



Behaviour policy and statement of behaviour principles

Robertswood School

Document Control

Adopted / Adopted and Adapted / Schools Own:	Adapted
Review Period:	Annual
Statutory:	Yes
Required on website:	Yes
Ratified by committee:	FGB July 2026
Review due:	July 2027
Chair of Governors' signature:	Sally Parkin Carys Moore-Saxton

Change History

Version	Date	Amended or no change
1	July 2026	New policy

1. INTRODUCTION AND PURPOSE

This policy outlines Robertswood School's approach to fostering a positive, safe, and supportive learning environment where all children can thrive. It is rooted in our school's vision and Star Values as well as the Step On principles, which promote a therapeutic, inclusive, and consistent approach to behaviour management.

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. AIMS

This policy aims to:

- create and contribute to an effective and secure learning environment, where everyone feels valued, respected and safe
- encourage and provide opportunities for all children to take ownership of and responsibility for their own actions
- provide a framework that consistently enables all children to develop a love of learning and school life.
- clearly communicate our expectations of behaviour at work, play and in our local community
- develop an effective partnership with parents and carers that ensures a shared responsibility in the implementation and achievement of these aims.

Core Principles (Step On)

- Positive behaviour is explicitly taught and modelled.
- Relational practice underpins all interactions.
- Consistency in adult responses builds trust and security.
- De-escalation strategies are used to prevent conflict.
- Restorative approaches repair relationships and support reflection.
- Emotion coaching helps children understand and manage their feelings.

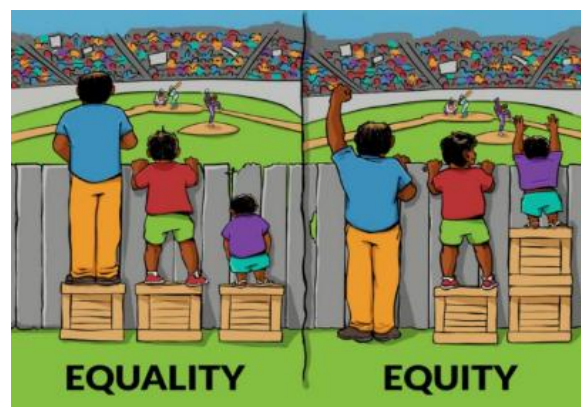
4. SCHOOL ETHOS

We know that the creation and maintenance of an excellent ethos is integral to high quality positive behaviour and happy children.

We will

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- ensure everyone at Robertswood follows the 'Step on' approach so that there is consistency in how both positive and challenging behaviours are managed;
- show appreciation of the efforts and contributions of all.

At Robertswood School we provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.



Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success.

At Robertswood School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

5. ROLE OF ADULTS

We will ensure that we

- analyse behaviour rather than moralise it
- look for the root cause of behaviour from feelings and experiences
- use positive language and clear body language
- talk politely with each other, especially when asking for things or making requests
- adopt a calm approach/supportive attitude when communicating with each other
- talk and listen with respect at all times
- ensure consideration when teaching and learning is taking place
- have high expectations that are clear and consistently applied
- use the therapeutic thinking strategies to sustain positive behaviour and ensure that all staff are trained appropriately (and that pupils are made aware of strategies employed)
- Use de-escalation and scripted language to help manage challenging behaviour
- Implement appropriate protective and educational consequences following challenging or harmful behaviour.
- take account of children's social and emotional needs and adapt how we (as adults) manage these to ensure equity rather than equality
- value and respond to every individual within our school irrespective of colour, race, religion, gender, sexual orientation or background
- Use rewards to acknowledge positive behaviour and avoid bribery

6. THE CURRICULUM AND LEARNING

We ensure and plan for outstanding behaviour and ethos through the delivery of our curriculum by

- delivering an interesting and engaging curriculum, which is regularly reviewed
- making all lessons accessible to all learners and include challenge for all
- providing interactive and varied lessons using different teaching styles to motivate and engage all pupils
- modelling and promoting independent learning
- quality marking and valuing children's work

We expect the pupils to

- try their best
- be independent by knowing where to find support
- know what their next steps are
- respect each other by allowing everyone to learn and by being accepting of all abilities and efforts
- follow the Star Values which underpin our expectations for behaviour

