



Behaviour Policy

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Aim High, Fly High

Policy Title

Contents

1	Philosophy
2	Aims
3	Key Principles
4	Definitions of Behaviour
5	Behaviour for Learning Charter
6	Whole School Rewards Systems
7	Lunchtime Adjustments
8	Assembly Expectations
9	Intervention Stages
10	Exclusions
11	External Agencies
12	Pupil Records
13	Physical Restraint

1. Philosophy

At Robins Lane we believe that pupils learn best when they are engaged and enthused and where children feel safe and secure in their environment. We believe pupils thrive within a positive and self-motivating ethos, promoting their independence in a nurturing and caring environment. Praise, reward, recognition and support for effort and celebration of achievement alongside fair and consistent systems are therefore the key aspects of the school's approach to promoting good behaviour.

Our policy is underpinned by the simple understanding that teachers have the right to teach, and our children have the right to learn. Our staff plan engaging, lessons that are adapted to meet the children's needs to ensure that they are supported and challenged. Before learning starts, staff ensure that resources are organised and ready and the climate for learning is positive. Children have visual reminders of expectations and support staff are, where appropriate, deployed to maximise learning opportunities.

2. Aims

- To develop intrinsic motivation, self-discipline and high standards of behaviour in and around the school and the community it serves.
- To ensure that all staff deal with unacceptable behaviour in a proportionate, consistent and fair way.
- To create the conditions for excellent behaviour for learning in which effective teaching and learning can be maximised.
- To develop mutual respect between members of the school community and its environment.
- To foster caring, considerate attitudes in all pupils in line with our WINGS values.
- To ensure that parents, pupils, staff and governors have a clear understanding of the consequences of unacceptable behaviour which impacts on teaching and learning.

3. The key principles underpinning our behaviour policy are:

- Parental partnership to promote good behaviour.
- High emphasis on positive achievement and promoting self-esteem and independence.
- Learning opportunities which target the development of good patterns of behaviour.
- Whole school approach which recognises and adapts to individual needs.
- Consistent, realistic and fair sanctions.
- Annual reviews of the behaviour policy which involve the whole school community.
- Clarification of good behaviour to all members of the school community.
- Effective Parent - School lines of communication and positive working relationship with the pupil's best interest at the heart of the successful link.

4. Definitions of Behaviour linked to Dojos

EYFS

We can earn Dojos when we;

- do sit sensibly
- help our friends and teachers
- always try our best in all that we do
- share with our peers
- try new things
- try to build on our independence
- listen to others

We may have Dojos removed if we;

- hurt our friends
- don't listen to our teachers' instructions
- disturb others' learning

- leave our work area untidy

KS1

We can earn Dojos when we;

- show good listening
- work well with our class peers
- show good manners
- help others and show good teamwork
- try our best with our handwriting and presentation in our books
- are brave and honest
- show super sitting
- use indoor voices

We may have Dojos removed if we;

- are not listening when the teacher is explaining
- are not being respectful
- are not doing what we should be doing

KS2

We can earn Dojos when we;

- show adults respect and
- show good manners and good listening skills
- are being a good friend
- when we are honest
- when we are being good role models
- show super teamwork
- are persevering with our work, showing good resilience
- take pride in our work
- complete our homework on time
- try our best in all that we do

We may have Dojos removed if we;

- are fidgeting and disturbing others
- don't try our best with our work
- don't show respect to others
- don't take pride in our work
- don't listen and show good manners
- disrespect school property
- are unkind to others

All of the above actions are rewarded through the use of 'Dojos' linked directly to the five school values. For example, sitting sensibly in EYFS, showing good listening in KS1 and being a good role model in KS2 could be identified as fitting the 'Inspire' value and be rewarded as such.

To help us achieve the overall aims of the school, the whole school community have agreed a set of expectations. These expectations form our 'Behaviour for Learning Charter'

5. Behaviour for Learning Charter

Each class will create an individual set of **classroom expectations** which inform their overall class **Behaviour for Learning Charter**. For each class, additional expectations may be personalised to suit the individual needs of the cohort. The Behaviour for Learning Charter will be displayed on a scroll within each classroom.

6. Whole School Rewards Systems

Dojos

As a school we use 'Dojos' as a tool to promote good behaviour. Each pupil will have their own Dojo character and will receive points for demonstrating good behaviour. The child who receives the most dojos that week will receive a certificate in class at the end of the week.

PSHE focus

Each class has a focus for the week which is displayed on a scroll within each class. Pupils are encouraged to participate towards the focus and if successful, will have their picture displayed on the scroll. At the end of the week, two pupils will be selected to receive a certificate in the whole school celebration assembly on a Friday. Each class celebrates all pupils on the scroll at the end of the week. During this process, the class and staff each vote for a pupil to be celebrated during the whole school celebration.

All certificates will be presented during Friday's Celebration Assembly.

7. Lunch Time Behaviour Policy

See Happy Lunchtimes procedure.

