

Strike Lane Primary School



Behaviour & Relationships Policy

Policy Review	Date	Personnel
Ratified by Governors	March 2024	HT/FLM

Strike Lane Primary School
Behaviour & Relationships Policy

Philosophy & Purpose

The Behaviour and Relationships Policy at Strike Lane Primary School is at the core of our vision and ethos and is supported and followed by the whole school community-children, parents, teachers, governors and the wider community. We build positive relationships in a calm, secure and happy working environment where everyone is valued and respected. We accept that children make mistakes and believe it is the responsibility of all adults to help the children to learn from their mistakes in order to become independent and self-disciplined learners with the very highest of expectations of themselves. Our school will support all children including those displaying social, emotional and mental health (SEMH) difficulties through a trauma-informed approach. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

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

- Readiness – being prepared for the day, lesson, activity ahead, knowing what I need and what might help me
- Respect – for ourselves, others and our environment
- Reasoning – learning from experiences and applying this learning to new situations
- Resourcefulness - curiosity, the ability to question, creativity, initiative and the ability to adapt to new circumstances
- Resilience - perseverance, the ability to accept constructive criticism, adventurousness and flexibility
- Reflection - Demonstrating pride in themselves, the ability to plan and assess their own work and think about how they learn.

Context

All our staff understand that it is their duty to promote high standards of behaviour and to teach children to manage their behaviour well in order to fully access their right to education, developing each child's personality, talents and abilities to the fullest (Convention on the Rights of the Child- Articles 28 & 29). Our ethos will engender self-worth, self-respect and trust so that each individual has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship. Behaviour management at Strike Lane Primary School is built firmly around prevention rather than cure and recognises that all children have the right to a primary education in which their views are respected and their opinions and the right to freedom of expression are taken into account (CRC – articles 28, 12 & 13).

Staff and children at Strike Lane Primary School understand that building positive relationships and creating the right environment, is the key to managing behaviour effectively. All staff are committed to 'noticing' children in a positive way. Staff are highly skilled in understanding how to develop and build positive relationships with children. This begins with a phased start to the school day in which all children are personally welcomed by name with a friendly smile from staff.

All staff are provided with support and training in dealing with challenging behaviour to ensure the best outcomes for every child. The school recognises the importance of working in partnership with parents and always aims to engage parents in positive behaviour management systems whenever possible. This is reflected in regular meetings with parents of children who have Individual Behaviour Plans; the use of 'WOW' books or home/school liaison books for specific children and working alongside parents to use appropriate rewards strategies at home to encourage positive behaviour; further develop home/school links and create best possible outcomes for our children.

Emotion Coaching

Everything we do and everything we learn is shaped in some way by the way we feel. Feelings are a natural part of who we are. What is appropriate behaviour when these feelings are strong? Our staff have a vital role to play in helping children to identify, understand and manage their feelings appropriately particularly when they become dysregulated or lose control. Research shows that children and young people who understand their feelings and learn about their emotions have these advantages :

- They form stronger friendships with peers
- They calm themselves down more quickly when upset
- They do better in school
- They become empowered to problem solve
- They become more resilient when things go wrong

The 4 steps of an Emotion Coaching approach which adults at Strike Lane are taught to use with dysregulated children are:

Recognising and empathising with the feelings

- This takes place before you say anything to the child or young person.
- Pay attention to emotions, from happiness to sadness to anger.
- Observe, listen, and watch for changes in facial expressions, body language, posture, and tone of voice.
- Show your child that you understand what he or she is feeling.

Label and validate the feelings

- Identify and help to name the emotions your child is experiencing. For example, "You have gone all quiet. I wonder whether you are worried about something..."
- Telling him/her that you understand the situation and that the feelings are OK.
- If possible get in there sooner rather than later i.e. before levels have escalated to a crisis.

Set limits on the behaviour (when children are calmer)

- Carry this out when the child is calmer.
- Find somewhere else to go if appropriate e.g. let's sit over there to discuss this.

- Keep the feelings and behaviour separate. For example, “I know you are feeling angry because you wanted to finish the game you were playing. Throwing the game was not okay because it has to be tidied up and it’s time to go out.”

Explore and agree solutions for the problem

- What did he/she want at the time things went wrong?
- Helping children think through possible solutions to this.
- If they are stuck, be ready to offer them some suggestions
- Talking ideas through with questions such as “will it work?”, “how will you feel?”, “how will it make others feel?”
- Help your child to feel positive about the outcome.
- When appropriate, reviewing alternative ways of handling a similar situation next time.

