

Strike Lane Primary School



Behaviour Policy

Policy Review	Date	Personnel
	Sept 19	HT/FLM
	Sept 20	HT/FLM
	Sept 21	HT/FLM
	Sept 22	HT/FLM

Strike Lane Primary School
Behaviour Policy

Introduction

This is a statement of the aims, principles and strategies for prompting positive behaviour at Strike Lane Primary School. This policy is to be supported and followed by the whole school community-children, parents, teachers, governors and the wider community-based on a sense of community and shared values, which is effective and supports the school's ethos. We create a calm, secure and happy working environment for all in which everyone is valued and encouraged to develop confidence and self-discipline. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our challenge centres on universal high expectations for every child and each child being accepted as a unique individual. We are a caring community, whose values are built on mutual trust and respect for all.

Strike Lane Primary School has 6R's as its core values to encourage independent lifelong behaviour for learning:

- Readiness
- Respect
- Reasoning
- Resourcefulness
- Resilience
- Reflection

All individuals are aware of the high standards of behaviour expected and adults understand the importance of rewarding positive behaviour. We will dovetail these with the teaching of British Values such as Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs and for those without faith. The ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

The school follows rules, but our behaviour policy is not primarily concerned just with rule enforcement. It is a means of promoting positive relationships, so that people can work together with the common purpose of helping everyone to learn. We treat all children fairly and apply this behaviour policy in a consistent way.

Strike Lane rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. Good behaviour and discipline are essential to an orderly working atmosphere where effective learning and teaching can take place. 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.

School Code of Conduct

At Strike Lane Primary School we recognise the importance of clearly stated expectations which are designed by the children and which encourage respect for self, others and property. This is our School Code of Conduct.

At Strike Lane Primary School we are expected to:

- Always answer questions politely when spoken to.
- Always use our manners.
- Move smartly, proudly and sensibly around school.
- Show that we are smart and tidy.
- Be proud of our environment, we keep it clean and tidy.
- Be responsible for our own belongings and make sure we take care of them.
- Always be ready with a kind word for others.

Each class will devise their own rules which will be age appropriate and reflect the above expectations, these will be displayed in the classroom alongside the School Code of Conduct and the 6R's.

Self-Esteem

A commitment by everyone to enhance self-esteem is crucial behaviour to be successful. If we have been encouraged and praised and have been given opportunities to experience personal and social success 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 good self-esteem will be confident in their ability to 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 successes. Moreover, sound self-esteem enables people to develop resilience, learn from feedback and to view failures in a balanced and realistic way and as part of the learning process. This will be taught through RHE (Relationships and Health Education) lessons using materials from the PSHE Association and enhanced through everyday learning opportunities. All classes display and refer to a Learning Pit to discuss the process of learning with the children. Children are also encouraged to share mistakes in class and to support each other in editing and improving their work.

Roles of Adults

All adults have a responsibility for encouraging all pupils to behave well at all times. Our school will be effective as we are proactive in providing regular behaviour management training opportunities and apply appropriate rewards and sanctions, through our Attitudes to Learning class charts, which complement our distinctive ethos and which encourages excellent behaviour. Classroom management skills are the most important factor in achieving good standards of classroom behaviour. We expect all adults to set high standards and to provide children with excellent role

models. We recognise that children are readily influenced by the adults around them and as such will imitate behaviours exhibited by adults. To assist with this promotion of positive behaviour, it is our responsibility to ensure that children see adults maintaining excellent relationships and addressing each other in polite and courteous ways.

We recognise that the daily responsibility for class behaviour lies with the class teacher but all adults in the school community have a responsibility to ensure that children are behaving in a safe and appropriate manner.

Key characteristics of “good practice” within the classroom are:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Respectful relationships with and between pupils
- Respect for resources, well organised and independently accessible
- Enthusiasm and use of appropriate humour by the teacher
- High expectations for all
- Clear procedures, instructions and modelling by adults
- Clearly planned, appropriate and differentiated challenges for all
- Collaborative learning
- Opportunities for children to lead learning
- Working walls which children use to support their independent work
- Pupils encouraged to reflect on their achievements and to edit and improve further
- Sharing mistakes as part of the learning process

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.

Be positive: 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 be kept under control.

At Strike Lane we pride ourselves on being totally committed to inclusion and consider ourselves a fully inclusive school, therefore we will not tolerate any child on child abuse or bullying behaviour towards pupils with disabilities or racist, sexual or homophobic bullying. At Strike Lane we believe in direct action, immediate intervention and constantly reinforcing to pupils that all forms of bullying and unacceptable behaviour are unacceptable and will not be tolerated.

