable. Where non-criminal bad behaviour and bullying occurs off the premises and is witnessed by a staff member or reported to the school, the sanctions detailed above will be applied as deemed appropriate by the Headteacher. Teachers can apply sanctions for misbehaviour when the pupil is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way is identifiable as a pupil at the school. Teachers may also discipline for misbehaviour, whether or not these conditions apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. For the purposes of clarification, this includes any online/cyber bullying as referred to in our Online Safety and Safeguarding Policies.

MAKING CHILDREN AWARE OF THEIR MISBEHAVIOUR

DISAPPROVAL

A teacher's expression of disappointment or disapproval, either verbally or by facial expression, can often be enough to curb inappropriate behaviour.

TIME OUT

In the classroom a teacher may require a child to sit alone quietly for a few minutes in order to calm a situation, and then be invited to 'start again'. Children must be adequately supervised at all times.

On the playground a child may spend a few minutes away from the others, either with the teacher on duty or standing at one side. Again, this gives an opportunity to calm down and try again.

INDIVIDUAL INCLUSION PLANS

Where pupils have an Individual Inclusion Plan, these will be shared with staff/parents and appropriate strategies implemented where necessary. Any SEN information will be considered when applying the behaviour policy, which may need to be adjusted depending on the specific needs of a pupil. The school's Learning Mentor will be responsible for monitoring the suitability of/progress against the IBP, and will liaise with SLT in weekly meetings. Where required, external agencies will be consulted. It is hoped that IBP's will not be a long-term solution and we aim to return to using the school behaviour policy at the earliest opportunity.

PLAYTIME/LUNCHTIME

At Primrose Hill, as in many other schools, playtime and especially lunchtime are often the greatest source of difficulty for behaviour related problems.

PLAYGROUND CODE

- The normal rewards and sanctions policy apply at playtime through close liaison with SLT
- The welfare staff reward good behaviour using certificates, house points and stickers

LUNCHTIME

- A member of the SLT is available to support welfare staff at lunchtime.
- Welfare guidance reviewed and updated annually by the Head and assistants, which contains sections with advice on dealing with behaviour.
- A member of the SLT will meet regularly with welfare staff to review behaviour, discuss any issues arising at lunchtimes (e.g. resource management) and promote positive behaviour management.

- Welfare Assistants also use the School Behaviour Policy, the Playground Code and the Golden Rules to guide their actions.
- Children who persistently misbehave at lunchtime may be required by the Headteacher to go home during this period. Should this occur, such a sanction will be recorded as a formal suspension.

ATTENDANCE

Good attendance, particularly the prevention of unauthorised absence, is an integral part of our school policy on behaviour.

Encouragement to attend school regularly emphasises positively the importance of school.

Parents are reminded of their responsibilities for attendance and punctuality when necessary (See Attendance Policy).

The attendance policy at Primrose Hill includes the use of penalty noticed to address poor attendance. Absence in term time will only be authorised where the circumstances are deemed exceptional by the Headteacher.

In accordance with *KCSIE 2026* and the statutory guidance *Working together to improve school attendance (2024)*, we recognise that poor attendance can be a safeguarding risk. Where absence may place a pupil at risk of harm, the school works closely with parents, the Local Authority, and children's services to provide support and ensure appropriate action is taken.

HARRASSMENT

All incidents relating to harassment will be taken very seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated. Support will be provided for both victims and perpetrators of any harassment - See Child Protection Policy.

All racial incidents will be recorded in accordance with LEA procedures and reported in the Headteacher's termly report to governors. The school will also log any incidents relating to harassment in relation to sex, race, disability, religion, belief or sexual orientation. Parents will be contacted should any incidents of harassment relating to these areas arise.

SUSPENSIONS AND EXCLUSIONS

It is hoped that the ethos and management of the school, its environment, the partnership with parents, coupled with our Behaviour Policy, will reduce or eliminate the need for pupils to be suspended or permanently excluded.

In considering suspension or permanent exclusion, the headteacher takes into account the needs of pupils with SEND and the school's duty to make reasonable adjustments under the Equality Act 2010. While exclusion may be necessary in serious cases, it will only be used where it is lawful, reasonable, and proportionate, and where the school has considered what support or adjustments could reasonably have been put in place to reduce the risk of exclusion.