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 is taught through ‘My Happy Minds Assemblies’ and activities across the school (see our Mental Health and Well-Being website page) and in RHE (Relationships and Health Education) lessons using materials from the PSHE Association. Self-esteem is also enhanced through everyday learning opportunities - all classes display and refer to a Learning Pit to discuss the process of learning with the children and all have weekly class assemblies which focus specifically on teaching behaviours for learning. Children are also taught how to work collaboratively; share mistakes in class and to support each other in editing and improving their work.

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:

- We always answer a question politely when spoken to
- We are great at using our manners
- We move smartly, proudly and sensibly around the school
- We show respect for others by smiling, saying hello and using kind words
- We are proud of our environment, keeping it clean and tidy

- We are responsible for our own belongings and make sure we take care of them
- We have a positive attitude and are always ready to learn

At the beginning of each school year 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. These, along with our 6R's are regularly explored in greater depth in our weekly Behaviour for Learning Class Assemblies.

Break Times and Lunch Activities

Staff at Strike Lane understand that behaviour is developmental, not chronological, and children may need additional guidance and teaching regarding appropriate social interactions.

Therefore, great emphasis is placed on providing opportunities for children to learn how to relax, play and participate in a wide range of recreational activities under the guidance and teaching of adults who recognise that this is a right (CRC – Article 31).

Break times and lunch times are recognised behaviour 'hot-spots' where some children may need help in managing their behaviour in a less structured environment. We are fortunate at Strike Lane to have separate playgrounds for our younger and older children. Behaviour management during break and lunch times is addressed specifically through the provision of some adult led activities, or within a classroom as a small group, or the 'Chill Out Room' for specific children at lunchtimes overseen by our Family Learning Mentor. Children are invited to take part in a variety of structured activities such as sporting tasks or indoor clubs such as arts and crafts. It is the role of the adult during these sessions to model positive play and interactions. Some of our Year 6 children are trained as Playground Pals and make the commitment to help encourage happy and sociable play-times for all. Strike Lane also has Buddy Benches on each playground where children know they can sit and wait for a Pal or another child to come and ask them to play if they are feeling lonely. For children who find play particularly difficult and challenging, it may be necessary for them to have shorter unstructured playtimes, play one-to-one with an adult or engage the support of the Family Learning Mentor.

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:

- Smiling and use of appropriate humour– passing along positive energy
- Use of positive verbal and body language - *e.g. please put your hand up* rather than *do not shout out*
- Giving time to ‘notice’ children – celebrating achievements outside school, knowing about families. Should staff notice that children are not ready for learning they will intervene with nurturing strategies (time out, 1-1 talk time, engagement of Family Learning Mentor).
- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Modelling respectful relationships with adults and pupils
- Respect for resources, well organised and independently accessible
- High expectations for all
- Clear procedures, instructions and modelling by adults
- Clearly planned, appropriate and differentiated challenges for all
- Collaborative learning and 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 – use of the Learning Pit display
- Consistent celebration of children’s achievements – awarding Dojos and the relevant wristband or badge; a wristband for achieving Outstanding on the Attitude to Learning Chart; Stars of the Week; TT Rockstars Champions
- Closing the gap or turning down the volume - whenever possible, staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Instead signs and positive indicators should be used if possible. Children will be spoken to privately regarding their individual behaviour in order to maintain/build the child’s self-esteem and nurture positive relationships.
- Wait, watch, wonder - Becoming attuned to the child’s behaviour and really getting to know the child and their ‘triggers’ is key in assessing behaviour, preventing the escalation of situations and connecting with the child.
- Necessary involvement - Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue. In the first instance, any behaviour incident will be resolved by the member of staff responding; this is regardless of their role within school. Only when deemed to be a serious incident will the SLT be asked to intervene. Upon SLT escalation, rigorous checks will be made to

ensure procedures and protocols were followed and that staff were proactive in pre-empting and de-escalating potential behavioural issues.

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 will not be tolerated.

The Behaviour and Discipline in Schools - Guidance for Headteachers February 2024 states 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 in 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
- Positive Relationships
- 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, and in whole school or class 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 relationships, 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. Children from Year 2 to Year 6 will be encouraged to take up the responsibility of participating within the School Council and Eco Council.

Year 6 children may apply to become Prefects to represent school. These are interviewed by members of the School Council.

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. All Year 6 children are allocated a Reception child partner to become a Reading Buddy.

Children are taught how to resolve minor conflicts using the Restorative Approach through our Relationships and Health Education (RHE) curriculum and assemblies.

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. They 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 consequences 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 Deputy Head or the Head Teacher. If these discussions cannot resolve the problem, parents should contact the Chair of Governors raising a formal complaint.

