



Behaviour Policy

2023-24

Review frequency: Annually

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Approved by: N Bridges (HT) / Suzette Leach (CoG)



Introduction

At Robin Hood we aim to create a caring atmosphere in which teaching and learning can take place in a happy and safe environment. In order to achieve this we recognise the importance of a whole school policy that is supported and followed by the school community including children, parents, teachers, midday supervisors, other adults working and helping in the school and governors. It is our practice to encourage good behaviour rather than simply punishing bad behaviour so we have a range of recognises for children of all ages and abilities. We recognise that some of our pupils have very low self esteem and come from unsettled backgrounds, therefore as professionals we must help them to develop a strong sense of self worth. Some children will access provision through our Nurture Team which will support them in making the right choices when it comes to their behaviour. Through the school curriculum children are taught values and attitudes as well as knowledge and skills that will encourage self-discipline and teach them to respect themselves, others and property. It needs to be made clear to the children the distinction between minor and more serious misbehaviour and to understand the range of consequences that will follow.

School Expectations

It is the responsibility of all staff to remind children from any class if they witness unacceptable behaviour. ***Consistency is an essential part of our policy.***

As part of setting and reinforcing expectations teachers may want the pupils to 'practise' good conduct; e.g walking in lines or to stay in at break e.g if not doing homework. This will be done with professional discretion so as not to sanction all children but instil a sense of whole class expectation. If only a few children are causing a disruption, e.g. not lining up as expected, these children will be expected to spend their time at break or lunchtime adjusting their behaviour so they can show that they understand and can aim high to meet expectations.

Our expectations include:-

- All members of the school community will respect each other both in person and on-line.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well behaved, well-mannered and attentive.
- Children should walk (not run) when moving around school.
- Physical violence is not acceptable, neither is retaliation.
- Foul or abusive language must not be used.
- Children must not bring sharp or dangerous objects to school or anything else that might cause a problem. Additionally children are not to bring in any other items e.g. toys, from home without the teacher's permission.
- For security reasons children who come to and from school independently (Y5 / 6) may bring mobiles to school by pre-arrangement with the Head Teacher. During the day these are to be

kept in classroom phone boxes with the understanding the school cannot accept any responsibility for the safety of these.

- In the school building children should not shout or call out and the noise level should be appropriate to the activity.
- Parents / carers acting in a disrespectful manner towards staff may be asked to leave or in serious cases banned from the school site. (See Anti Social Behaviour Statement)

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules and expected code of conduct with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Learner Reviews, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively and always have the best interests of the pupil / pupils in mind.

Behaviour Systems

Our School Golden Rules

Every child has a right to learn and teachers have a right to teach. With this in mind we have three school rules:-

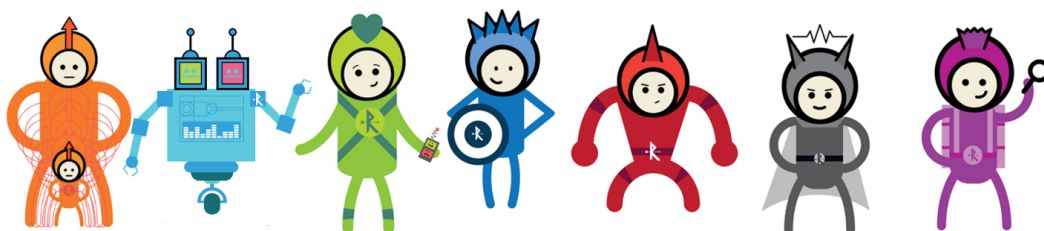
- **DO AS YOU ARE ASKED FIRST TIME**
- **TAKE CARE OF EVERYONE AND EVERYTHING**
- **SHOW RESPECT AT ALL TIMES**

The Golden Rules are displayed in every classroom / area in school.

The Learning Charter

The Learning Charter encapsulates learning behaviours that we want children to develop through the following characteristics:

- **Thirst for Knowledge**
- **Challenge Yourself (Major Challenge)**
- **Be Proud (Professor Proud)**
- **Show Resilience (Doctor Resilience)**
- **Collaborate (Captain Collaborate)**
- **Reflect on Your Learning (Judge Reflect)**
- **Show Respect and Respect Yourself (Ranger Respect)**