7. CLASSROOM MANAGEMENT

We ensure and plan for outstanding behaviour and ethos through the management of our classrooms and the wider school environment by

- the provision of engaging teaching and activities
- using positive language, giving limited choices; ensuring a clear understanding of any possible consequences
- ensuring all children are treated fairly and with equity in mind (some children may need alternative or additional support/arrangements to meet their individual needs)
- providing positive role models
- ensuring all children feel safe, valued and that all opinions are respected
- providing timely and informative feedback for class work children's work

We will provide an effective learning environment by

- ensuring the learning area is welcoming, tidy and looked after
- ensuring all displays are child friendly and resources are relevant, accessible and up to date
- ensuring classes are organised to promote independence, personal initiative and effective learning eg labelling, easy access etc
- providing a clear structure to the day with clear routines and transitions between tasks
- ensuring our classroom furniture is organised to promote and facilitate on task behaviours
- ensuring the individual needs of our children are met by providing spaces to work or restorative work to take place. These may include additional resources to aid this e.g. sand timers, sensory resources.

8. COMMUNICATION AND PARENTAL PARTNERSHIP

In order for communication and relationships with parents and carers to contribute to outstanding behaviour and ethos all staff will keep parents informed through

- curriculum letters
- updated websites
- parent consultations
- weekly newsletters

have open and accessible communication through

- presence in the playground
- teachers on duty at doors in the morning and end of the day
- availability of office staff
- quick response to any enquiry or concern
- making (mutually convenient) time to meet and talk to parents

show mutual respect through

- understanding and explanation of expectations
- availability of staff
- shared knowledge and regular discussions
- positive and calm language

we would ask that parents and carers

- show mutual respect
- make time to read communications and approach staff immediately if they need further clarification or need any support
- have open dialogue with staff
- support our consistent approach
- support homework policies
- inform us as quickly as possible of any concerns or worries

9. OUR PUPILS

We expect our pupils to contribute to outstanding behaviour and ethos by

- adhering to our Star Values and encouraging others to do so
- being part of a school council process that looks at positive behaviour and seeks way to improve it if required
- older children demonstrating mature behaviour and acting as pupil role models
- being playground buddies for others who find such times more difficult
- be self reflective (with adult support if appropriate) and able to discuss their behaviour, considering alternative ways to overcome anger, distress, conflict
- taking up opportunities to hold responsibilities
- becoming involved in praising/recognising good behaviour in others
- learning how to play safely

The school will

- provide pupils with a 'voice' to express their concerns (school council, governor meetings, PSHE lessons, ELSA, nurture group)
- provide opportunities for pupils to improve their behaviour through responsibilities, rewards, modelling behaviour, extra support etc
- involve children in the formation and reviewing of this policy
- involve children in reviewing and discussing the Star Values

For some children and young people, including those with Special Educational Needs and Disabilities (SEND), or where individual circumstances indicate that a different approach is required, behaviour support will be personalised to meet their needs. We recognise that behaviour is a form of communication and that some pupils may require reasonable adjustments, additional support or alternative strategies to enable them to make positive behaviour choices. Where appropriate, individualised approaches such as One Page Profiles, Positive Intervention Plans and other tailored support strategies will be developed in partnership with pupils, families and relevant professionals. These approaches are intended to promote inclusion, reduce barriers to learning and ensure that expectations remain high while recognising individual needs and strengths.

10.CORE EXPECTATIONS

The expectations we have are our Star Values:

- ★ Treat others as you would like to be treated
- ★ Always be polite
- ★ Think before you act or speak
- ★ Listen to each other and do not interrupt
- ★ Respect others and their belongings
- ★ Look after the School and its grounds
- ★ Move quietly and sensibly in School
- ★ Always be honest

- ★ Allow others to work hard and concentrate
- ★ Always try hard to do your best in everything that you do

Expectations should:

- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member has responsibilities towards the success of the school

Robertswood School believe that positive experiences, lead to positive feelings and these in turn lead to positive behaviour.

