

# RICE LANE PRIMARY SCHOOL AND NURSERY



## Relationships and Behaviour Policy

**AGREED BY GOVERNORS: January 2025**

**To be reviewed: January 2026**

## **Psychologically-informed practice: Attachment and Trauma Responsive Relationships and Behaviour Policy**

### **Introduction**

This policy explains our approach to behaviour management and how it helps us make our school a community in which everyone is and feels safe, welcome and at home so people can learn, discover and achieve their potential.

Our approach is based on helping everyone to be and feel safe (as outlined in Keeping Children Safe in Education-KCSIE), building relationships, understanding individual needs and supporting the development of self-regulation skills so everyone can achieve their potential in school. Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

This policy applies to all adults and children in our school, and we ask parents, carers, our community, and other adults involved to support it.

At the heart of our community are the people and the relationships they build. To make our community work, we expect everyone to treat each other with respect, kindness, and compassion.

We know that meeting these expectations can be challenging. To help, we build a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to manage their mental health, well-being, feelings and behaviours so that they become confident, self-regulating adults and positive members of their community, who show tolerance, respect and support for others.

### **Roles and responsibilities for this policy**

Every adult in school is responsible for managing behaviour and ensuring that they treat all children fairly.

#### **The role of school leaders**

The school leadership team are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders ensure that all staff understand the behavioural expectations and the importance of maintaining them. We make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Training which is required for staff to meet their duties and functions within the behaviour policy is embedded throughout the school year and further support is always available.

#### **The role of teachers and staff**

Staff create a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to

ask for help when needed. Staff challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff also consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

### **The role of pupils**

We aim to provide a learning environment that is calm, safe, supportive and where our pupils are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support and consequence processes. Pupils are taught that they have a duty to follow the school relationships and behaviour policy and uphold the school rules and should contribute to the school culture. Every pupil is supported to achieve the behaviour standards.

### **The role of parents**

The role of parents is crucial in helping our school develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's relationships and behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly while continuing to work in partnership with us.

When behaviour incidents occur, staff should have restorative conversations with the children and the class teacher should be informed if needed. The class teacher will decide whether it's necessary to contact the parents/carers. If repeated incidents occur, the class teacher should meet with the phase leader for further support or next steps to be taken. The Deputy Headteacher and Headteacher should also be informed and will support with future actions. An ABC chart may be completed to identify triggers and suggest strategies/resources to try. After a review period, if no progress has been made a Trauma Informed Behaviour Support Plan (TIBSP) will be completed and reviewed regularly. If needed, support from outside agencies may be sought.

Governors are fully informed about the theory and practice of our relationships approach and updated regularly throughout the year.

### **Our vision – the purpose of the policy and the social norms underpinning it.**

- *Our children will be known and valued for who they are, their strengths and their needs and in turn will know themselves. They will feel part of our school community. They will learn, grow, discover and achieve their potential.*
- *Our children will be supported according to their needs, helped to talk about and develop a better understanding of their emotions and feelings and how to manage them so they can be resilient, confident and positive members of our community.*
- *Our school will be a happy and safe place, where relationships are strong, needs are met, everyone feels valued and can learn.*

- *Our parents, carers and community will know that we value and respect them and feel welcomed and included in the life of our school community.*

### **What are the aims of our Relationship and Behaviour policy?**

#### **Children and adults will:**

- Thrive - be able to learn, discover and achieve their potential.
- Be known - have their potential and achievements recognised.
- Learn - in a way that is interesting, considers their developmental stage and builds their confidence.
- Experience – an exciting, relevant, accessible curriculum, that meets their needs, builds aspirations and enables them to take risks safely.
- Be respected and supported as individuals.
- Through support, understanding and co-regulation from adults, learn to understand themselves, their emotions and behaviours, and learn ways to self-regulate (using the Zones of Regulation).
- Build healthy and safe relationships and learn how to repair relationships when things go wrong, so they can be confident and positive members of our community.

### **What are the principles and rationale behind our policy?**

#### **Our role as adults – attachment relationships**

Humans do not develop in isolation: they learn about themselves, the world and form an inner working model of themselves through 'attachment' relationships with parents, carers and other adults, including teachers.

Where attachment relationships are broken or disrupted by loss, neglect, trauma or abuse, schools and the adults in them can do a lot to support children to rebuild the sense of safety and trust they need to learn.