The Behaviour and Discipline in Schools - Guidance for Headteachers and Staff January 2016 states that there are a range of Teacher powers. This includes that the power to discipline applies to all paid staff with responsibility for pupils (e.g. TAs). The Head teacher may limit the power to apply certain sanctions to specific staff. Also, any sanctions given must be reasonable and proportionate in the circumstances. Our list of graduated and proposed sanctions can be seen at the end of this policy.

Role of the Head Teacher & Governors

The Head teacher should reflect upon the ten key aspects of school practice that can improve the quality of pupil's behaviour:-

- Consistent approach
- Strong leadership
- Classroom management
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents and other agencies
- Managing pupil transition
- Organisation and facilities

These are discussed within the Senior Leadership Team meetings, governor meetings, staff meetings and also with the pupils through School Council meetings, circle time and in assemblies.

The governors will support the Head teacher in adhering to all guidelines. The Head teacher has day to day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher.

Role of Pupils

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 manage the school as they are likely to react by behaving more responsibly. All ages of children will be encouraged to take up the responsibility of participating within the School Council and Eco Council. Year 6 will elect Prefects to represent school.

Children will be encouraged to take up responsibility for setting an example of good behaviour for the rest of the school to emulate. They may also support others positively through the school's PALs systems, Playground Buddies and Reading Buddies. We encourage children to resolve minor conflicts using the Restorative Approach.

Children will be further involved, where necessary, through circle time, Relationships and Health Education (RHE) and assemblies enabling them to solve smaller problems for themselves.

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

Children will contribute to creating a pleasant learning environment to achieve a sense of ownership. Children are encouraged to respect each other's rights to speak and give opinions and to always work to the best of their abilities at all times. We believe that children work best when given both encouragement and meaningful praise which refers directly to a specific behaviour, attitude or achievement. Assessment for learning strategies are embedded in school and encourage excellent behaviour and close working relationships between peers.

Role of Parents/Carers

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 positive behaviour in school. If sanctions are given to a child, these will be discussed with a parent in line with this policy and we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concerns remain, they should then contact the relevant Key Stage Leader – Anna O'Grady is Key Stage Leader for KS2 and Rachel Kershaw for KS1. If concerns still remain, these will be passed onto the Deputy Head – Simon Moulding and finally the Head Teacher – Mrs Katherine Shuttleworth. If these discussions cannot resolve the problem, parents should contact the Chair of Governors and a formal grievance or appeal process can be implemented.

As a school, we will:

- Ensure parents are aware of our Behaviour Policy (accessible on our website)
- 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 learning behaviour through accessing their child's class Dojo account via a code from the Class Teacher.
- 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.
- Encourage parents to fulfil their responsibilities in supporting their child's education and behaviour by working in supportive collaboration with the school.
- Use expertise from specialist teachers or multi-agencies to support both the school and families.
- Inform and discuss with parents if their child has reached 'Disappointing' on the class Attitude to Learning Chart

Rewards and Sanctions

Attitudes for Learning Chart

Each class has an Attitude to Learning chart with:

Outstanding
Excellent
Great
Good
Poor
Disappointing

Children start each day on “Good”. With the class rules and school’s Code of Conduct as a guide, children may move up and down the chart. The children who achieve Outstanding status are very proud of themselves and this is recorded on the school’s electronic system.

In addition, we praise and reward children for good behaviour in a variety of ways:

- Teachers and other adults praise children, stating clearly the behaviour, attitude or achievement that is being praised.
- Stickers are used by individual staff to highlight positive performance.
- Each week class teachers nominate a child from their class to be Star of the Week; this will be a child who has clearly demonstrated good progress in learning that week. A second Star of the Week will be awarded to a child who has demonstrated excellent behaviour for learning using the 6R’s. Stars of the Week will receive a certificate in the Friday Celebration Assembly and their achievements will also be recognised on the weekly newsletter and school social media.
- Each class uses Class Dojo reward system. Dojos are awarded for consistently achieving the school’s high expectations of behaviour and learning and are clearly linked to the 6R’s. Parents can access their child’s class Dojo account by obtaining a code from the class teacher.
- Celebration assemblies celebrate “out of school” achievements of children too, therefore encouraging positive use of free time.
- Visits to other members of staff or the Head teacher to share behaviour or work.