11.TYPES OF BEHAVIOUR

Positive

This behaviour is positive, helpful and intended to promote social acceptance. It is behaviour that is characterised by a concern for the rights, feeling and welfare of other people. Examples of positive behaviour include but not limited to:

- Being kind
- Being helpful
- Working hard
- Respecting others and showing tolerance
- Listening to people
- Being honest
- Caring for others
- Respecting their belongings and those of other

Challenging Behaviour

This behaviour is portrayed as 'not enjoying or making an effort to behave sociably' in the company of others, but not to the detriment of others. It also includes a reluctance or refusal to follow instruction, but not to the detriment of others. Examples of unsocial behaviour include:

- Teasing/Name calling
- Pushing in
- Interrupting teacher
- Attention seeking/ clowning around
- Spoiling other people's games
- Telling tales
- Running inside
- Hindering other children
- Avoiding work/wasting time
- Talking behind people's back / spreading rumours
- Not letting people play in games
- Mucking about in class
- Being rude – answering back
- Ignoring people
- Littering
- No name on work
- Lost work
- Not saying sorry – after accidentally hurting someone
- Presentation of work
- Not completing work due to lack of effort (and complete)
- Lack of effort
- Not listening to instructions

Harmful Behaviour

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

Harmful	
• Shouting out repeatedly • Shouting aggressively • Banging on the table • Breaking school property • Drawing/graffiti • Refusal to carry out an adult's request • Lying • Swearing • Leaving the classroom without permission • Distracting others and disturbing the learning of others • Name calling • Mimicking • Disrespectful 'arguing back' • Threatening behaviour • Abuse of power	• Kicking, hitting, fighting, pushing, etc with an intent to hurt • Spitting (intentionally and directly at another) • Scratching • Biting • Throwing furniture • Leaving the school site • Bullying • Sexualised Behaviour • Pulling people's hair • Vandalism • Dangerous refusal to follow instructions • Abuse or offensive language based on race, gender or religion • Stealing • Physical abuse of staff and children • Verbal abuse of staff and children • Extortion • Racist/offensive graffiti • Unauthorised use of school property • Retaliation, particularly premeditated • Disrespecting property belonging to school or individuals • Abuse of power

It is important to understand the difference between challenging behaviour and harmful behaviour. A child showing challenging behaviour is often showing great restraint in not allowing their emotions manifest into harmful behaviour.

It is often how we respond to challenging behaviour that can drive the behaviour to escalate and become harmful.

12. PROCEDURES FOR SUPPORTING BEHAVIOUR

Rewards

Our emphasis is on rewards to acknowledge and reinforce good learning behaviours and positive behaviour. We believe that rewards on a private and personal level have a motivational role, helping children to see that positive behaviour is valued.

Some of our rewards are consistent from Nursery to Year 6. These include

- Praise – verbal or written
- Stickers on child or on work
- Being sent to another member of staff to share good work etc
- Celebration Assemblies
- Respect tokens
- Star Time

Other rewards might reflect the age of the children. These include

- Personal stickers
- Smiley faces
- Star of the Day
- Behaviour charts (individual pupils)

Consequences

At Robertswood we do not use any form of humiliation for example:

- Writing names on a board
- Putting happy/sad faces on the board
- Using behavioural charts
- Using traffic lights systems that require children to move their names up/down
- Sitting in isolation from others or making them stand up in front of others to draw attention to their behaviour
- We do not shout at the children other than in an emergency to stop the child from doing something dangerous. When used in this way it is a short shout for a quick immediate response

Rewards are central to the acknowledgement of positive behaviour. If and when challenging behaviour (both conscious and subconscious) is demonstrated we will implement either/or both forms of the following consequences.

- Educational Consequences
- Protective Consequences

Examples of Educational Consequences

- Completing tasks
- Rehearsing and practicing
- Assisting with repairs or the planning for repairs.
- Educational opportunities
- Research the real-world implications
- Conversation and exploration

Examples of Protective Consequences

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Suspension / Exclusion

Once all other strategies have been exhausted and/or a child is putting themselves or others at risk of harm, it may be necessary for a Step-Up trained member of staff to physically move or restrain a child (Physical restrictive Intervention). When this occurs, a parent will be notified and this will be recorded.

We will not accept bad language, rudeness or aggressive behaviour to staff or children, racist or bullying behaviour. Low level and disruptive challenging behaviour will be dealt with in class whenever possible by using de-escalation techniques and using scripted language. Below is a list of steps that will be used to support a child in managing challenging behaviour.

