

**Robson House**  
**Primary Pupil Referral Unit**

BEHAVIOUR POLICY

Behaviour Policy

Adopted on 29<sup>th</sup> June 2023

Due for review on 29<sup>th</sup> June 2025

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## **Statements**

This policy is written in the context of and with regard to the statements below:

- At Robson House, we aim to meet the academic, social, emotional, and mental health needs of children whose behaviour means that they cannot currently be educated in mainstream schools.
- We seek to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child and in doing so will enable them to fulfil their potential and become successful young people.
- We believe that children learn, and can be taught, skills to regulate their emotions, to interact positively and to behave appropriately. Therefore, when we use the term 'learning', we refer to the development of social, emotional, and behavioural skills, as well as progress in academic domains.
- We believe that, when children display challenging behaviour, we should aim to understand what function the behaviour serves in order to help them find better ways to achieve their goals and adopt safer and more socially acceptable ways of expressing their feelings.
- In order to facilitate academic progress, behaviour support processes at Robson House are designed to clarify needs and to implement strategies to address social, emotional and behavioural difficulties.
- Robson House offers high quality provision based on a holistic and developmental perspective of pupils' needs, educating pupils in a setting as close to mainstream as we can.
- We work to ensure that all children re-engage with their learning, by providing a stimulating and exciting curriculum where pupils can make accelerated progress, and where children and families feel included in the school community.
- We have a highly skilled and knowledgeable multi-disciplinary team who provide support to children and families to make positive change.

## **Equality Statement:**

All who work at the Robson House are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all its forms. These values are explicit to the ethos of Robson House and implicit in all policies and practices. This policy applies to all children who attend Robson House and should be read in conjunction with our Anti-Bullying Policy, Special Educational Needs Policy and Safeguarding Policy.

## Aims of the Behaviour Policy

At Robson House, we aim to promote the social, emotional and behavioural development of all pupils. We try to ensure that the wider curriculum meets the diverse needs of all our pupils. The ultimate aim is that all pupils attain independence in all areas of their lives.

The Behaviour Policy emphasises the importance of acknowledging academic, social and emotional progression, and of involving pupils, parents and carers to provide a safe, welcoming and inclusive environment.

## Overarching Framework

Our approach to promoting positive behaviour draws on a range of guidance, psychological theory and evidence-based practice, such as those reflected in The Solihull Approach, The Nurture Approach, the ARC Model of Trauma-Informed Practice, Emotion Coaching, Zones of Regulation, Restorative Practice, Positive Behaviour Support (BILD / TeamTeach) and the Special Educational Needs And Disability Code Of Practice (2015).

The children who attend Robson House all present with Special Educational Needs (SEN): they have significantly greater difficulty than their mainstream peers in relation to their social, emotional and mental health (SEMH) needs. In line with the Code of Practice for SEND, they therefore require special educational provision (i.e. provision that is additional to or different from what is generally offered in mainstream schools). Our overarching framework to promote positive behaviour provides a graduated response to pupils' needs that includes both a whole-school and individualised approaches. This framework emphasises:

- consistent use of a wide range of strategies to promote positive behaviour
- clear expectations and guidance to pupils, set out in *Learning Together at Robson House* (see below)
- high quality, inclusive interaction with all pupils
- differentiated responses to behaviour
- individualised strategies to support pupils' interactions, mood and behaviour
- on-going formative assessment of social, emotional and behavioural skills

## Whole School Approaches

Strategies to promote positive behaviour cover:

- the school environment
- classroom organisation
- processes to promote a sense of safety
- processes to promote trusting relationships
- processes to promote and sustain engagement
- adult modelling of positive behaviour
- reward systems
- teaching of social and emotional skills

## Learning Together at Robson House

### **The 4 'R's: Rights, Responsibilities, Routines and Rules**

#### Rights and Responsibilities

- Rights and responsibilities are two sides of the same coin. They refer to both staff and children and are the basis on which school relationships, teaching and learning are built.
- Adults' rights: to be able to work without hindrance, to feel safe, to be supported by colleagues, to be listened to.
- Adults' responsibilities: to enable all children to learn, to seek out and celebrate improvements in learning to treat children with respect, to create a positive school environment in which children feel safe and able to learn.
- Children's rights: to be treated with respect, to be safe, to learn, to be listened to.
- Children's responsibilities: to be willing to learn, to allow others to learn, to cooperate with staff and peers, to do their best.

#### Routines

Routines are the structures which underpin the rules and reinforce the smooth running of the school. They also promote a sense of safety by making the experience of school more predictable. At Robson House, we work to ensure that the routines become habitual so that they are more likely to be adopted.

#### Rules

Rules are the way that rights and responsibilities are described in terms of specific adult and child behaviour.