Restorative Approach

This is an approach where shared values, a caring attitude, good relationships, mutual respect and a sense of belonging are key factors. It acknowledges that conflict and behaviours happen but rather than to seek blame and dispense punishment it repairs harm by finding acceptable ways to move forward. This approach teaches the children necessary skills to self-regulate their behaviour. Emphasis is placed in repairing and

reflecting on their behaviour. Staff have been trained by the Learning/Behaviour Mentor (Joanna Bamber) who has been specifically trained in these techniques. Where necessary, the Learning/Behaviour Mentor may work with individuals/groups/classes of children as appropriate. Conflict is resolved by asking the following questions to both the 'harmed' and the 'harmer':

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think should be done to make things right?

Inclusion

This policy is written in respect of all our children. The school recognises that, at times, some children may have emotional/behavioural difficulties and that further support could be needed to enable inclusion and also to maintain our high expectations of behaviour. These strategies may be different to those used with other children and will depend on the needs and age of the child. These will include: access to the school nurse, child-centred therapy sessions, referrals to outside agencies for specialist advice and support, team building, our SENCO and Family Learning Mentor Drop-Ins, Educational Psychologist referral, Behaviour Support Plans, regular meetings with parents, referral to the Neurodevelopmental Pathway, specific circle time sessions or social communication groups/self-esteem groups.

The Equality Act 2010 requires that a school must not discriminate against any pupil and as such has a duty to consider reasonable adjustments for students with identified needs that may post a barrier or difficulty when following the requirements of the school policy.

Guidance for schools can be found in the Lancashire Behaviour Toolkit.

<http://www.lancsngfl.ac.uk/projects/behaviourattend-new/index.php?categoryid=18>

Also, the Lancashire Local Offer for SEND.

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

CPOMS Record Keeping (Child Protection Online Management System)

All staff at Strike Lane School have been using CPOMS since installation in October 2016. This service provides us with comprehensive record keeping as described below:

‘CPOMS is the market leading software application for monitoring child protection, safeguarding and a wide range of pastoral and welfare issues. Working alongside our schools existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational need, domestic issues and much more. Using CPOMS, schools can ensure that pupils are safe and fully supported whilst school staff can focus on teaching and learning and providing the necessary support’.

Incidences of ‘Outstanding’ and ‘Disappointing’ behaviour are recorded on CPOMS to enable the school to analyse and act upon any trends that may be evident.

Child on Child Abuse / Bullying

In line with statutory guidance (Keeping Children Safe in Education 2022) all of our staff are aware that children can abuse other children and that this can happen both inside and outside of school or online. Our staff will challenge any inappropriate and abusive behaviours between peers and will not downplay or dismiss any of these behaviours. Strike Lane does not promote a culture where this type of behaviour is accepted, tolerated or normalised and therefore encourages children to report any type of behaviour which they feel uncomfortable with.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Bullying

Bullying is deliberate hurtful behaviour that is repeated over a period of time that intentionally hurts another individual or groups either physically or emotionally. This can be name calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. It is one of the things that prevent young people from being healthy, feeling safe, enjoying and achieving, making a positive contribution and achieving economic well-being. We believe that Strike Lane is a community where everyone feels safe, secure and valued. This is promoted through our values curriculum. Bullying of any sort prevents this from happening and will not be tolerated. We pride ourselves on being totally committed to inclusion and consider ourselves a fully inclusive school, therefore we will not tolerate any bullying behaviour towards pupils with disabilities or racist, religious, gender, sexual or homophobic bullying. This fits in with our Single Equality policy and our extensive work in this area. We openly discuss differences between people and family situations in class and through assemblies.

Cyberbullying

‘Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.’ (DCSF 2007).

Cyberbullying is a ‘sub-set’ of bullying, i.e. it is a method (a way) of bullying. Cyberbullying can be dealt with in school as all other forms of bullying are, but there are a few specific considerations that need to be addressed concerning it:

- Some cyberbullying is deliberate and aggressive.
- Some incidents are unintentional with the sender not realising or understanding the consequences of their actions (immediate or long-term), due to uses in technology.
- The sender does not see the impact of the message on the receiver.
- In cyberbullying ‘bystanders’ more easily become perpetrators – by the passing on of messages/images or contributing to online polls.

We ensure a “zero tolerance” approach towards bullying, ensuring bullying behaviour is unacceptable and always challenged. Accurate reports of bullying are recorded and taken seriously. Pupils will be listened to, will know that it is good to tell, who to tell and how to tell. A clear and swift response is provided to any report of bullying behaviour. Parents will be informed of any incident listened to and will be kept informed of how their concerns are being dealt with. We believe in direct action, immediate intervention and constant reinforcing to pupils. The Head teacher reports incidents of bullying to governors and also looks at trends or patterns from all serious behaviour incidents including bullying.