We model the behaviour we expect. We consistently meet the relational and developmental needs of our children, which means we are flexible, compassionate and intelligent in our approach and always focused on enabling children to build confidence, resilience and the ability to self-regulate.

Regulation is learned through relationships, so in order to self-regulate, many of our pupils may need support from appropriate adults. We help adults in our school to remain attuned, responsive and able to offer co-regulation to our children by providing opportunities to discuss challenges and solutions and get the support they need.

#### **How we learn**

The brain is pattern seeking and survival oriented, connections on the outside build connections on the inside. In other words, children learn through relationships.

Humans need safety and positivity to learn and develop and it is relationships that enable this.

We need to feel safe in order to be able to learn. Feeling under threat can make us go into 'survival mode' sometimes described as 'fight, flight, freeze, flop' and this

impacts on our ability to self-regulate, focus and learn. Therefore, we do not act in a way that causes people to feel under threat and we recognise the importance of ensuring our pupils feel physically and psychologically safe and supported to regulate when they feel anxious or afraid.

## **Trauma**

Trauma disrupts learning. Trauma is caused by an event or events that create levels of stress that a child cannot deal with. Such events put a child into a state of fight, flight, freeze or flop.

Children who have experienced trauma can more easily be triggered to go into fight, flight, freeze or flop.

Rebuilding a child's sense of safety through relationships and experiences that show things can be different is vital to repairing the impact of trauma.

Using strategies based on fear, coercion, humiliation, or isolation, whilst they may get children to comply in the short term, are immoral and damaging, therefore we don't use:

- strategies that single children out in public, shame or humiliate them,
- isolation as a punishment – but we do recognise that children need time and space to calm and regulate
- fear

## **Behaviour and Consequences**

We see mental health, well-being and behaviour as inextricably linked. All behaviour communicates our mental health and well-being. Understanding this does not mean we condone poor behaviour, but it does help us to make sense of it (within a wider context) and manage it more effectively. When children behave in a way that is inappropriate or unacceptable for a school setting, we need to understand why and help them to behave in a more appropriate way.

- We try to understand why the child may have acted in a particular way. (What is the context? What might their behaviour have been trying to communicate? What might the underlying need be?)
- If the child is still struggling, we support them to emotionally regulate for example through breathing, by giving them space, and listening.
- We explore with them their understanding of what happened (e.g. through wondering aloud and making tentative guesses... 'When you did xxx, I wonder if you were feeling yyyy?')
- Once we feel that we have a greater understanding of what has happened, and we have shown some empathy and acceptance, and the child is regulated and feeling okay, we can then try to explore with them the wider context of their behaviour and the outcome by having a restorative conversation which allows the child/children to reflect on what happened; repair the relationship that has been broken (apologise) and rebuild the relationship (discuss how to move forward).

Systems that increase anxiety, or use fear or humiliation are particularly damaging for children who have experienced trauma. They may cause compliance; children

may comply in order to survive, but this is not our aim- it is risky and sets too low an expectation for us so we do not use them.

Consequences for poor behaviour are linked to putting it right and are natural and logical e.g. if you drop litter, you pick it up; if you hurt someone, you listen to them and apologise; if you did not complete the work, you'll need to find a time to finish it. If the incident is serious or everyone is angry or upset, they may need time to calm down and reflect. Once the incident has been dealt with, there should be a fresh start. Children's behaviour may be inappropriate or unacceptable but in themselves they are not so we do not condemn children.

We don't use rigid systems of accumulating sanctions. If a child is accumulating sanctions, it is unlikely that doing more of the same will work. More exclusions etc tend to set up a negative and downward spiral. Instead, we work as a team around the child and get additional advice and support so we can come up with a way to help the child to manage the issues, feelings, and behaviours they are struggling with.

## **Bullying**

'Bullying is the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others. The behaviour is often repeated and habitual.'

Any incident of reported and identified bullying or intimidation, including cyber, racist, homophobic, sexist or disability comments will be acted upon immediately. It will be robustly investigated / challenged, the root cause identified and the issue resolved in a manner appropriate to the associated issues. At Rice Lane, we consider that someone who bullies others may also be a victim of bullying or some form of abuse or distress themselves.

