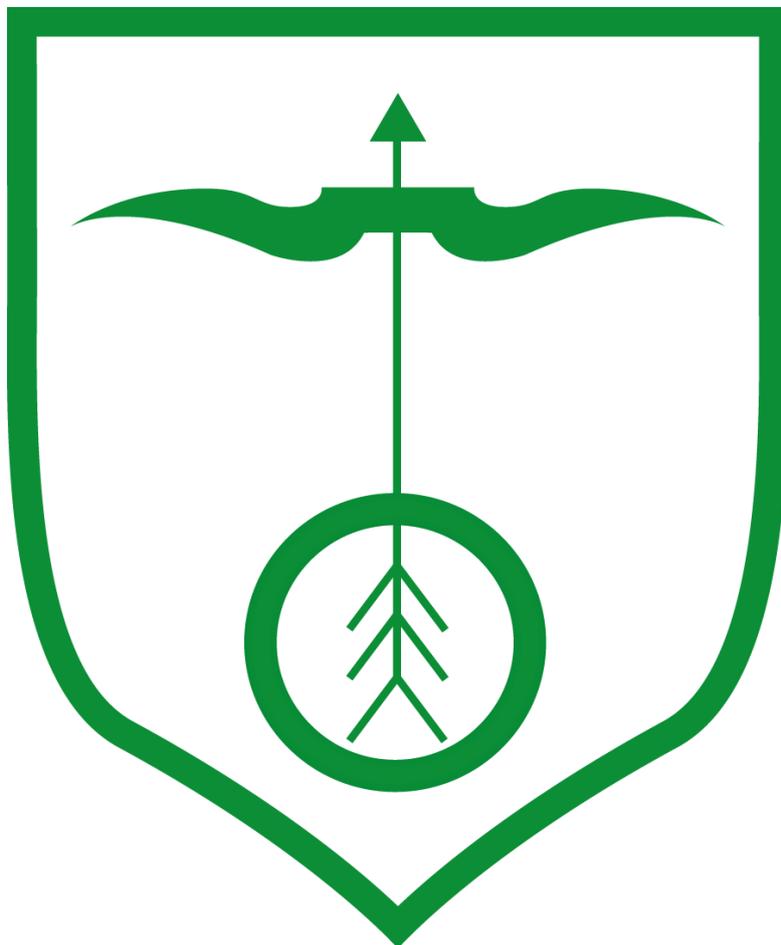


**Robin Hood Primary and Nursery School**



**Behaviour Policy**

**Agreed at Governors meeting: 3rd November 2017**

**Review date: 3rd November 2018**

**Robin Hood Primary and Nursery School**

**BEHAVIOUR POLICY**

# 1. Introduction

We are an inclusive and diverse school that believes no child should be invisible. We endeavour to create a quality learning environment that makes children feel welcome and safe. We have a rich and purposeful curriculum which develops the children holistically, and ensures each child achieves their full potential.

The key values we as adults encourage in children through modelling in our own behaviour and discussing in assemblies and lessons are:

- Honesty
- Responsibility
- Unity
- Happiness
- Resilience

## Aims

- To help children, staff and parents have a clear and consistent understanding of acceptable behaviour in our school
- To enable all pupils to achieve their full potential
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To treat problems when they occur in a fair and balanced way, explaining to the children what mistakes they have made and to make it clear that they will be given a fresh start when they are able to acknowledge their wrong doing.

# 2. Expectations

## Code of Conduct

Good behaviour and discipline are key foundations for a good education. Without an orderly atmosphere effective teaching and learning cannot take place. We expect and insist on highest standards of behaviour throughout our school.

Children with severe emotional, social and behavioural difficulties may have their own behaviour plan.

## School Rules

All children must ensure that they:

- Move sensibly and safely around the school
- Speak politely and with respect to adults and other children
- Always listen actively and contribute positively in all that they do in school
- Look after property, belonging to both themselves, each other and the school
- Promote good learning behaviour

## 3. Promoting Positive Behaviour

### Reward systems/procedures for monitoring

Classroom:

Dojos are given to children by all staff for various positive behaviours that also correlate with our school values. Dojos translate into team house points which are recorded and totalled weekly. The children's achievements are then shared within a whole school assembly and displayed clearly in the hall.

Children can move up on the behaviour chart. Actions to be taken at each level of the behaviour chart:

Ready to learn - one dojo is given, all children will start here.

Good choices - two dojos are given.

Excellent learning - three dojos are given.

Playground:

Pom pom's are given to children during playtime, in the lunch hall and during lunch time play. Members of staff are to give these pom poms out to children to reward positive playtime and lunchtime behaviour. The children drop them into a visual display on the playground. Then they are counted by the house or vice house captains within a whole school assembly at the end of the week and translate into team house points.