	Examples	What to do	Who to involve and who to get help from
C h a l l e n g i n g	Leaving their desk without permission Sitting and refusing to do their work Refusing to get changed for P.E Fiddling Not sitting on the carpet when asked Not doing the lesson/activity asked	Will be dealt with by the class teacher/staff member involved • De-escalation • Scripted Language • Consequence-restorative talk and educational consequence • Log the behaviour on Class Behaviour chart (class teacher to keep not display) • Contact Parent if needed e.g. repetitive/affecting their or others learning	Class Teacher/Staff Member involved Partner Teacher Team Leader if needed
H a r m f u l	Shouting out repeatedly Shouting aggressively Banging on the table Stealing Breaking school property Drawing/graffiti Refusal to carry out an adult's request Lying Swearing Leaving the classroom Distracting others and disturbing the learning of others Name calling mimicking	Challenging behaviour should be dealt with by class teacher/staff member involved with support from the team leader • De-escalation • Scripted language • Consequences-educational and protective • Log the behaviour on Class Behaviour chart (class teacher to keep not display) • Contact Parent if needed e.g. repetitive/affecting their or others learning	Class Teacher/Staff Member involved and Team Leader. Partner teacher On occasion SLT may be involved if the behaviour is repeated and disruptive.

H a r m f u l	Hitting Punching Kicking Spitting (intentionally and directly at another) Scratching Biting Pinching Fighting Pushing aggressively Throwing furniture	A member of the Senior Leadership Team will be called for. • De-escalation • Scripted language • SLT involvement • Suspension-if necessary at the decision of the Headteacher • Log the behaviour on Class Behaviour chart (class teacher to keep not display) • Always Contact Parents	SLT to be notified
	All instances of: Bullying Sexualised Behaviour Racism Homophobia	These behaviours are a safeguarding concern and must be reported to the DSL and logged on CPOMs.	DSL's to be involved.

When a staff member sees a child struggling to regulate their emotions they will try to support the child prior to the behaviour escalating by:

- Having a quiet word and reminding them of positive behaviour they have displayed previously.
- Using distraction techniques e.g. the child moving, giving them a job to do, sensory break
- De-escalation (see below for the de-escalation script)

De-escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

If de-escalation works the child may return to their work without further problems or they may benefit from some quiet time (e.g. parallel class, with a different staff member, in the cozy corner)

If de-escalation doesn't work and the child continues to use challenging or harmful behaviour then scripted language should be used.

Scripted Language for challenging harmful behaviour

See Appendix A for examples of scripted language

Positive phrasing:

Positive phrasing

Sit quietly, thank you

Put the pen on the table / pen down

Dishes in the sink

Walk inside

Kind words are used here, please use them
Switch the computer off
Take some time in your quiet place
Stay seated in your chair
Hands up if you know the answer
Please / thank you
Use signs/symbols e.g. 'Now & Next' if needed

Limited choice:

Limited choice (particularly helpful in re-directing behaviour)

We can talk here or outside.
Put the pen on the table or in the box.
You can sit on your own or with the group.
You can start your work with the words or a picture.
Water play or play dough.
Use symbols to help communicate the choices to the pupil. These can be made ready to use before the pupil begins to dysregulate. Pupil voice is important in deciding choices.

Disempowering the behaviour:

Scripts to help disempower behaviours that challenge

You can listen from there.
Come and find me when you come back.
Come back into the room when you are ready.
That's an interesting idea, thank you for sharing.
I can hear you are passionate about that.
Ask for help if you need it. I'm happy to help you

Consequence:

Consequences

Protective consequences:

The removal of a freedom to manage the harm (foreseeable or actual).

Educational consequences:

The learning, rehearsing or teaching so the freedom can be returned.

Fundamental to the success of either of these is the need for CONSISTENCY from ALL staff.

Protective consequences

Pupil displaying unsafe behaviour with skipping rope on the playground:

Pupil not allowed to have a skipping rope.

Pupil stays in class during breaktime.

Pupil waving a saw around during D&T lesson:

Pupil not able to have a saw during D&T lesson.

Pupil does not attend D&T lesson.