## **Child on child abuse**

We recognise that children are capable of abusing other children, and that not all children will find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, for example a friend may make a report or a member of staff may overhear a conversation. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting an incident and they will never be made to feel ashamed or their experience minimised.

We act on the assumption that children may be experiencing sexual violence or harassment, even if there are no specific reports of such behaviour. We challenge any form of derogatory and sexualised language or behaviour. We remain vigilant to sexualised/aggressive touching/grabbing, particularly towards girls or other vulnerable groups of children. Our school will prevent sexual harassment, online sexual abuse and sexual violence through a carefully planned and sequenced relationships, sex and health education curriculum alongside effective challenge

and response to specific issues when they arise. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff, in line with our school safeguarding policy and procedures. Behaviours can happen in school, online or in the community and are most likely to include, but not limited to:

- abuse within intimate personal relationships between peers;
- bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- serious violence;
- 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", taunting and online sexual harassment which may be standalone or part of a broader pattern of abuse;
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes;
- displaying pictures, photos or drawings of a sexual nature;
- causing someone to engage in sexual activity without consent;
- online sexual harassment including consensual and non-consensual sharing of nude and semi-nudes images and/or videos, sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages including on social media, sexual exploitation, coercion and threats and coercing others into sharing images of themselves or performing acts they are not comfortable with online;
- upskirting, which typically involves taking a picture under a person's clothing without their permission (this is a criminal offence);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; 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 many also include an online element).

When responding to reports of child-on-child abuse, the designated safeguarding lead will respond to each report on a case-by-case basis. If an allegation is potentially criminal in nature, a report will be made to the police. This will generally be in parallel to a referral to children's services.

Please see our Child Protection Policy and KCSIE for more detailed information.

## **Relationships and Rewards**

Because of our understanding of attachment and trauma, we work through relationships. Within this we recognise the value of rewards and consequences. The biggest reward for a child is the affirmation of an adult with whom they have a positive relationship. The biggest consequence is that an adult with whom you have a relationship does not approve of your actions.

Rewards and consequences without relationships tend to become bribes or threats and these have negative consequences, making children vulnerable to manipulation or coercion.

Stickers, celebration walls etc can be useful symbols of our affirmation but they cannot replace it. For some children getting symbols and tokens can become an end in itself and create dependency and anxiety and this does not help them internalise their own sense of worth. Therefore, we don't use rigid systems but instead actively notice and explain children's achievements in the moment so they know what they've done right and can do more of it.

## **Practicalities**

### **How we provide a safe environment for learning**

- Our school is a safe, inclusive, welcoming place.
- We make sure that each of our children is known, recognised for their strengths and given support for their needs.
- We know our children's parents, carers and our community.
- We meet and greet all children in a positive way on the gate, as they come into our classrooms and as we walk round the school.
- We welcome parents, carers into school and listen and respond to their concerns and views.
- To help ensure the school is calm, we treat each other with courtesy and respect.
- Our vision, values (RICE LANE charter) and our children's achievements are visible as you walk round the school.
- We encourage empathy by guiding children to make choices based on empathy and mutual respect.
- There are safe places for people to go when they need calmness or reflection and regulation stations in every classroom.
- There are outdoor spaces and room for children to run and use their energy safely.
- Every child has a safe person who knows them and who they can go to if they are struggling.

### **How do leaders support great behaviour in our school?**

#### **Leaders**

- Model the behaviour they expect from everyone.
- Are open, honest, willingly accountable, notice achievement, challenge and support and can apologise when they get it wrong.
- Do not fix everything but support the whole team to find solutions.

- Ensure that the vision is shared, lived and developed.
- Provide opportunities and a safe space for adults to debrief, reflect, have a professional conversation.
- Provide high quality CPD for all adults working in school.
- Work pro-actively with other agencies to ensure plans are joined up and solutions are found.

### **Our expectations for behaviour**

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while consequences are required where rules are broken.

Our aim is to establish an enabling learning environment that promotes positive behaviours and relationships, where children treat each other with care and respect. All children will be expected to follow and comply with our Rice Lane Code of Conduct:

At Rice Lane we will be:

- **Respectful**—*We respect ourselves, our friends and families, other cultures and the environment. (Article 29)*
- **Independent** – *We are independent learners and make our own choices. (Article 5)*
- **Creative** – *We take part in a wide range of cultural and artistic activities. (Article 31)*
- **Enthusiastic** – *We embrace challenges and persevere when we find something difficult.*
- **Listeners** – *We listen carefully to the thoughts and opinions of others.*
- **Achievers** – *We try hard to develop our talents and abilities to the full. (Article 29)*
- **Nurturing** – *We are kind and caring and nurture each other.*
- **Engaged** – *We are engaged with our learning and always try our best.*

Articles refer to the United Nations Convention on the Rights of the Child (2001).