Should suspension and/or exclusion become necessary, procedures will follow strictly the guidance provided by the LEA, and DfEE Circular 10/94.

CHALLENGING PUPILS

Children may not respond to our general school behaviour policy and may have particular problems e.g.:

- Insufficient role models
- Severely disadvantaged home backgrounds
- Learning difficulties/emotional and behavioural difficulties

These problems do not necessarily result in poor behaviour and it is important that teachers should keep expectations high as this can influence pupil behaviour. The Headteacher/Deputy Headteacher/SENCO/Family Support Worker/Learning Mentor will work closely with class teachers to draw up plans to overcome any barriers that may contribute to poor behaviour.

BEHAVIOUR EXPECTATION AND PUPILS WITH SEND

At Primrose Hill consideration is given to ensure the whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

The aim is to create calm environments which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will be considered in relation to a pupil's SEND. The Graduated Response Approach is applied to those with SEND and behaviour will be considered within this. Some children have planned 'Movement / Sensory Breaks' written into their provision and thus will fall outside of the school's behaviour policy process.

All staff receive regular training to ensure preventative measures are taken into account when considering the specific circumstances and requirements of children with SEND.

SUPPORT IN SCHOOL

Should a member of staff require assistance with a pupil's behavior at any time, they should:

Refer to SEN Policy.

Discuss concerns with a member of the SLT

Raise problems at a staff meeting (Pupil information, including behavior, is a standing agenda item) in order to raise staff awareness and work together to address any issues early.

Speak with the school's Learning Mentor, who will work more closely with the family to find ways of improving behaviour.

Refer to circular 9/94 "The Education of Children with Emotional Behavioural Difficulties" and Lancashire advice "The Care and Control of Children".

SPECIALIST SUPPORT

Support Agencies that may be able to support are:

- Learning Mentor
- Referrals to external agencies following advice from SENDCO:
    - Educational Psychologist – as they can help to draw up strategies to deal with very difficult children/emotional and behavioural difficulties.
    - CAMHS (Child and Adolescent Mental Health Services)
    - IEST – Inclusion Engagement Support Team
    - SEND Traded Team – Specialist Teacher Service
    - School Nurse – who can have useful home contacts
    - GP

INDIVIDUAL BEHAVIOUR PROGRAMME

Individual Behaviour Programmes (IBPs) may need to be drawn up with the parents, pupil, teacher, Headteacher, SENCO, learning Mentor and/or an Educational Psychologist in accordance with the school's Special Educational Needs Policy and the Code of Practice (see appendices).

RESPONSIBILITIES

PUPILS RESPONSIBILITIES

Pupils agree to follow the Golden Rules and sign the Home School Agreement. The Golden Rules are displayed in every class and around school, e.g. corridors and dining halls, as a constant reminder to pupils.

SCHOOL RESPONSIBILITIES

- Register Monitors
- Buddies/PALS (Playground Activity Leaders)
- School Councillors

CLASS RESPONSIBILITIES

Teachers will organise classroom helpers as appropriate. Pupils helping staff at lunchtime will be supervised accordingly.

SECTION 6 – CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Any property confiscated by staff at Primrose Hill will be returned to a pupil at the end of the day or to parents directly if the item is not deemed suitable to be in school.

2) Power to search without consent for 'prohibited items' including:
   a) Knives and weapons;
   b) Alcohol;
   c) Illegal drugs
   d) Stolen items;
   e) Tobacco and cigarette papers;
   f) Fireworks
   g) Pornographic images;
   h) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In order to maintain good behaviour and order around school, the following items (specifically selected following monitoring in recent years) are not permitted to be on a child's possession at any time during the school day:

- Camera enabled watch
- Mobile Phone (These must be handed to the class teacher at the start of the day if used by pupils walking to and from school. These will then be handed back at the end of the school day)
- Money
- Gaming Technology

SECTION 7 – RESTRICTIVE INTERVENTIONS, INCLUDING REASONABLE FORCE

At Primrose Hill, our priority is to keep children, staff and visitors safe while treating every child with dignity and respect.

We recognise that most behaviour can and should be managed without physical intervention. Staff will therefore use positive relationships, clear communication, prevention and de-escalation strategies wherever possible.