Pupil pushing and hurting others during social time:

Closer adult supervision.

Certain activities not available.

Pupil has social time away from others.

Pupil refusing to wear a seatbelt in the minibus:

Pupil does not go out in the minibus.

Protective consequences need to be based around preventing, or responding to, 'actual' or 'foreseeable' harm.

For protective consequences to be effective, settings need to consider how these are going to be implemented.

This may involve:

Increased staff ratio

Redeployment of staff

Availability of additional space

Change of timetable/activities plan

Additional resources

Development of targeted scripts

Educational consequences

Educational consequences are what needs to be provided to support the pupils to learn/demonstrate the behaviours that will mean the protective consequence is no longer necessary, ie, the 'freedom' is returned.

For example:

The pupil is taught how to use a skipping rope safely.

Supervised reintroduction onto the playground with a small group of peers is organised and the pupil shows they can play safely with a skipping rope with others.

Pupil back on the playground, no supervision needed, being safe.

Educational consequences may involve:

- rehearsing expected behaviours
- assisting with repairs
- restorative meetings
- small group work – eg, to build confidence, learn how to take turns
- completing expected work

Protective and or Educational consequences must be implemented following challenging behaviour. These must be appropriate and linked to the behaviour shown e.g. refusal to work-the consequence would be an educational consequence of catching up with it before the next lesson at home or break time. A child running out of the line-the consequence would be they practise lining up with an adult and or must stand next to the grown up in the future rather than lining up with their friends.

We do not put in place meaningless consequences such as writing lines or sitting in the class doing nothing.

If a child's behaviour can be ignored and is not dangerous the staff member will use the scripted language, disempower the behaviour and continue to teach. We call this 'Riding the Wave'. The child will be ignored, enabling them to reintegrate with the lesson when they are ready. Once the child has re-joined we must:

- Thank them for joining e.g. '..... it's lovely to have you join us. Thank you.'
- Later (this may be after the lesson, or sometime later in the day), hold a restorative conversation and put in place the consequence.

If a child's challenging behaviour cannot be ignored because it is very disruptive or dangerous, the teacher needs to remove the other children to a safe place so they can continue their learning. The teacher or a different member of staff must continue to support the child in crisis. Alert SLT so assistance can be given.

- Tell the child that when they are ready you are here to listen to them and help them.
- Monitor the child.
- When they are calm put in place protective consequences. These are likely to involve the child accessing learning in a 'small garden' until they can be safe. (This will be recorded as seclusion and parents will be notified).
- Parents must be informed.

Appendix B shows a flow chart to summarise when dealing with challenging or harmful behaviour

On very rare occasions it may be deemed necessary to use physical restrictive intervention. This will only be implemented if a child is putting themselves or others in danger, are damaging property or are continuously stopping others from learning and after all other de-escalation strategies have been exhausted. The staff using the physical restrictive intervention will be trained to do so and will use minimal force. A number of our staff are Step Up Trained and where ever possible these staff will be called for to support in these circumstances. However, on rare occasions, when a child puts themselves or others at risk the school staff member can legally use reasonable force to ensure the safety of the child and others. (Please see the guidance below from The Department for Education). If for safety reasons a child is secluded, parents will be notified in writing and the child will be reintegrated as soon as it is safe to do so.

When and how will parents be informed?

Parents will be informed if their child uses challenging behaviour that stops other children from learning, puts themselves or others in harms ways or they intentionally damage property. They will be notified if their child is secluded and if restrictive intervention is used.

Determining when use of restrictive interventions is appropriate

Determining when use of restrictive interventions is appropriate There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

- Is it necessary?
- Is it proportionate?
- Have you considered the pupil's welfare?

The very serious consequences of consistent challenging and aggressive behaviour would be

- Fixed Period Suspension
- Permanent Exclusion

On occasion adaptations to the sanctions may be made. This will be to meet the specific needs of an individual pupil or circumstance. All behaviour management strategies are monitored closely and changes may be made to this policy by the Headteacher when discretion for individual circumstances are deemed necessary.