### **How we support children**

We recognise all our children are unique, so we ensure that our high standards are matched with support for children according to their needs to enable them to achieve these standards.

We recognise that for children with special educational needs and disabilities (SEND) specific adjustments and arrangements may need to be made and these will be outlined as appropriate in individual plans/pupil passports. We aim to anticipate likely triggers of misbehaviour and put in place support to prevent these such as short, planned movement breaks for a pupil; adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher; adjusting uniform requirements for a pupil with sensory issues or who has severe eczema and training for staff in understanding conditions such as autism.

We aim to create calm environments which will benefit pupils with SEND, enabling them to learn.

We never tolerate behaviour which is abusive or destructive and will always challenge and address it. Our approach is described in detail below.

### **How do we respond to good and great behaviour?**

We recognise the power of positive attention and that the biggest reward is to be noticed and valued by an adult with whom you have a relationship.

We encourage children to have a positive view of themselves and their futures, so that they focus on future rewards and goals rather than always needing immediate rewards.

#### **We use the following rewards:**

- We notice what we want more of, ensuring we communicate what the child did well e.g. not 'good work, two house points' which focuses on the reward currency but 'You have coloured that in so carefully and chosen great words for your poem'  
OR 'When xxx was upset you were very kind and helped him.'
- We may use tokens, stickers, stars, certificates, special assemblies, trips etc to celebrate but we want our children to become resilient and self-regulating, so we do not build dependence on external rewards to motivate or encourage behaviour.

### **Consequences - What do we do when things go wrong?**

#### **a) Things that are helpful and that we do**

We respond in a way designed to help the child to learn to self-regulate, manage the underlying reasons for the behaviour, keep themselves and others safe, repair relationships and get back to learning.

De-escalation techniques can be used to help prevent further behaviour issues arising and recurring. Our aim is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

#### **Firstly, we manage ourselves:**

When dealing with difficulties, we can start to feel intense emotional responses ourselves. We might feel anger, frustration, upset or anxiety for example. However, when we are 'dysregulated' we can't support others to regulate, in fact we are more likely to pass on our dysregulation to others! So, we recognise the importance of staff being able to self-regulate (check-in with yourself, take a breath, get support if needed) prior to managing any difficult situations in the classroom.

- We take a breath.
- We create a sense of safety and order.
- We ensure our lessons are working for all the children.

- We role model the behaviour we expect.
- We notice and praise the behaviour we want to see.
- We remind children of their good behaviour.
- We reflect on the wider context [the child's experience and perspective].
- We are calm, focused on what the child needs and what anyone who has been negatively affected needs [not our need for control and we don't take it personally].

**Secondly, we help the child to:**

- Be and feel physically and psychologically safe – including giving them time and space, other than in an emergency.
- Support them to regulate their emotions and behaviours, for example by teaching them about breathing, how to release anger in non-destructive ways, naming and understanding their emotions.
- Reflect, rebuild and repair the relationship through our restorative conversations.

**If consequences are needed, we consider the following:**

1. Use consequences according to what needs to be done to help the child to learn to behave differently and put things right.
2. The consequence is logical and natural – if you drop litter you pick it up; if you are rude you apologise; if you don't do the work, you catch up, if you hurt someone, you repair the relationship.
3. Consequences for minor things are dealt with in the moment and then we move on
4. If there is a person affected by what has happened, then their feelings [but not their need for revenge] must be dealt with and respected via reflection time and a restorative approach.

We consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education (KCSIE), school staff follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

A consequence/sanction will be lawful if it satisfies the following three conditions: a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher; b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

**Thirdly, where there are ongoing behaviour issues:**

- Our focus is understanding and supporting the child and those around them to deal with underlying issues that are giving rise to the behaviour.