Physical intervention is not a punishment and must never be used simply because a pupil has refused to follow an instruction, has become upset, or has displayed challenging behaviour.

However, there may be exceptional circumstances where a member of staff needs to use reasonable force or another restrictive intervention to prevent serious harm or significant disorder. Staff have a legal power to use reasonable force in limited circumstances.

WHAT DO WE MEAN BY RESTICTIVE INTERVENTION?

"Restrictive intervention" is an umbrella term covering actions which prevent, restrict or subdue a pupil's movement.

This can include:

- reasonable force;
- physical restraint;
- non-physical restraint; and
- seclusion.

These interventions are only used where they are necessary and proportionate to the circumstances.

WHEN MAY REASONABLE FORCE BE USED?

A member of staff may use reasonable force where this is necessary to prevent or stop a pupil:

- causing injury to themselves;
- causing injury to another person;
- committing a criminal offence;
- seriously damaging property; or
- causing disorder among pupils at school.

The decision to use reasonable force is made according to the circumstances at the time. Staff must consider whether there is a safer and less restrictive alternative.

Where reasonable force is necessary, staff will use the least amount of force necessary and for the shortest time necessary to reduce the immediate risk.

Staff will consider the pupil's age, size, medical needs, SEND, vulnerabilities, communication needs and any other relevant circumstances.

WHAT WILL STAFF DO BEFORE USING PHYSICAL INTERVENTION?

Where circumstances allow, staff will attempt to prevent the situation from escalating. This may include:

- speaking calmly and clearly;
- acknowledging the child's feelings;
- giving the child time to process an instruction;
- offering appropriate choices;
- reminding the child of expectations and likely consequences;
- removing an audience;
- moving other pupils to a safe place;
- removing objects or hazards;

- reducing noise or other sensory triggers;
- allowing appropriate time and space to regulate;
- using an agreed individual behaviour support plan; and
- seeking assistance from colleagues.

The safety of pupils and staff remains the priority. In an emergency, staff may need to act immediately where there is no realistic opportunity to use all of these strategies first.

What physical intervention must not be used for:

- Physical intervention must not be used as a punishment or humiliation.
- Staff must not use more force than is necessary.
- Pupils must not be restrained in a way that affects their airway, breathing or circulation. This includes applying pressure to the neck, covering the mouth or nose, or applying pressure to the abdomen.
- Where a pupil is unintentionally held on the ground, staff will move to a safer position or release the hold as soon as it is safe to do so.

Any physical intervention carries a risk of physical or emotional harm and will therefore be avoided wherever a safe alternative is available.

WHO MAY USE REASONABLE FORCE?

All members of school staff have the legal power to use reasonable force in appropriate circumstances.

Staff who are likely to need to use reasonable force or other restrictive interventions will receive appropriate training.

At Primrose Hill, identified staff receive training in Team Teach. Training will include prevention, de-escalation and the safe and lawful use of restrictive interventions.

Staff should seek assistance from colleagues whenever this is practicable and safe to do so. The absence of a second trained member of staff must not prevent necessary action where immediate intervention is required to protect a child or another person from serious harm.

RECORDING, REPORTING AND REVIEWING RESTICTIVE INTERVENTIONS

Recording significant use of force

Every significant incident in which a member of staff uses force on a pupil will be recorded as soon as practicable after the incident and normally on the same day.

The record will include, where applicable:

- the name of the pupil;
- the names of staff directly involved;
- relevant SEND or other needs;
- the date, time and location;

- the approximate duration;
- what happened before the intervention;
- known or potential triggers;
- preventative and de-escalation strategies that were attempted;
- the type and degree of force used;
- why the intervention was considered necessary;
- any injuries;
- any medical treatment or other post-incident support; and
- relevant follow-up action.

The school will use records of restrictive interventions to identify patterns, triggers and opportunities to improve practice and reduce future use.

Review following an incident

Following a significant incident, the school will consider:

- what led to the incident;
- whether known triggers were present;
- whether preventative and de-escalation strategies were used;
- whether the pupil's Behaviour Support Plan was followed;
- whether reasonable adjustments were appropriate and effective;
- whether the intervention was necessary and proportionate;
- whether anyone was injured or distressed;
- what support the pupil and staff need; and
- whether changes should be made to the pupil's support plan or risk assessment.