Screening, Searching and Confiscation

Our school staff can search a pupil for any item barred under the school rules, if the pupils agrees (this may be influenced by the child’s age or other factors). Head

teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items such as knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited items found as a result of a search or which they consider harmful or detrimental to school discipline.

A school is not required to inform parents before a search takes place or to seek their consent to search their child. Our school will inform parents or guardians of the individual child immediately where alcohol, illegal drugs or potentially harmful substances are found. Records will be kept of any search.

Use of Reasonable Force

In extreme circumstances, the use of reasonable force to control or restrain a pupil may be necessary. This will only be done where there is a threat to the safety of the individual pupil, other pupils/adults or to the destruction of property. Parents will be informed immediately and records kept. Where necessary, a pupil risk assessment may be carried out and a BSP (Behaviour Support Plan) put into place in collaboration with parents and other relevant professionals.

Exclusion

In extreme circumstances it may be necessary for the Head Teacher to suspend a child from school for a fixed period of time or permanently exclude the child from the school. Parents will be informed immediately and expected to attend a meeting with the Head Teacher to be informed of the reasons for the suspension or exclusion. Details of exclusion guidance can be found on the following website:-

<https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/fixed-period-exclusions/>

A reintegration meeting will be conducted on the child's return to school.

The local authority is made aware of any suspension/exclusion, as is the governing body. The governing body has a discipline committee if appeals are made against exclusion. Parents are free to appeal to the governing body.

Discipline Outside of the School Gates

Our school will discipline our pupils for inappropriate behaviour which reflects negatively on the school, outside the school gates. This may be when the child is involved in a school organised activity, travelling to and from school, wearing school uniform or is identifiable as a pupil at Strike Lane.

Monitoring and Review

All members of the Strike Lane team monitor the effectiveness of this policy on a day to day basis. Its effectiveness is shared and reported to the full governing body. Incidents are discussed, shared and analysed so recommendations for further improvements can be made.

Agreed by Staff: September 2018

Agreed by Governors: September 2018

Further information linked to this policy can be found at:-

Department for Education Documents-

- a) Keeping Children safe in Education 2022
 - b) Behaviour in Schools Advice September 2022
 - c) Suspension and Permanent Exclusion from Maintained Schools September 2022
 - d) Approaches to Preventing and Tackling Bullying 2018
 - e) Use of reasonable force in schools 2013
 - f) Screening, Searching and Confiscation Advice for Schools September 2022
- Equality Act 2010 and Public Sector Equality Duty Guidance for Schools in England
 - Protection from Harassment Act 1997
 - Malicious Communications Act 1998
 - Communications Act 2003
 - Public Order Act 1986
 - Ofsted School Inspection Handbook
 - Other School Policies:-
 - Anti-Bullying
 - Managing Allegations
 - Single Equality
 - Special Educational Needs
 - RHE
 - Safeguarding



Stages in Dealing with Behaviour 2022/2023

Stage of Procedure	Staff Responsible	Actions
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1.	<ul style="list-style-type: none"> • Breaking Class Rules • Poor Attitude to Learning • Breaking School Code of Conduct 	TA, Class Teacher, HLTA	<ul style="list-style-type: none"> • Discussion with child • Verbal warning – after 2 warnings, the child will move themselves to Poor on the ATL chart • Opportunity to put things right • RHE Curriculum
2.	<ul style="list-style-type: none"> • Continuation of Stage 1 • Disappointing Attitude to Learning • Deliberate Harm • Damage to Property/Stealing • Significant disruption • Defiance • Initial racist, harassing or abusive behaviour 	Class Teacher Key Stage Leader	<ul style="list-style-type: none"> • If 'disappointing' on ATL Chart, parents to be informed same day and recorded on CPOMS • Parents given opportunity to apply sanctions at home • Restorative Thinking resolution procedure • Class exclusion for a short fixed period of time
3.	<ul style="list-style-type: none"> • Prolonged Stage 2 Behaviour • Significant Physical/Verbal Abuse or Harm • Significant Disruptive, Defiant or Dangerous Behaviour • Continuation of racist or harassing behaviour • Child on Child Abuse • Bullying 	Family Learning Mentor SENDCO Deputy Head Head Teacher	<ul style="list-style-type: none"> • Meeting with parents, possibility of Behaviour Support Plan • Repeat of Stage 2 actions • SEN Review (if appropriate) including EHA • Suspension / Exclusion • Bullying Actions specified in Policy

Each incident will be dealt with on an individual basis. Actions will be determined by the staff responsible.