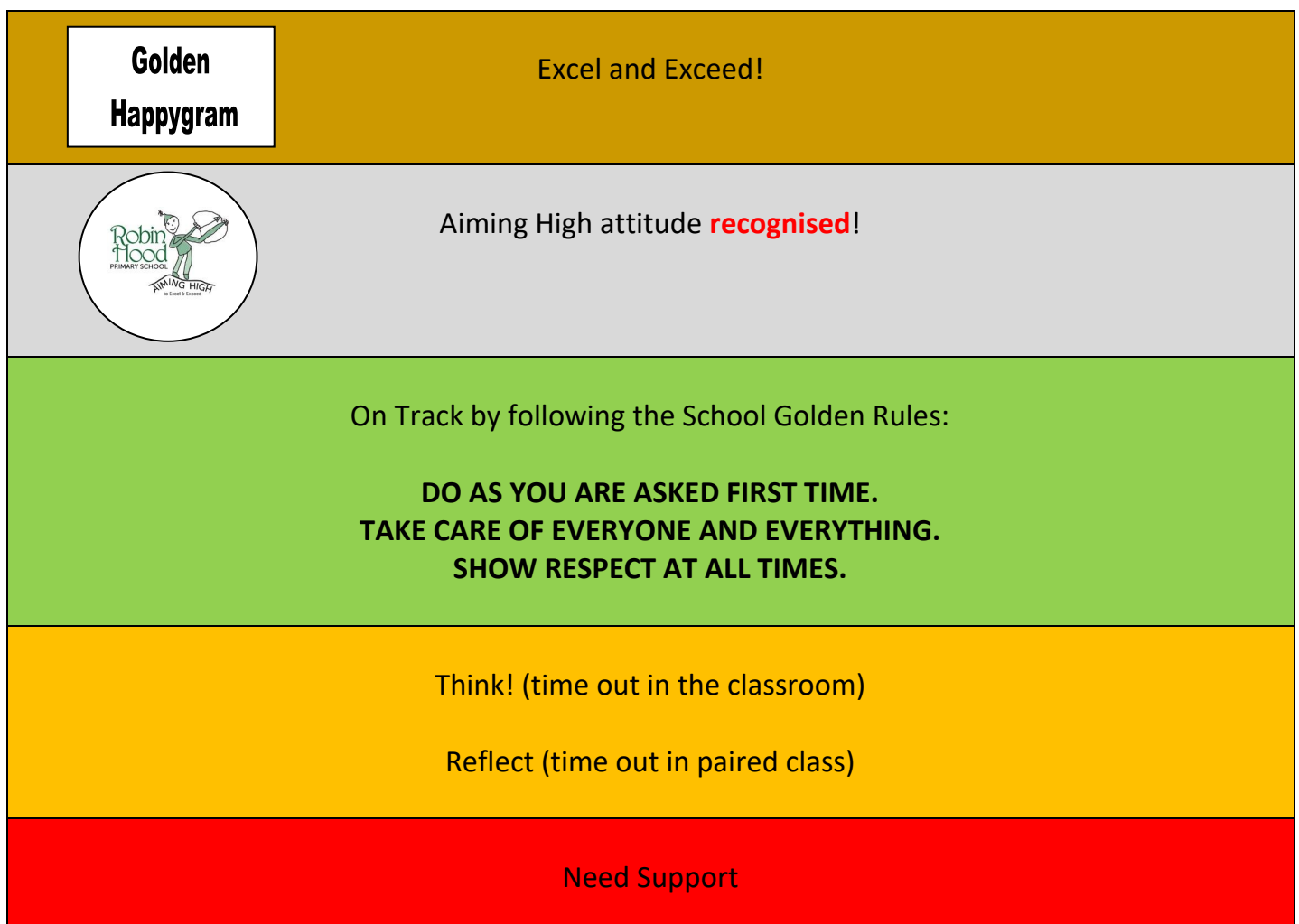
Each characteristic is personified in a Learning Charter Character, these are on display throughout school.

Class Rules and Peg Charts

At the beginning of the school year each class will revise class rules under the guidance of the class teacher. Class rules will include the below adapted to reflect the age of children across school and be phrased in a positive way (avoid “don’t”) the following as listed in the home/school agreement in Learning Logs.

- **To show respect to others – listening to others, putting up hands, taking turns, no name calling and hurting others either in person or online.**
- **To show respect for property – take good care of the equipment the school building, ask before you borrow.**
- **To work hard, aiming high to excel and exceed!**
- **To talk quietly.**
- **To walk inside the building and when entering and leaving.**
- **To be polite and helpful.**

Rules need to be positive and precise. These classroom expectations around behaviour are displayed in every classroom and are linked to our school behaviour recognise and sanction system. Every child has a peg. Every child begins the day on green, and then can move up the chart if they achieve a set of Aiming High descriptors as agreed by the phase (see diagram below).



Respect Acrostic Poems

At the start of each year classes will discuss, compose and then present and display in classrooms and Learning Logs a RESPECT acrostic poem.

