BEHAVIOUR POLICY

This policy was agreed by governors.

Committee:	Date:	Next Review Date:
FGB	Autumn 2019	Autumn 2022
FGB	Summer 2022	Summer 2023
L&A /FGB	Autumn 2023	Autumn 2024
L&A/FGB	Autumn 2024	Autumn 2025
L&A/FGB	Spring 2026	Autumn 2026

Principles

At Robin Hood Junior School we provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

This policy sits within the group of policies which safeguard children and adults.

We want our children to be compassionate, hardworking, brave and positive communicators in order for them to become good citizens, equipping them for the next stage in their education and prepare them for life in modern Britain.

It is important that our children are both emotionally and physically well. In the same way that keeping fit physically can help to prevent illness, being emotionally resilient helps prevent emotional difficulties and mental illness, and it can increase the capacity of a child or young person to learn. Learning to understand and manage conflict is an important part of growing up and we have a responsibility to teach this.

Creating a school ethos begins with the adults in the school. Everyone in school has the responsibility of modelling the behaviour they want others to adopt. All staff are made aware of the systems and policies supporting behaviour and safeguarding at RHJ as part of their induction. Regular updates are shared across the academic year.

We work hard to make sure that positive behaviour management is consistent across the school. Behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEND needs as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development.

Aims

This policy aims to:

- create a whole school approach where everyone takes responsibility for conduct and behaviour
- teach children to work and play together, resolving conflict with support
- support the children's social skills to help develop their social behaviours
- enable children to understand the impact of their behaviours and develop the intrinsic motivation to make good choices and better themselves
- outline disciplinary measures to be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils
- support proportionate sanctions. The consequences of these negative behaviours reflect the seriousness of the incident so that the perpetrator, victim and others see that such behaviour is unacceptable

Practice

Most children do the right thing, most of the time. They do it because they know it is right, not because of a reward or a sanction.

When a child makes a mistake, an adult will ask them to adjust or correct their behaviour.

If the negative behaviour continues, an adult will refer to the behaviour spectrum and, with the child, will identify what happens next.

Additional Needs

We recognise that where individual pupils are engaging in continuing behaviour that challenges, this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEND.

Definition of Special Educational Needs and Disability

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Whilst all pupils identified with SEND are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers, in order to take full advantage of the educational opportunities available to all pupils. We will follow the SEND Code of Practice. Additional support measures will be used for pupils where additional needs may cause them to display behaviour that challenges. Advice will be sought from external agencies where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Special Educational Needs & Disabilities Policy/ SEND Information Report for more information. These can be found on our website.

Promoting positive behaviours

We promote positive behaviours through:

- a relevant and up-to-date PSHE/ RSE curriculum ensuring there is a structured programme supporting an ethos of being able to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality
- assemblies promoting SMSC, Common Values including those characterised as 'British Values' and school values
- the values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- staff modelling positive behaviours and expectations
- developing intrinsic motivation in verbal and written communications, focusing on the learning and behaviour choices rather than the child
- constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained
- involvement of all school staff to ensure a consistent approach
- encouraging pupils and parents to report bullying and raising awareness of bullying behaviours
- our Online safety, Acceptable use of Technology Policies ensure children and parents are clear about how to keep safe online
- using outside agencies to keep the whole school community, including parents, up to date
- research and CPD
- providing effective staff training to help our staff understand the needs of our pupils, including those with special educational needs and/or disability (SEND) and gender-questioning pupils
- stereotypes are challenged by staff and pupils across the school
- creating a culture where mistakes are accepted and treated as a valuable part of the learning process
- celebrating the diversity within our school, local and national community

- teaching children to recognise their successes and positive choices, celebrating this in class and in the wider school community

Positive Learning & Social Behaviours

We expect and teach all children to:

- Be curious and creative
- Be respectful and listen to others
- Take responsibility for their choices and behaviours
- Take pride in all they do
- Reflect on their learning
- Show intrinsic motivation and resilience
- Be brave and take risks with learning
- Be truthful and honest
- Be safe and kind in their work and play
- Look after property and the school environment
- Be proud of their achievements and our school

The outcomes will be that pupils will:

- Benefit from being confident, compassionate, articulate, proud, happy and resilient
- Be successful at school
- Be ready for their next stage
- Take advantage of opportunities they are offered
- Be able to share their positive behaviours (e.g. in class, assembly or other events)

Pupils will be taught that their talents, abilities and behaviours can be developed through effort, persistence, practice and a willingness to take risks, fail and learn from mistakes made.

Dealing with negative behaviours

Negative behaviours can impact learning or social situations.

Examples might include (but are not limited to):

- Interfere with the learning or playing of other children
- Thoughtlessly damage property
- Thoughtlessly act unkindly
- Waste their own or other people's time
- Failing to follow instructions
- Thoughtlessly behave in a dangerous manner
- Showing bad manners and/or rudeness
- Deliberately defy an adult e.g. refuse to work, disobey an instruction, walk out of the classroom
- Preventing other pupils learning or taking opportunities
- Hurting others deliberately - physically or emotionally
- Deliberately behave in a violent, threatening or dangerous manner
- Be involved in racism/homophobia/bullying/sexism or any behaviour that targets a particular characteristic
- Deliberately damage or take property
- Misinformation, disinformation and conspiracy theories online

Negative behaviours will be dealt with in line with the school behaviour spectrum (appendix 1). This will mostly be by the class teachers with support from year leaders and SLT. Depending on where the negative behaviour sits on the spectrum, parents may be involved. Sanctions put in place or actions taken will not be discussed with other parents/carers or children although we will explain to children that consequences follow the behaviour spectrum for all pupils.

