

Behaviour Policy

Robins Lane Primary School
School Policy



Aim
High,
Fly
High

Behaviour Policy

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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.

2. Aims

- To develop a sense of 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 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.
- To ensure that parents, pupils and staff have a clear understanding of the consequences of unacceptable behaviour.

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 other's learning
- leave our classroom 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 hard with our handwriting and presentation in our books
- are brave and honest
- show super sitting
- use indoor voices
- complete our reading and homework on time

We may have Dojos removed if we;

- are not listening when the teacher is explaining
- are not being respectful
- are off task

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 complete our tasks set for homework
- don't take pride in our work
- don't listen and show good manners
- disrespect school property
- unkind to others
- don't do as we are asked, first time

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' of which every pupil at Robins Lane is expected to follow at all times.

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. As a rough guide, each pupil will typically receive approximately 8-15 dojos per week. In each class, the child who receives the most dojos that week will receive a certificate in the Friday celebration assembly.

Cumulative awards

Once a child receives 150 dojos, they will receive the Bronze Award.

Once a child receives 250 dojos, they will receive the Silver Award.

Once a child receives 400 dojos, they will receive the Gold Award.

These awards will be given out in the celebration assembly and parents will be invited.

Total points will be recorded and an overall total for each class will be reviewed on a half-termly basis. A class treat will be given to the class with the highest total amount of points.

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 staff attend this assembly to share in the discussions and celebrations.

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

7. **Lunch Time Rewards**

See 'Lunchtime Behaviour' section.

Playtime and Lunchtime Charter

Do line up quietly

Do enter the school sensibly and quietly

Do walk in the corridors, canteen and walkways

Do show respect to others at all times

Do play sensibly and safely with others

Do finish what you are eating before you speak

Do remember to say please and thank you

Do put your rubbish away

Do talk quietly

Do as I am asked first time

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. 'Ruly Robin' the assembly puppet, will also be monitoring pupils demonstrating good behaviour.

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 also lead EYFS and KS1 pupils back to their classes at the end of the assembly as well as positioning themselves along the corridor to monitor classes as they exit the hall.

9. Consequences / Sanctions

In the event of school expectations not being adhered to, the following stages of consequences will be applied and recorded on the school's weekly behaviour tracking sheet:

Stages of escalation

Stage One – Following several non-verbal warnings (stern look, frown, silence, etc), a verbal warning will be given.

Stage Two – A second verbal warning. Pupils will be given choices as to how to rectify their unacceptable behaviour. Dojo deducted from pupil.

Stage Three – The pupil will be given further choices to improve his/her behaviour. If behaviour continues, the pupil may then be moved from his/her place to work independently or the pupil may have a 'timeout' from others for a short period of time, or, the pupil will miss a playtime to complete the work missed during the lesson or to reflect on the incident. Second dojo deducted from pupil.

Stage Four - The pupil will be sent to the Phase Leader or Behaviour Leader. At this stage contact will be made by the class teacher with home to advise parents of the pupil's behaviour. It may be appropriate at this stage for the pupil to miss a playtime/lunchtime.

Stage Five – The Behaviour Leader will invite parents to school to discuss pupil's behaviour. At the meeting, the possibility of a Pastoral Support Programme and/or exclusion from lunchtime/schools will be discussed / implemented.

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

Stage Six - 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 and permanent exclusions. In these cases, a referral to the St Helens Behaviour Improvement Team will be discussed with parents and made immediately.

10. Exclusions

Lunchtime Exclusion

A lunchtime exclusion will involve the pupil being isolated from their peers. The pupil will be supervised by their class teacher 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 class, 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 Exclusion

Pupils will be excluded from school, to an external educational base such as Sutton Academy Exclusion Unit or the Minerva Centre, for a specified period (one - forty-five days) which will be determined by the Headteacher. Following a fixed term exclusion, a meeting will be held on the day the pupil's first day back, with the 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

The school will seek advice, support and intervention from the St Helens Behaviour Improvement Team. In cases where the school needs further advice or strategies, individual or groups of pupils can be discussed (with parental consent) at the termly SEN planning meeting, where a variety of professionals attend to offer advice and support to the school. Should individual or groups of pupils require further external intervention, the behaviour improvement team will come into school to provide behaviour coaching sessions on a one to one or group basis. Where a pupil's behaviour is of cause for concern to the school, the team will offer support to school to chair individual behaviour plan meetings with parents and school with a view of supporting the pupil, parents and school through a personal support plan, if required.

12. Records of Pupil Behaviour

Records will be kept of pupil's behaviour in order for leaders within the school to monitor, track and analyse pupil behaviour across the school. This is to ensure that the school is providing an excellent environment for pupils to learn and all pupils feel safe and secure. The school will use an electronic system called CPOMS in order to support the accurate keeping of records and weekly tracking sheets to monitor low-level behaviour instances.

13. Lunchtime Behaviour Policy Key Stage One and Key Stage Two

Rewards

- Verbal praise
- Class reward - The class is awarded a 'Super Scroll' at the end of dinnertime, if the whole class or nearly the whole class has adhered to the lunchtime Code of Conduct. The lunchtime staff will keep a running record of the number of scrolls awarded. The class with the most Super Scrolls at the end of every half term will be awarded an extra playtime session.

Consequences

In the event of school expectations not being adhered to, the following stages of consequences will be applied:

- Stage One** Verbal warning.
- Stage Two** The pupil will be instructed to complete a 'Time out' away from their peers.
- Stage Three** The pupil will be sent in to the Phase Leader. If required, parents will be informed.
- Stage Four** The pupil will be sent to Behaviour Leader, then the pupil will be instructed to complete an internal lunchtime exclusion away from their peers. Name and behaviour will be noted. If appropriate, parents will be informed.

For severe cases of inappropriate behaviour (fighting, backchats, defiance) the pupil will begin the process at Stage Four and assault at Stage Five.

Stage Five The pupil will be sent to Headteacher/Deputy Headteacher. If this happens on a regular basis over a period of time per half term, parents will be informed and an internal exclusion will be implemented for an agreed time period.

The possibility of a **Pastoral Support Programme** will be discussed at this stage.

Stage Six Off site Lunchtime Exclusion - The length of exclusion will be at the discretion of the Headteacher.

14. **Pupil Behaviour Types linked to Stages of Escalation:**

This list of pupil behaviour types intends to give examples of behaviours which may relate to the stages of escalation. It is by no means an exhaustive list and given as a guideline.

Stage One

Making inappropriate comments to others
'Off task' in lessons e.g. not listening or focusing
Talking in class

Stage Two

Trying to distract others
Not completed enough work
Not following general school rules in and around the building
Not listening or responding to an adult

Stage Three

Hurting another pupil intentionally
Refusal to complete work
Persistent distraction of others
Giving 'back chat' to an adult

Stage Four

Aggressive behaviour towards staff or pupils
Kicking Chairs
'Storming' off from an adult
Refusal to be spoken to by an adult

Stage Five

Disrespect to an adult or child verbally
Causing physical harm to another child
Fighting
Swearing
Running off site

Stage Six

Possession of a dangerous weapon
Repeated Stage Five incidents
A Stage Five incident that has caused significant harm/damage

15. 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
- Key members of staff are trained in positive handling techniques using the 'Team Teach' approach.

Incidents of physical restraint must:

- Always be used as a last resort
- 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 and reported to parents