Where appropriate, the pupil and parents will be involved in this review.

SECLUSION

Seclusion means keeping a pupil alone in a place away from others and preventing them from leaving, for example by physically blocking the exit or causing the pupil to believe that they will be punished if they leave.

- Seclusion is not a disciplinary punishment.
- Seclusion may only be used as a safety measure to protect others from harm when a pupil is experiencing a high level of emotional or behavioural dysregulation.
- A pupil in seclusion will be supervised at all times. The space used must be safe and must not be threatening or intimidating.

- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incident involving seclusion will be recorded and reported to parents in accordance with the school's legal recording and reporting procedures.

THE PRIMROSE POD

The Primrose Pod may be used as a calm, supervised space to support a pupil to regulate, reflect, complete work or reintegrate into learning.

A pupil being removed from the classroom as a disciplinary or educational consequence is different from seclusion.

Where a pupil is prevented from leaving the Pod, this will be treated as seclusion and the safeguards, recording and parental reporting requirements for seclusion will apply.

The school will not use the Pod as a place of punishment or prolonged isolation.

After a restrictive intervention

Following any significant restrictive intervention:

- the pupil will be supported to recover and regulate;
- any injury or concern about the pupil's wellbeing will be assessed and appropriate medical assistance provided;
- the incident will be recorded in accordance with the school's procedures;
- parents will be informed as required by law;
- the pupil will be given an opportunity, when appropriate, to discuss what happened;
- staff involved will be supported and given an opportunity to reflect on the incident; and
- the school will consider whether changes to the pupil's support, behaviour plan or risk assessment are necessary.

The purpose of the review is not simply to establish what the pupil did wrong. It is also to understand what happened, what triggered or contributed to the incident, what strategies were attempted, what worked, and what could be done differently in the future.

Where appropriate, a follow-up conversation will be arranged with the pupil and parents to help repair relationships and reduce the likelihood of a similar incident occurring again.

SECTION 8 – ROLES AND RESPONSIBILITIES

The governing board is responsible for setting general principles that inform the behaviour policy. The governing board must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year. The Headteacher will ensure that the Behaviour Policy is shared with any new member of staff/volunteers as part of their induction.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

Parents have a clear role in making sure their child is well behaved at school.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school.

SECTION 9 – SCHOOL SUPPORT SYSTEM

At Primrose Hill, we are aware that pupils may have additional needs and may display consistently disruptive behaviour. Such pupils may not respond to the normal rewards and sanctions and their behaviour may escalate suddenly and without warning. In such instances, we will undertake a multiagency assessment at the earliest opportunity for such pupils who display continuously disruptive behaviour. Support for parents will be provided through the SLT/Learning Mentor. The school's SENCO will be involved immediately should concerns arise that the policy does not meet the needs of an individual pupil and prior to using external agencies.

Staff will receive regular CPD in regard to SEND/Behaviour in order to ensure that they have all relevant information that may impact on a pupils' behaviour.

Supporting staff wellbeing is essential to maintaining a positive behaviour culture. Staff at Primrose Hill have access to regular CPD, peer support, and opportunities for debriefing following challenging incidents. We recognise the emotional demands of behaviour management and

ensure that staff feel valued, supported, and equipped to respond effectively and compassionately.

SECTION 10 – CONSULTATION, MONITORING AND EVALUATION

This policy was written in September 2022, taking account of all legal guidance available. It was produced in consultation with the governing board, staff, parents and pupils. This policy was reviewed in March 2026 and again in September 2026. The policy is available via the school website or in hard copy upon request from the school office.

Behaviour data is monitored regularly to identify trends, inform interventions, and support continuous improvement. We analyse patterns by time, location, pupil group, and type of behaviour to ensure our responses are targeted and effective. Governors receive termly reports, and the SLT uses this data to refine strategies, allocate resources, and celebrate progress.

CONSULTATION, MONITOING AND EVALUATION

Training and Awareness

We regularly update staff training to include the latest safeguarding practices and ensure all staff are aware of changes in KCSIE 2026.

Policy Review and Updates

Our behaviour policy is reviewed regularly to ensure compliance with current legislation and best practices.

SECTION 11 – COMPLAINTS PROCEDURE

The school has a comprehensive complaints procedure and this can be found on the school website or is available in hard copy via the school office.