- We notice patterns of behaviour and put things in place to pre-empt problems
- Work with parents/carers to understand and resolve the issues
- We seek further advice from other agencies e.g. Educational Psychologist, OSSME, ADHD foundation, Addvanced solutions and The Behaviour Intervention Team.
- We consider any underlying factors leading to the misbehaviour and assess whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' is used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues is made and an emergency review of the plan may be needed.
- Where we have serious concerns about a pupil's behaviour, we consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).

#### **Fourthly, if there is a major incident (external/internal exclusion)**

- We may need to issue an internal exclusion (where a child spends a limited time out of the classroom in a supervised setting) or a fixed term exclusion as a response to serious misbehaviour or persistent poor behaviour which has not improved following in-school sanctions and interventions and until we can put in place the strategies above.
- The length of time that is appropriate for the child to be removed will be decided based on the age of the child and the incident.
- If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, their social worker will be notified. If the pupil is looked-after, their Personal Education Plan is appropriately reviewed and amended and the Virtual School Head notified.
- Upon return to school, the child along with their parents/carers will have a restorative discussion which will include explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person,

#### **Behaviour outside the school premises**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour when taking part in any school-organised or school-related activity; when travelling to or from school; when wearing school uniform; when in some other way identifiable as a pupil at the school; that could have repercussions for the orderly running of the school; that poses a threat to another pupil; or that could adversely affect the reputation of the school. The decision to sanction a pupil will be lawful if it is made on the school premises or

elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

### **Online Behaviour**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place.

Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. We expect the same standards of behaviour online as apply offline-everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment is addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where we suspect a pupil of criminal behaviour online, the guidance provided in Behaviour in schools, 2022 will be followed along with the principles set out in Keeping children safe in education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour but when incidents that occur online affect the school culture we will sanction pupils especially when behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Reasonable force**

In accordance with Section 93 of the Education Act, all school staff who have received appropriate training (including de-escalation strategies) have the authority to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or amongst pupils. (See Use of Reasonable Force-advice for school leaders, staff and governing bodies, 2013).

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Searching, screening and confiscation**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

School staff can search pupils with their consent for any item (the ability to give consent may be influenced by the child's age or other factors). The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, **without consent**, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

When conducting a search, consideration will be given to the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with special educational needs and making reasonable adjustments that may be required where a pupil has a disability. School staff may consider using CCTV footage to decide whether to conduct a search for an item. More detailed guidance can be found in Searching, screening and confiscation at school, July 2022.

Mobile phones are prohibited in school. Children who bring mobile phones to school are required to place them in the office during the school day.

### **Safeguarding duties**

All staff are responsible for considering whether any changes in behaviour gives cause to suspect whether a pupil is suffering or is likely to suffer significant harm. If such suspicions exist, staff must follow the school's safeguarding procedures. The school will also consider whether continuing disruptive reactions might be the result of unmet educational or other needs. At this point, we will consider whether support systems such as an Early Help (EHAT) are needed to be put in place and whether liaising with external agencies is necessary or appropriate (see Child Protection Policy).

### **Allegations of abuse against staff**

Allegations of abuse will be taken seriously and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

See Managing allegations against staff and volunteers policy for further guidance.

### **Monitoring behaviour**

The school staff all have access to an online reporting system (CPOMS) for any behaviour incidences. The individual child/children will then be monitored and tracked by the Behaviour Lead/Phase Leader / SLT / SENCO who will ensure actions are put in place to resolve a behaviour and/or to provide extra support to enable the child to meet the behaviour expectations of the school. The behaviour of the individual child will be placed on their electronic school record.

The Head-teacher will monitor the effectiveness of this policy and report to the Governing Body. If necessary, recommendations for further improvements will be made. Any incidents of bullying or aggressive behaviour and of any pupil who is excluded on a fixed-term or permanent basis will be recorded. The Governing Body will monitor the rate of exclusions and ensure that the policy is administered fairly and consistently.