8. Assembly Expectations

The children will be led into assembly by their class teacher. Each class will line up in their respective places and stand with their hands on their hips to ensure that they have enough space prior to sitting down. They remain standing until all children are in a comfortable position and their teacher will use non-verbal signals to communicate with their class. If children need to be moved, teachers can instruct children, preferably with non-verbal communication methods. Once a teacher is satisfied, they will leave the hall unless staying for the duration of assembly.

Assembly Monitors

Assembly monitors will position themselves in key locations around the hall to monitor the behaviour of classes throughout the assembly. They will use non-verbal signals to communicate with the pupils and report back any key concerns to the assembly leader. Assembly monitors will position themselves along the corridor to monitor classes as they exit the hall.

9. Stages of intervention

As part of the lesson process, teachers will always clearly state behaviour expectations at the start of the session and, when appropriate, as the lesson progresses – pupils who struggle to settle will be supported by staff but if disruption persists the following staged approach will remind pupils of the expectations for teaching and learning to take place in a calm, positive environment. The stages follow on from each other and a graduated response to conduct that impacts on teaching and learning.

Stage One – Following on from several non-verbal prompts and a verbal check in of 'Are you ok?' - a verbal warning will be given. This will serve to redirect the child to exactly what they **should** be doing with the expectation that they respond to this. This will be noted on teacher's record.

Stage Two – The child has continued the disruption to learning they will progress to stage two. As a result of this escalation, the child will lose an agreed number of mins from their playtime to complete their work, reflect on actions and reset for learning. A dojo could be removed at this point if appropriate. They will stay with their class teacher to do this. This will be noted by teachers.

Stage Three – The child will be reminded of the chances they have had to rectify behaviour and conduct and be reminded of the teacher's right to teach and the class's

right to learn. The pupil will be sent to the pastoral leader/SLT to have both timeout of class and time to reflect on learning. The pastoral lead/SLT will discuss incident and remind of our expected values behaviours to read and reflect on. If this does occur, then contact will be made by the class teacher with home to advise parents of the pupil's behaviour and its impact on learning. Children will miss following break because of this. Time will be spent with pastoral staff and a behaviour reflection will be completed and any work missed will be completed. This will be noted on teacher's record and a CPOMs entry will be made.

Stage Four – The teacher will contact the pastoral lead/SLT to intervene. This may lead to internal exclusion which means the pupil will work away from peers for the session (this might be a lesson, a morning or a day) Parents/carers will be invited in to discuss behaviours and impact on learning.

For severe cases of inappropriate behaviour (fighting, swearing) the pupil will begin the process at Stage Four.

Escalation – Teachers and SLT will meet to discuss the possibility of a Pastoral Support Programme and/or exclusion from lunchtime/schools will be discussed / implemented. In the case of persistent unacceptable behaviour, behaviour which brings the school into disrepute or behaviour which involves the safety and well-being of another pupil, it will be necessary to consider more severe consequences. These will include lunchtime exclusions or fixed term suspensions and permanent exclusions. In these cases, a referral to TESSA (**Triage for all Education Support and Specialist Advice**) will be discussed with parents and made in due course.

10. Exclusions

Lunchtime Exclusion

A lunchtime exclusion will involve the pupil being supervised by the pastoral lead or a member of the senior leadership team. In severe cases (a pupil consistently demonstrating behaviour which could cause others harm), where a pupil is required to be off site during the lunch hour, parents will be required to come and collect their child from school for the duration of the lunchtime and return them to school at the start of the afternoon session.

Internal Exclusion

If a pupil has demonstrated severe inappropriate or persistently disruptive behaviour, then they will be given an internal exclusion within the school. The pupil will be sent to another suitable location, whereby they will work on an independent workstation for either a half or a full day. There will be a discussion with parents at the end of this period to determine whether the pupil will return to their class following the period of time given.

Fixed Term Suspension

Pupils will be suspended from school for a specified period of time. Parents will meet with the headteacher or the deputy headteacher to be informed of the reasons behind this decision. The local authority inclusion officer, the local authority exclusion officer, the chair of governors and parents will be formally notified of any suspensions in writing. This communication also fully states appeals process and the support available for the family. Following a fixed term suspension, a reintegration meeting will be held on the day the pupil's first day back, with the parents, the child and headteacher or deputy headteacher to discuss and outline expectations of behaviour on return to school.

Permanent Exclusion

The pupil will be permanently excluded from school. This means that the pupil will cease to be a pupil at Robins Lane.

11. **External Agencies**

In cases where the school needs further advice or strategies, individual or groups of pupils
The school will seek advice, support and intervention (with parental consent) from the
TESSA (**Triage for all Education Support and Specialist Advice**)

12. **Records of Pupil Behaviour**

Teachers will keep records of pupils' behaviour to monitor, track and analyse pupil
behaviour across the school. This is to ensure that the school is providing a suitable
environment for pupils to learn, and all pupils feel safe and secure. The school will use
CPOMS to support the accurate keeping of records and teachers should note any
escalations in their own records.

13. **Physical restraint**

In some circumstances, staff may be required to use positive handling techniques to
restrain a pupil to prevent them from:

- Causing severe disorder and putting themselves or others at risk of serious harm
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- In line with taught Team Teach principles
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in bound and numbered book and reported to parents