Recognising Positive Behaviour

We promote positive behaviours, so a major aim of school policy is to encourage children to practice good behaviour by operating a system of praise and **recognition**. This is for all children and can be directed at individual groups, classes or indeed the whole school. These incentives throughout the whole school include **non-verbal praise** – a smile or thumbs up will quickly show a child that you have noticed them and **verbal praise**. This should be used as often as possible and should be specific, e.g. “You walked in quietly from the playground, brilliant”! Teaching staff also use stickers and stamps in children’s books and on their work as a recognition for hard work.

Aiming High Stickers and Star Club

Aiming High Stickers are awarded when children move above green on their peg charts. This indicates they have been **recognised** during the day by staff for positive attitudes and behaviour. These stickers are collected in Learning Logs and at the end of term children who have a full set of twelve Aiming High Stickers goes to **Star Club** with a member of the Nurture team for a special treat.

Tea Party

Every week one child from each class is nominated to go to Tea Party with Mrs Bridges. Nominations are given for excellent work and achievement or excellent behaviour and conduct. Nominations are made at the start of a week, Tea Party is on Wednesday afternoon, and in the Friday Achievement Assembly nominated children are celebrated and receive a special postcard. Excellent work from a Tea Party Nominee is displayed on our screen in the school main reception area.

Class Recognition

Classes can be recognised with online recognition points for collectively showing excellent behaviour or conduct. At the end of each week, Class recognition points are counted and the class with the most points receives extra playtime.

Any other systems to recognise collectively positive classroom behaviour may be implemented at the class teacher’s discretion e.g. class jigsaw / table reward points / individual class names on tick chart receiving tally of points.

Aiming High Awards and Robin Hood Recognition

Aiming high awards are presented at the end of half-terms to children who are consistently ‘aiming high’. These may be children who are embodying the school ethos of Aiming High to Excel and Exceed by displaying attributes of our Learning Charter or pupils who are making super progress in their learning / social / behavioural journey. The children will be presented with a certificate during our Aiming High assembly and a badge to wear in school. In KS2 chosen children receive Robin Hood Recognition Awards for a notable improvement in attitude or progress in learning. In the final half term of the year there are two Gold Aiming High awards per class for children who embody the aiming high ethos of the school or have made excellent progress.

Ambassadors

Ambassadors are selected in certain subjects as role models and to promote and inspire a love of a subject in their peers. Ambassadors will usually be pupils from upper KS2.

Golden Happygrams

Children who have reached Gold on their class peg chart go to see a member of SMLT to receive a Golden Happygram. A member of SMLT will hand this out and write on the back of the Happygram why it has been awarded.

Respect Stickers

We discuss respect regularly at Robin Hood. Children who show respect may be recognised with verbal praise and also Respect stickers which reinforce the expectation that pupils show respect to their peers and to adults in school. Respect stickers can be collected by children in the back of Learning Logs.

Sanctions / Consequences

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. These boundaries must be stated firmly and clearly. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age and degree of need of the child, as far as sanctions are concerned. Likewise it should be rare for a child to be sent to a member of the SMLT. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. **“OWN YOUR OWN BEHAVIOUR”** It is important that the teacher or teaching assistant deal with most behavioural issues within the class as firstly they need to establish their own discipline and secondly overuse of sanctions reduces the impact of these.

Peg Chart

This allows pupils to – having made mistakes and their peg having to be moved down – being able to move back up the behaviour chart when they adjust their behaviour. The Peg chart works in cases of poor behaviour in the following way:

- 1) **Verbal Warning** to improve behaviour or choices made.
- 2) Move Peg to Orange, **Time Out** in classroom.
- 3) If poor behaviour continues, Time Out in **Paired Class** (10mins for Foundation/KS1 and 20 mins for KS2), **Orange Slip** emailed home via Arbor.
- 4) Taken to SMLT/Paulette Carlisle, **Red Slip** emailed via Arbor and parents phoned by SMLT.

Children must not be sent out of their class into the corridor. Nor are they to be left in the corridors and unsupervised during break. Should a child be sent to paired class an “Orange slip” will be emailed via our MIS (Arbor). This will briefly explain the reasons for their removal from class and this will be recorded on their profile on Arbor. Staff who issued the orange slip will then contact parents as appropriate to discuss with them the behaviour. Should it require Senior Management intervention a red slip will be emailed via Arbor and the Member of SMLT will

contact the parents directly (this will also be recorded on Arbor). It is the class teacher's responsibility to ensure events are communicated to parents.

At the end of a morning session, a child's peg returns from the orange or red section of the peg chart and is placed back to the green section. This is important as a new teacher may be covering the class after lunch and the intent is that the child has the opportunity to adjust their behaviour and make the right choices after a sustained break from the classroom.