This policy has been written with reference to:

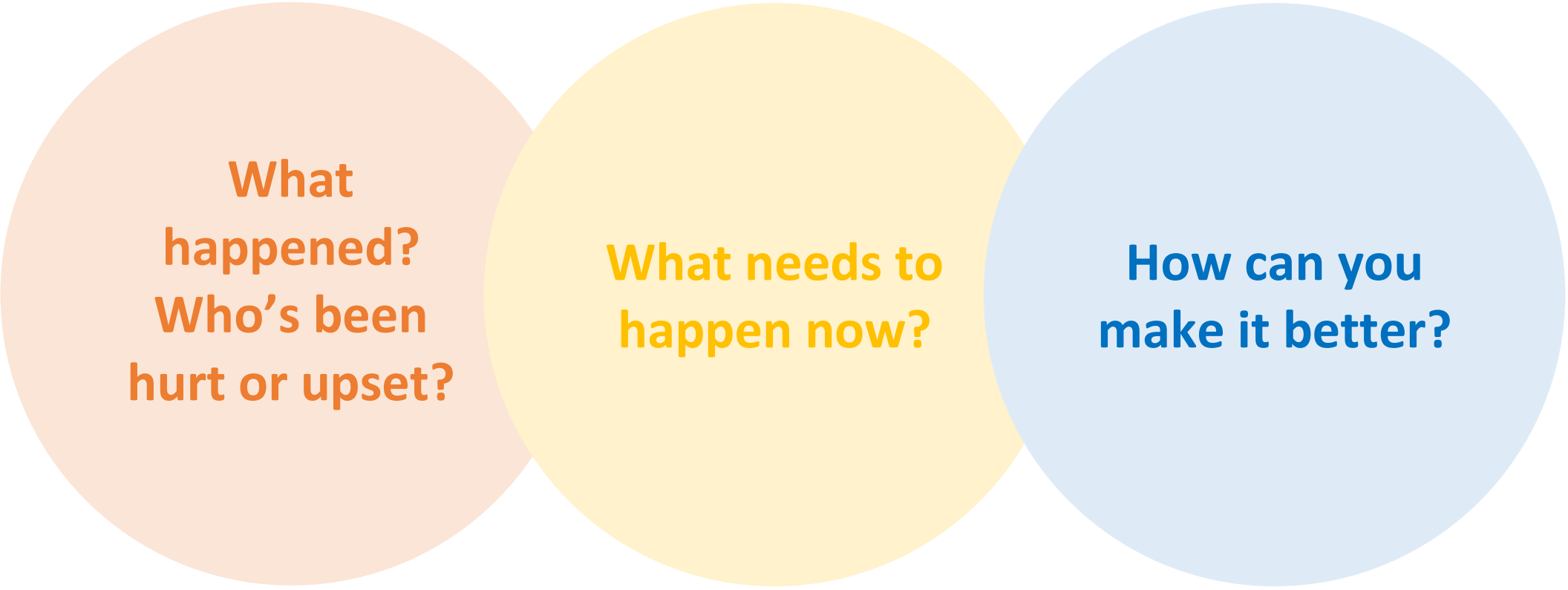
- Behaviour in Schools- advice for Headteachers and school staff: Department for Education, 2022
- Keeping Children Safe in Education: Department for Education
- Use of Reasonable Force-advice for school leaders, staff and governing bodies: Department for Education 2013
- Searching, Screening and Confiscation Advice for Schools: Department for Education July 2022
- Working Together to Safeguard Children: Department for Education, 2018
- Rice Lane Child Protection Policy
- Rice Lane Managing allegations against staff and volunteers policy.

The policy will be reviewed every three years by the Behaviour Lead, SENCO and Headteacher unless legislation requires it to be reviewed sooner.

### **Appendices**

Restorative conversation prompts (KS1 and KS2)

# Reflect, Repair, Rebuild



The diagram consists of three overlapping circles arranged horizontally. The leftmost circle is light orange and contains the text 'What happened? Who's been hurt or upset?'. The middle circle is light yellow and contains the text 'What needs to happen now?'. The rightmost circle is light blue and contains the text 'How can you make it better?'. The circles overlap in the center, creating a shared space for all three questions.

**What  
happened?  
Who's been  
hurt or upset?**

**What needs to  
happen now?**

**How can you  
make it better?**

## Reflect

What happened?

What were you  
thinking at the  
time?

What were you  
feeling at the  
time?

How does what  
happened fit in with the  
Rice Lane values?

Who was affected  
by what  
happened?

How were they  
affected?

## Repair

What do I need to do to  
repair things?

What will help put  
things right?

How can this happen?

## Rebuild

Move forward

What do you need to  
start doing?

How can we make sure  
this doesn't happen  
again?

If this happens again, what  
do you think should  
happen next?