Restorative Conversations

When a child has struggled to regulate their feelings and has displayed unsocial or challenging behaviours, consequences are always put into place. As part of the consequence the staff member will hold a restorative conversation with the child. During this, the staff member will give the child time to reflect and discuss how they were feeling, what happened, who was affected, what they can do differently next time and how they can move forward. Our Staff always use these prompts and ask the following questions.

Restorative Conversations Prompts 	Can you tell me what happened? What were you thinking/feeling at the time? How are you feeling now? Who do you think has been affected by your actions? How were they affected? What could you do now to help make things right? What could we do next time to stop this from happening again in the future? Is there something I could do to help?
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Fixed Term Suspension and Permanent Exclusions

Fixed Term Suspension-Temporary removal of a pupil from school for a specified period.

Permanent Exclusion-Permanent removal of a pupil from the school roll.

Suspension and exclusions are rare and are only used after all other sanctions and strategies have been exhausted and when allowing the child to remain in school would be detrimental to the education and welfare of others or after a pupil has seriously breached the school's discipline policy.

Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one year. The Headteacher may also exclude a child permanently and may convert a fixed-term exclusion into a permanent exclusion if circumstances warrant this.

If the Headteacher excludes a pupil, parents are informed immediately, providing clear reasons for the exclusion, and notified of their right to appeal to the governing body. This notification is made by telephone initially and followed up in writing within one school day.

The school complies with statutory requirements to inform the local authority and governors about any permanent exclusion and any fixed-term exclusions exceeding five school days in a term.

Procedures for Exclusion:

- Accurate records of all exclusions are maintained and reported as required.
- Parents receive clear communication about the exclusion, including duration and reasons.
- Suitable alternative education provision is arranged for pupils during the first five days of any fixed-term exclusion.

The Governing Body cannot exclude pupils or extend exclusions but has a clear procedure for handling exclusion appeals. Appeals panels consider the circumstances of the exclusion, representations from parents and the local authority, and decide whether a pupil should be reinstated. The Headteacher must comply with any reinstatement ruling.

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun) but this can only happen when the governing body has not yet met to consider whether the pupil should be reinstated. In the case of a permanent exclusion, the headteacher cannot cancel the exclusion if the pupil has been excluded for more than 45 school days in the school year.

The telephone number for the Advisory Centre for Education (ACE is an independent national charity providing advice to parents) **Exclusion Advice Line:** 0808 800 0327 and their website address – www.ace-ed.org.uk

Reintegration Following a Fixed Term Suspension

Following DfE and local authority guidance, a reintegration interview is arranged between the Headteacher and parents after a fixed-term suspension. This meeting discusses how best to support the child's return and prevent future exclusions.

Inclusion and Equal Treatment in Suspensions and Exclusions

Robertswood School ensure exclusion decisions are fair, non-discriminatory, and consider the Equality Act 2010. We make reasonable adjustments for pupils with special educational needs and disabilities (SEND) to prevent exclusion where possible, recognising the need for equity rather than equality in behaviour management.

Preventative Strategies and Staff Training

The school prioritises proactive behaviour management and staff training to reduce the need for exclusions. Our Step on approach, consistent use of scripted language, restorative conversations, and protective and educational consequences are central to preventing escalation.

Support and Alternative Provision During Suspensions and Exclusions

During fixed-term suspensions, the school arranges suitable alternative education to ensure the child's learning continues. We also provide support to address underlying causes of behaviour through counselling, behavioural interventions, and involvement of external agencies as needed.

Appeals Process

Parents are informed of their right to appeal exclusions to the Governing Body, which has an established procedure to review exclusion decisions impartially. The appeals panel considers all evidence and representations before deciding on reinstatement.

More information about Anti-Bullying

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Bullying can include different forms of peer on peer abuse including, but not limited to:

- physical and sexual abuse
- prejudice and discrimination-based bullying
- sexual harassment and violence
- emotional harm
- on and offline bullying

Unfortunately, the advent of new technology has made bullying easier to do and more difficult to detect. Cyberbullying is particularly insidious and can come in many different forms across multiple channels and media. Research shows that children that experienced bullying can be affected significantly and into their adult life. As a school it is essential that we ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying. If and when bullying occurs at Robertswood School we do all that we can to stop it and support the victim and put in place protective and educational consequences for the bully, alongside additional support. To ensure the children affected get the help they need this may include involving other people such as children's services, the police, and specialist services.