Once a week a child is nominated by a lunchtime member of staff for displaying positive behaviour. These children are then awarded with a Happy Lunchtime Award certificate in assembly.

Every half term 8 children are nominated by members of the lunchtime team. They then choose a friend and will sit at a special lunch table with a special guest, who is a member of the lunchtime team. The children can be nominated for good or improving behaviour.

## Communication with parents and carers

Parents/carers are informed of their child's good behaviour by the certificate their child will take home.

## 4. Responding to negative behaviour

### Sanctions/ procedures for monitoring

Classroom:

Dojos are taken away from children for displaying negative behaviour.

Children move down on the behaviour chart. Actions to be taken at each level of the behaviour chart:

Think about it - one dojo is taken away.

Consequences - two dojos are taken away and the child continues their learning for that lesson in a different classroom. Once a child has moved onto consequences 3 times this is recorded on the communication log and parents are called in for a formal meeting with the class teacher.

Parent contact - three dojos are taken away and the class teacher will contact the parents. If a child has returned from consequences and is still not making the right choices, they will be internally excluded and parents contacted.

Playground:

1. A quiet word/raised eyebrow/amicable resolution
2. 2 minute reflection and apology. This turns to 5 minutes if the pupil is uncooperative.
3. Referred to SLT who is on duty that day. In this case it is important that the child is brought back to the original supervisor who noticed the behaviour to complete step 2, re-enforcing the authority of lunchtime staff. Step 3 may be used for bullying, violence and cases where a pupil refuses to accept the authority of staff in step 2.

Detention day will happen every Tuesday with the Head or Deputy Head Teacher. This will be for any child who has not completed:

- classwork
- homework
- reading

Children will not be kept in at playtime unless internally excluded.

## 5. Reasonable Adjustment

### Behaviours associated with special needs and how to respond

Some children with more specific behaviour needs may have a Personalised Behaviour Plan in place, with individual targets and strategies. These may include:

- Home/School communication books
- Sticker charts

A member of SLT will always have a walkie talkie on their person if the need arises for specific children.

Walkie talkies will be used:

- To call for a second person where reasonable force needs to be used
- If an adult needs to be relieved when a child is calming down but unable to be left alone

## 6. De-escalation and use of force

### Suggestions for de-escalating behaviour

Staff should always use a number of strategies to calm a child down before physically intervening. These could include:

- Talking about the problem
- Using distraction
- Offering choices
- Stating boundaries and consequences

### When restraint can be used

If strategies to calm the child down do not work, staff may use positive handling strategies to physically restrain a child. Staff must always act within agreed guidelines, procedures and the safety of all concerned are the first priority. The amount of force used should be reasonable in the circumstances and positive handling will include a hierarchy of responses which move from the least restrictive to the more intrusive, where necessary.

### Searching for items without consent

The headteacher and authorised members of staff that are the same sex as the child may search a child, with a witness present, if they are suspected to have a dangerous/banned item. These include:

- knives/weapons
- illegal substances including cigarettes
- stolen items

## 7. Bullying

### Definition

- It is deliberately hurtful or threatening behaviour
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident
- It involves dominance of one pupil by another, or group of others

### What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

### Reporting bullying

If a child is still being bullied, after they have told the bully to stop, they will need to report it to the nearest adult.

### Responding to incidents

The adult will talk to the child to find out what has happened and note the details

They will ensure they are reassured

The adult will talk to the child who is doing the bullying

The relevant adults will be informed and the situation will be monitored

Appropriate action will take place for the child who is bullying another child

## 8. Exclusions

### Protocol for internal/external exclusions

Procedures for Dealing with Major Breaches of Discipline

A child will be internally excluded if:

- the child reaches the bottom level of the behaviour chart in the classroom.
- the child reaches step three of responding to negative behaviour in the playground.

Internal exclusion for:

Reception will result in a break time missed with SLT on duty

KS1 will result in half a day out of class with SLT on duty

KS2 will result in a full day out of class with SLT on duty

When a child is internally excluded, the parents will be called in by the class teacher and a letter will be given to them informing them of the next stage unless there is an improvement in the child's behaviour.

If the problem is severe or recurring then external exclusion procedures may be implemented.

A very serious problem may result in the normal procedure being abandoned and a child being excluded externally straight away.

### Referral routes/templates for informing parents/carers

The headteacher will inform parents of an external exclusion through a phone call, which will be followed up with a letter. This letter can be given directly to the parent/carer, posted to their known address or electronically if that is an agreed method of communication.

## 9. Behaviour beyond the school gate

Behaviour beyond the school gates is expected to be in line with the behaviours expected within the school gates and the sanctions and rewards will directly relate to the sanctions and rewards previously stated in this policy.

Beyond the school gate means:

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### Documents that underpin the policy

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

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