Incidents judged to be Stage 2 or 3 on the behaviour spectrum will be monitored by class teachers. Incidents judged to be Stage 4 and above will also be recorded on CPOMS to ensure that emerging patterns of behaviour can be tracked and addressed. Protected characteristics will be recorded when logging behaviour incidents.

SLT will monitor incidents logged on CPOMS half-termly to analyse the data, identifying trends, evaluate the effectiveness of interventions and inform preventative strategies.

We want all members of the school community to feel the policy is applied fairly and consistently without breaching any child's rights to be dealt with privately and discretely.

Sexual harassment and sexual violence are specific forms of Child-on-Child abuse.
Sexual violence refers to sexual offences under the Sexual Offences Act 2003. These include:

- **Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.
- **Causing someone to engage in sexual activity without consent**: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents.

Sexual harassment can include:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes
- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (this is a criminal offence)
- Online sexual harassment

A child under the age of 13 can never consent to any sexual activity.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored or dismissed. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis using the school behaviour spectrum.

Please refer to our Child Protection and Safeguarding Policies for more information.

Physical restraint is used only when necessary to keep a child or other children safe from harm. Please refer to the Positive Handling Policy.

Suspension/Exclusion is always a last resort. Please refer to our Exclusions Policy and to government guidance on exclusions.

Communication

When addressing an incident of negative behaviour, we believe that the way in which we talk to children is important and must be consistent. This can have a significant impact on the way in which children behave on future occasions as well as the way in which they see themselves. In dealing with negative behaviour, all adults in school should:

- speak to the child privately (away from other children, outside the classroom or at playtime)
- speak calmly to the child, avoiding shouting
- speak to the child with respect
- make sure the child is listening to the adult
- listen to the point of view of all children involved
- make sure that children hear the other points of view even though they may not agree with them
- encourage children to take responsibility for their own behaviour and suggest ways of avoiding similar issues (e.g. through completion of the 'Think Sheet')
- encourage children to use the problem-solving strategies they have learned as part of the curriculum
- record and share information with relevant members of staff.

SLT will monitor the online MyConcern system at DSL meetings.

Malicious allegations
Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will work with the pupil and parents or carers in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will work with the pupil and parents or carers in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer - LADO, where relevant) will consider whether the pupil who made the allegation is in need of help, or if the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our Child Protection and Safeguarding Policies for more information on responding to allegations of abuse against staff or other pupils.

Accountability for Off Site Incidents

School staff have the power to sanction pupils for negative behaviour outside the school premises. This can include behaviour on off-site visits; in the local area and from home (for example using technology).

The consequences in the Behaviour Spectrum and this Policy may be applied to negative behaviours when the pupil is:

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

or negative behaviour at any time, whether or not the conditions above apply, that:

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

Monitoring and Evaluation

This policy will be monitored by SLT via weekly meetings and termly reviews. Governors will be informed via the Head Teacher's Report to the Learning & Attainment Committee and also to FGB.

Parent, staff & pupil views will be sought via surveys; face to face meetings and feedback on school events.

Appendix 1: Behaviour Spectrum

Aspiring to be the best we can be - for ourselves and for our school community

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
• Be curious and creative • Be respectful and listen to others • Take responsibility for choices and behaviours • Take pride in all you do • Reflect on your learning • Show growth mindset and resilience • Be brave and take risks with learning • Be truthful and honest • Be safe and kind in your work and play • Look after property and the school environment •	• Interfere with the learning or playing of other children • Thoughtlessly damage property • Thoughtlessly act unkindly • Waste your own or other people's time • Fail to follow instructions • Thoughtlessly behave in a dangerous manner • Show bad manners and/or rudeness			• Deliberately defy an adult e.g. refuse to work, disobey an instruction, walk out of the classroom • Deliberately behave in a violent or dangerous manner • Be involved in racism/homophobia/bullying/sexism • Deliberately damage or take property • Deliberately act unkindly towards an individual or group		
• Share your positive behaviours in class and in assembly • Benefit from being confident, compassionate, articulate, proud, happy and resilient • Be successful at school	• Lose in-class privileges e.g. chrome books, partner work, choice of seating • Sit away from other children*	•Be sent to another class for timeout* •Lose playtime	• Be sent to a year leader (this could be in another year group)** • Lose playtime • Possibly complete a 'Think Sheet' • If a pattern is emerging, parents will be spoken to	• Be sent to SLT • Lose up to five break times • Complete a 'Think Sheet' with SLT (to be sent home, returned and kept on record) • Parents will be contacted by SLT	• SLT meet with parents • Lose up to five lunchtimes • Behaviour plan developed and reviewed • Outside agencies may be involved • Formal behaviour letter will be issued	• SLT meet with parents • Possible internal or fixed-term exclusion Behaviour plan developed and reviewed • Outside agencies may be involved • Formal behaviour letter issued
	*At break/lunch, moved away from other children for a timeout		** Sent to Senior MDS to refer to class teacher	At break/lunch, brought off the playground to meet with a member of SLT		
	Complete any learning missed due to behaviour choices, either at school or at home					