We build into our curriculum lots of opportunities to learn about bullying, the varying forms of bullying, including robust online safety modules that tackle the ongoing dangers of social media alongside cyber bullying. This is supported by our local community and the police through workshops and talks for our pupils and their parents.

Please see our Safeguarding Policies for more details.

Appendix A

A child won't go to assembly.

Positive Phrasing	Let's go into assembly.
Limited Choice	Would you like to sit with your friends or alone at the back?
Disempowering the behaviour	You can listen from there. You can come in when you are ready.
Consequences	If you don't come into assembly you'll have to arrange to do it with me before tomorrow.

A child keeps jumping on the mats when other children are trying to put them out in their P.E lesson.

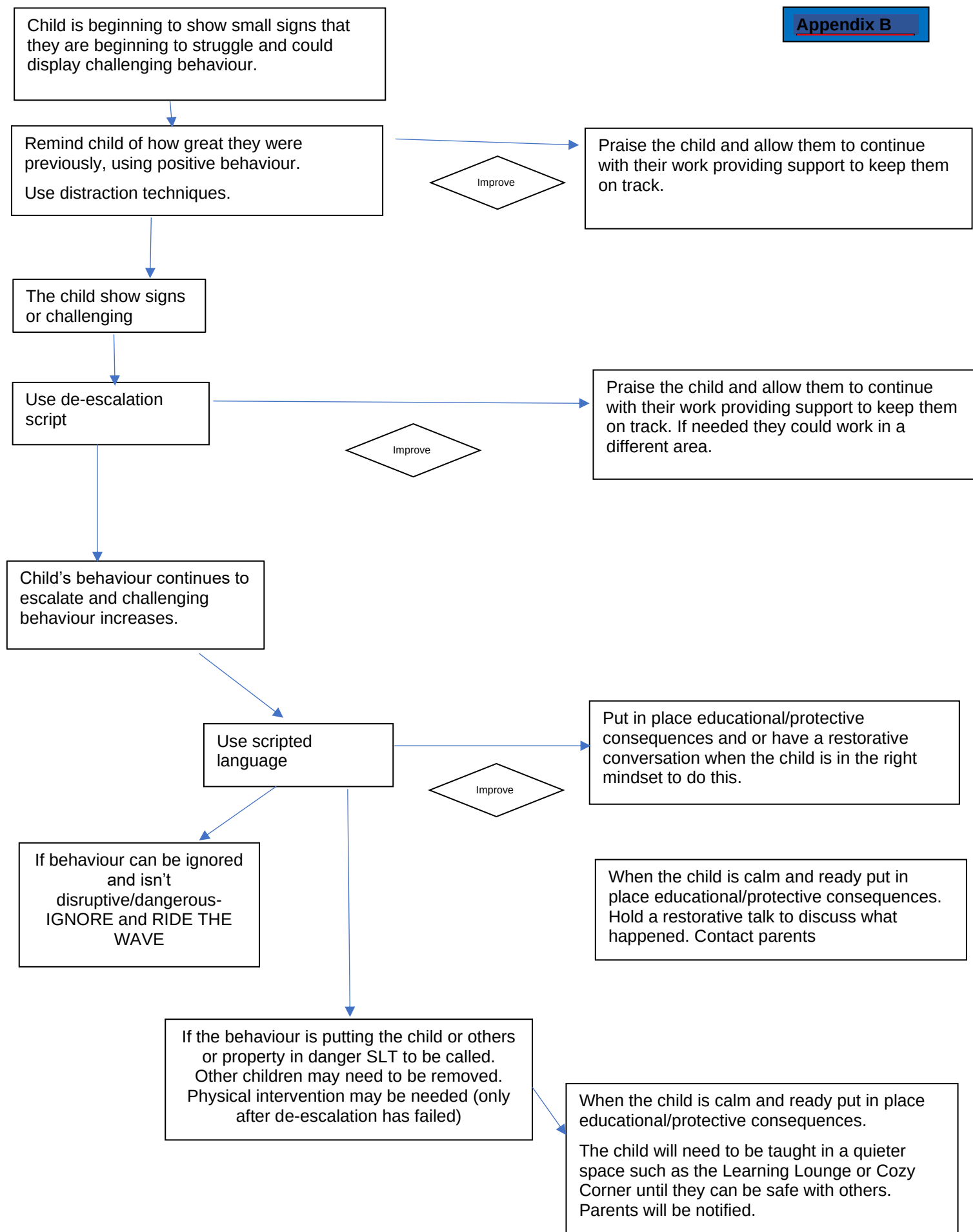
Positive Phrasing	 come and sit down.
Limited Choice	Would you like to sit with your friends or sit next to me?
Disempowering the behaviour	Come and join us when you are ready.
Consequences	If you can't sit down and be safe with your friends you will have to do the P.E lessons with me.