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 and parents 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

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.
- Visits to other members of staff or the Head teacher to share behaviour or work.
- 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. Rewards are given in Celebration Assembly for reaching 30,50, 100, 150, 200 and 250 Dojos. Children are asked to write a letter to the Headteacher announcing their achievement and requesting an award. Photos of children achieving awards are shared on social media.
- 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.
- Celebration assemblies celebrate "out of school" achievements of children too, therefore encouraging positive use of free time.
- Each half term every class nominates a Progress Cup Winner for the child who has demonstrated excellent progress that half term. These are awarded in the final Celebration Assembly of each half term and parents are invited in to the assembly. Likewise a Kindness Award is given each half term to a child who has shown particular kindness and respect in our Breakfast or After School Club. These too, are shared on social media.

Consequences

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. All of our staff will undergo regular Trauma Informed training and key information including ACEs (Adverse Childhood Experiences) and external factors will be shared promptly with relevant staff. All of our staff understand that presented behaviours are often an outcome or a response to ACEs and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour. These will include

- Not using any threats
- Giving the child clear, concise instructions or explanations
- Using a low tone
- Using flat speech
- Using short sentences
- Avoiding high intensity reactions; using minimal energy and little emotion
- Giving consequences and not punishments
- Relate consequences to the offence
- Show these children positive regard and move on quickly from incidents

Strike Lane Primary School makes a very clear distinction between sanctions and punishment. A sanction is something which a child is pre-warned about and is discussed with the child prior to the child being issued with it. A sanction must be proportionate and related to the action, as much as possible. A punishment is issued with no prior warnings and does not relate directly to the behaviour.

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 pose a barrier or difficulty when following the requirements of the school policy. At Strike Lane Primary our behaviour management system may be adapted according to the individual needs of pupils. Any sanction given to a pupil will always be carefully considered to ensure it proportionately reflects the circumstances. A sanction will also consider an individual's needs according to their disability, age, SEN, race, equality, religious requirements and human rights need.

In persistent cases, where it is considered that behaviour incidents may be because of unmet needs, referrals will be made to the Family Learning Mentor/SLT. Upon escalation, the individual pupil, class teacher and parent/s will work closely with the Family Learning Mentor who will then oversee all aspects of the pupil's personal, social and emotional well-being. This may include liaising with other professionals and attending meetings as a representative for the child and their family alongside any other relevant staff members, such as the class teacher.

Strike Lane Behaviour Consequences		
Stage of Procedure	Staff Responsible	Consequences
1. <ul style="list-style-type: none"> Poor Attitude to Learning Disruption to learning Use of unkind words/actions Disrespect to others Disrespect of property/environment 	TA, Class Teacher	<ul style="list-style-type: none"> Verbal rule reminder Verbal warning– inappropriate behaviour explained – clear expectation of improvement given Child move themselves to Poor on the ATL chart Opportunity to put things right
2. <ul style="list-style-type: none"> Continuation of Stage 1 Disappointing Attitude to Learning Deliberate Harm to others Damage to Property/Stealing Significant disruption Defiance Initial racist, harassing or abusive behaviour 	Class Teacher/Family Learning Mentor	<ul style="list-style-type: none"> Restorative Thinking resolution procedure Internal classroom seclusion Class exclusion for a short fixed period of time Playtimes on different playground monitored by a member of staff Move to 'disappointing' on ATL Chart, parents to be informed same day and recorded on CPOMS Parents given opportunity to apply sanctions at home
3. <ul style="list-style-type: none"> Prolonged Stage 2 Behaviour Significant or continued 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"> Sustained period of classroom exclusion Isolated playtimes/lunchtimes Meeting with parents, possibility of Behaviour Support Plan SEN Review (if appropriate) including EHA Suspension / Exclusion

Restorative Approach

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. This process does not, however, replace consequences. It 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 the child's own behaviour. Staff have been trained by the Family Learning Mentor who has been specifically trained in these techniques. Where necessary, the Learning 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?

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'.

Behaviour incidences are recorded on CPOMS to enable the school to analyse and act upon any patterns that may be evident.

Child on Child Abuse / Bullying

In line with statutory guidance (Keeping Children Safe in Education) 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 children 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).
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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.

Suspension/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 suspension/exclusion guidance can be found on the following website:-
<https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school/overview/>

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: April 2024

Agreed by Governors: May 2024

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

Department for Education Documents-

- a) Keeping Children safe in Education 2023
 - b) Behaviour in Schools Advice February 2024
 - c) Suspension and Permanent Exclusion from Maintained Schools September 2023
 - d) Approaches to Preventing and Tackling Bullying 2018
 - e) Use of reasonable force in schools 2013
 - f) Screening, Searching and Confiscation Advice for Schools July 2023
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- Equality Act 2010 and Public Sector Equality Duty Guidance for Schools in England
 - Protection from Harassment Act 1997
 - Malicious Communications Act 2003
 - 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