1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements

are more appropriate.

6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

POLICY REFERENCES

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy;
- SEND Policy;
- Anti-Bullying Policy;
- Equality Policy;
- Health and Safety Policy;
- Attendance Policy;
- Complaints Policy;
- Suspension and Permanent Exclusion Policy;
- Individual Behaviour Support Plans and risk assessments, where applicable.

APPENDIX 1– CLASSROOM BEHAVIOUR DISPLAY

LEVEL	ACTION	
1	WARNING	1
2	WARNING	2
3	CONSEQUENCE 1	
4	CONSEQUENCE 2	
5	CONSEQUENCE 3	POD

APPENDIX 2 – REASONABLE ADJUSTMENTS

THE EQUALITY ACT 2010 REQUIRES THAT:

The responsible body of such a school must not discriminate against a pupil:

(a) in the way it provides education for the pupil;

(b) in the way it affords the pupil access to a benefit, facility or service;

(c) by not providing education for the pupil;

(d) by not affording the pupil access to a benefit, facility or service;

(e)by excluding the pupil from the school;

(f) by subjecting the pupil to any other detriment

As such a school has a duty to consider reasonable adjustments for students with identified needs that may pose a barrier or difficulty when following the requirements of the school policy. For an example, it would be reasonable to suggest that a pupil diagnosed with ADHD may need some adjustments when following a behaviour rule around active listening

Schools may also find it useful to consult the Lancashire Local Offer

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

Schools should also be mindful of the SEND Code of Practice when deciding on support, intervention and sanctions for those students identified as having a special education need.

The Send Code of Practice states:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. When dealing with pupils who display regularly low level behaviours or more challenging behaviour schools should consider:

- persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.
- professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should

consider whether the child might have SEN.

Schools should also be aware of the links between their in school SEND processes alongside their whole school behaviour systems. This is explained further within the SEND Code of Practice. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

A school should ensure that behaviour support plans consider all the available evidence around a pupil and consider if assessments to identify underlying causes of behaviour concerns are required. SEND Specialist teachers and Educational Psychologists (amongst other professionals) are able to advise on appropriate assessments. The graduated approach through the assess, plan, do, review cycle is equally as valid for behaviour support as it is for those pupils already identified as having a special educational need. This process can help identify the appropriate adjustments a pupil may need to be put in place. This is further exemplified in the extract from the SEND Code of Practice below:

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people'.

The reasonable adjustments needing to be made must be personalised to the pupil and based upon regular assessment. Schools should take care to avoid using a generic set of adjustments for pupils with more challenging behaviour. The SEND Code of Practice again provides more guidance on this area.

The following are examples of reasonable steps that might be taken in different circumstances:

Reasonable steps to ensure that the inclusion of a child with challenging behaviour in a mainstream primary school setting is not incompatible with the efficient education of others may include:

- addressing factors within the class that may exacerbate the problem, for example using circle time to discuss difficult relationships and identify constructive responses
- teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress
- providing the child with a channel of communication, for example use of peer support
- using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers
- ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation, and

- ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person or others or damage to property, relevant staff have had training in appropriate techniques, that these have been carefully explained to the child and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers.

Reasonable steps taken to ensure that the inclusion of a child with autistic spectrum disorder who is distracting and constantly moves around in a mainstream secondary school is not incompatible with the efficient education of others may include:

- ensuring all possible steps are taken to provide structure and predictability to the child's day, for example by the use of visual timetables, careful prior explanation of changes to routines and clear instructions for tasks
- ensuring that the child is taught a means of communicating wants and needs using sign, symbol or spoken language
- working with a member of staff on a structured programme of activities designed to prepare him or her for joining in class or group activities, for example by using 'social scripts' to rehearse appropriate behaviour
- having an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence, and ensuring that all staff are briefed on the warning signs which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early.

Additional support and guidance on what may be considered as a reasonable adjustment for a range of SEND can be found at the links below:

http://www.sendgateway.org.uk/

https://www.autismeducationtrust.org.uk/

http://www.thecommunicationtrust.org.uk

https://www.natsip.org.uk/

https://www.gov.uk/government/publications/mental-health-and-behaviour-in- schools--2

http://www.thedyslexia-spldtrust.org.uk/

https://www.autism.org.uk/