A child won't leave the activity they are on and tidy up.

Positive Phrasing	 put the toys back in the sandpit.
Limited Choice	Would you like me to help you tidy up or would you like to tidy up alone?
Disempowering the behaviour	Put the toys back when you are ready.
Consequences	We will have to practise tidying up at break time.

A child bite (The example given is with a younger child in mind. This will vary according to age)

Positive Phrasing	We use our mouth for eating
Limited Choice	Bite food or a chewy toy
Disempowering the behaviour	You can play again when you are ready
Consequences	(This is dependent on age so will need to be adapted)





Overview of Robertswood School's Behaviour Policy for visitors

We use the Step on principles. This means we prioritise positive behaviour and teach behaviour to children.

A short overview of our do's and don't

We Do ✓	We do not ✗
Invest in building positive relationships with our children	Shout at the children unless it's in an emergency to get immediate attention
Praise positive behaviour	Publicly humiliate e.g. writing names on the board, making children stand, face the wall, public telling off
Ignore behaviour that doesn't affect others (for a while). Give them some time and space.	Pick up on every tiny thing and nit pick when a child is struggling
Phrase things positively e.g. Sit down on your chair, put the pencil down please	Use negative language e.g. Don't you dare, don't tap the pencil, stop running
Give 2 choices when children are struggling e.g. Would you like to work here or with your friends at the table?	Give open choices or no choices e.g. What do you want to do? Where do you want to work?
Reward e.g. extra play, sticker, house point, positive note home	Bribe children-tell them that if they do something they can earn something.
Always put in consequences after challenging or harmful behaviour-these include a restorative talk and a consequence in-line with the behaviour. E.g. if they didn't do their work they will complete it during part of their play/lunch.	Make threats Put in a consequence and fail to follow it through. Use consequences not in line with the behaviour e.g. remove football because a child didn't complete their work.
Model positive behaviour including sitting silently in assembly, holding the door open for them and others, saying thank you etc.	Talk negatively about the children or to the children
Have high expectations and are relentless if children struggle by practising and practising e.g. lining up quietly, walking down the corridor, moving from the carpet to the table	Ignore or turn our back on challenging behaviour (regardless of whether we work directly with the child or not) and let someone else support a child who is struggling

A brief overview of the steps school will take for unsocial or challenging behaviour

Challenging Behaviour	What to do
Refusing to do work or follow instructions (but not disturbing others)	The class teacher or adult who is there will: Speak to the child and empathise/de-escalate and provide them with some space/time Use Scripted language Have a restorative talk and consequence e.g. during the first part of break they will talk and complete the missed work. Log the incident Contact parents (only if the behaviour affects their learning or is repetitive)
Harmful Behaviour	What to do
Shouting aggressively Banging on the table Breaking school property Leaving the classroom	The class teacher will inform the Team Leader and call for their assistance if needed. They will: Use Scripted language Restorative talk and protective consequence e.g. working in a different classroom/different environment, fixing what they broke Log the incident Contact parents
Fighting (physical assault) Pinching, biting, hitting, slapping etc Pushing aggressively Throwing furniture Sexualised Behaviour Bullying Racism Homophobia	A member of the senior leadership team will be called. They will: De-escalate Scripted language SLT informed Child to go to reflection room for protective consequence and restorative talk with SLT SLT with collate information from witnesses Suspension or Exclusion on occasion Log the incident Contact parents Follow Safeguarding procedures for the highlighted behaviours If a child is putting themselves at risk or others the staff have a duty of care to them and can (if de-escalation doesn't work) use physical restrictive intervention.