THREE REPEATED BEHAVIOURS leads to an increase in sanction:

If a child receives three Orange Slips in a half-term it is usual that they have a half-day internal exclusion in the Reflection Room. As a school – we record incidents thoroughly. We operate on a “three incidents” recorded leads to an increase in the sanction to a certain behaviour. E.g. if there are three separate incidents of unkind behaviour from one child to another – this will – after the third incident – be treated as a bullying concern and an appropriate sanction applied. If a child has three red foul language cards – they will be given time out with a staff member understanding the impact of their language on our school community.

Whilst it is expected that most children will respond to our policy there will be occasions when individual children have special needs with regard to the continuing unacceptable behaviour that they exhibit.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. The parents will always be involved at this stage and help from outside agencies may be sought. All targets must be SMART – specific, measurable, achievable, realistic, time related. Should it prove necessary to suspend or exclude a pupil, the school will follow the L.A. guidelines. (See Suspension and Permanent Exclusion Policy)

Foul Language Cards

Children who use foul language at any time receive a Foul Language Card. When a card is received parents are contacted (usually by phone) and the exact foul language used by the child is communicated to them. The incident is recorded on SIMs, and if a child accrues three cards they spend one hours reflection time in a designated place with some time where an adult discusses the impact of offensive language in school.

Care and Control

All staff must encourage good behaviour through praise and recognises. No member of the staff must in any way physically chastise a child. As professionals there are strategies that we can use to pre-empt incidents arising. These include:-

- Asking a child to complete a task. This often takes the heat out of a situation.
- Using humour to diffuse a situation.
- Drawing attention to someone who is doing the right thing.
- Not overreacting.
- Realising that personal comments and expressions of anger should not be taken personally.

Physical Intervention

If a child attacks another pupil or adult, is in danger of hurting themselves, is causing serious disruption to learning or serious damage to property it may be necessary to restrain them. The LA code of practice will be followed and the incidents recorded and placed in the PI log. Named staff have received training in positive intervention and de-escalation training. (See Positive Intervention Policy)

Lunchtime Recognition and Sanctions

The use of recognition and sanctions at lunchtime compliment those used during the rest of the day although for management purposes this time of the day is seen as a separate unit. Midday supervisors recognise the children by giving verbal praise and extra responsibilities to children.

The Midday Supervisors must be treated with the same respect expected by all adults. Verbal and physical abuse will not be tolerated. Lunch-time sanctions are similar to the class time and are as follows.

- A verbal warning about unacceptable behaviour with the emphasis being on explaining good behaviour.
- If the offence is repeated then the child has 5 minutes **time out** with the MDS (KS1 and F2) or 5 minutes in the **time out box** in KS2 (see below). It is essential that the MDS keeps track of the time. After 5 minutes the MDS discusses again the reason for the time out in order to remind the child before allowing the child to return to play.
- Any subsequent incidents within the same lunchtime may result in a child being given a **lunchtime detention** the following day.
- Serious incidents or persistent offences are reported to the SMLT / Nurture Team member on duty via a **Lunchtime Incident or Breaktime Incident Slip**.
- The Nurture team or SMLT will investigate incidents which occur on the playground during an afternoon session in **Surgeries** and record a transcript of events on Arbor. They will decide what action needs to be taken, e.g. a child missing a subsequent break / lunchtime; being banned from the football pitch, an intervention being put in place, e.g. Circle of Friends; a child being timetabled for lunchtimes or in liaison with SMT internal exclusion etc.
- When behaviour incidents are recorded on Arbor, a parent / carer will be informed by telephone call / letter so as to involve parents fully in their child's learning journey.
- Constant disruptive lunchtime behaviour may lead to a letter to the parent or guardian stating that the child must go home for a fixed term exclusion for lunchtime.

Guidelines for Dealing with Playground Incidents

- If a child complains to a MDS about another child or children - listen to what they say and tell them that this will be investigated. Children need to believe you will do this in order to build up trust in adults. This is the case even when the adult may suspect that the child making the complaint is in the wrong.
- When investigating try to get statements from independent witnesses.

- When several children are involved in a dispute they may all want to tell the adult their side of the story all at once. As the adult tell the children that you can't hear them all together and that you will listen to them in turn.
- Sometimes, in the heat of the moment a pupil may walk away. It may be better to let them go away and cool off and then address the issue.
- Never take comments personally.
- Although we expect all pupils to behave there will be some who struggle with this as they have not developed socially as much as other children of the same age. Be aware of these children and where possible give them extra attention and praise when doing the right thing.
- **ENSURE YOU PASS ON LUNCHTIME INCIDENT SLIPS TO THE SMLT/ NURTURE TEAM member on duty to investigate further (if necessary) or log on Arbor (if necessary).**