The rules that adults are expected to follow at Robson House are as follows:

- Model expected behaviour
- Strive to ensure a calm, purposeful and orderly learning environment
- Endeavour to develop positive and supportive relationships with all pupils
- Have high expectations of pupil behaviour and encourage positive behaviours
- Deliver lessons that encourage positive behaviours and where anything unacceptable is challenged
- Deliver a curriculum that is carefully planned to ensure coverage of personal, social and emotional issues that may affect the children at Robson House
- Plan each activity to ensure the aims and instructions are clear
- Communicate on a regular basis with each other to share good practice, to ensure difficulties are contextualised and that well-focused support strategies are implemented
- Foster close links with parents/carers to ensure mutual and effective support for all pupils
- Ensure, both formally and informally, the maintenance of close links between home and school
- Work closely with external agencies to provide support for all pupils

The rules that children are expected to follow are described in detail in the document *Learning Together at Robson House*. They are set out in Appendix A.

## Choices and Consequences

### Choices

Children are encouraged to make choices about their behaviour and so to take responsibility for their own actions. This promotes a sense of agency by helping children understand how they can influence their own lives. We encourage children to be guided by their responsibilities in making choices. We support them to understand that actions can lead to positive or negative consequences according to the nature of the choice.

### Consequences

The consequences of good or bad choices are explained to the children. Responsible choices lead to positive consequences, while if children choose to behave inappropriately there will be a known negative consequence.

### Positive consequences

At Robson House we understand that rewards are more effective than punishment in promoting the social, emotional and behavioural development of children. For this reason, we strive to recognise and reward positive behaviour. In addition to on-going praise, the following processes are used:

- In every lesson, pupils can earn token rewards that equate to minutes of time at the end of each week when they can choose preferred activities.
- In every session the teacher and pupil reflect on whether the pupil has met their own specific behaviour targets and stickers are awarded for success.
- Positive behaviour during lunch time is also recognised with stickers that accumulate to earn treats, such as lunch out at a restaurant.
- Certificates are given to pupils during assembly at the end of each week to recognise their achievements
- Pro-social behaviour (such as sharing or helping others) is also recognised and recorded on leaves that are handed out during assembly and attached to the Learning Together Tree
- Sometimes pupils may be awarded a Head Teacher's Certificate, for example for sustained positive behaviour.

### Negative consequences

- Where pupils are not able to meet their responsibilities they do not earn rewards.
- If pupils choose not to work during lessons, they may be kept in during playtime to complete it.
- Although the withdrawal of activities such as play time, swimming, sports, trips etc. is not used as a punishment, pupils whose behaviour has raised doubts over their capacity to meet their responsibilities or to remain safe when off-site may

not be permitted to engage in these activities. For example, if a pupil has run off during a trip, it may be decided that it is not safe for them to be taken off-site until they have demonstrated progress in their behaviour.

- Where pupils are withdrawn from such activities, they may work with an adult using *Learning Together at Robson House* to support them in developing more positive behaviour.

### **Restorative Approaches**

Wherever possible, Robson House will seek a restorative approach to all incidents. This process does not assign blame but encourages the pupils to look at their own and others' behaviours with a view to providing a positive outcome for all involved. During restorative meetings pupils are encouraged to think about the following:

- what happened
- how they felt at the time
- who was affected by what happened
- how they feel about it now
- how the situation might be repaired in the future
- how such a situation might be avoided in the future

This process may be repeated with as many pupils as were involved in any incident and it may culminate in a paired or group session where everyone is encouraged to contribute to the repair process. Where there has been conflict between an adult and a child, the restorative conversation will involve both, usually facilitated by another adult. By using this approach pupils are taught to take responsibility for their own actions.

### **Time-Out and Withdrawal**

Withdrawal rooms (Breakout Room / Quiet Room / Soft Room) may be used to manage behaviour and reduce risk. Pupils may be asked to work in a room away from the other children as a consequence for negative behaviour (Time Out). Time Out is used as part of a planned behavioural programme. They may also be asked to take themselves to a separate room to calm themselves down. If pupils are in emotional crisis and /or displaying dangerous behaviour, physical intervention (see below) may be used to remove them from the situation and escort them to a separate room, where they are observed and supported until they are ready to re-join the group. This is called withdrawal. If a pupil is attacking the adult who is supporting them, the adult may withdraw and close the door until it is safe to enter the room again. Throughout this process, the adult will continue to observe the pupil and will encourage the pupil to calm. The use of withdrawal rooms to manage risk and behaviour is logged and monitored.

### **Physical Intervention**

Robson House's Behaviour Policy requires all staff members to work with children in such a way that physical intervention is used as a last resort and only in emergency situations, where the usual methods of negotiation or direction are not appropriate. Procedures are in harmony with DfE guidance on the 'Use of

Reasonable Force' (issued in July 2013 and reviewed in July 2015) and with the 2018 Ofsted Guidance (Positive Environments Where Children can Flourish). Adults have a duty of care to make sure that all children are kept safe and are not out of control. Physical intervention is only ever used to minimise risk to the child and others.

Physical intervention may be necessary to prevent children absconding, injuring themselves or others, to prevent destruction of property, or to stop prolonged disruption of others' learning. Whenever possible, other strategies will be tried before physical intervention is used. All adults working at Robson House receive training on how to use physical techniques properly from Team Teach which is an accredited programme.

If a physical intervention is used with a child, it will always be recorded. There will be a record of who was involved, what led up to it and what happened afterwards. Physical interventions are recorded using the Bound and Numbered Books. Any injuries relating to incidents of physical intervention are recorded in the accident file. The Management Committee member with responsibility for safeguarding monitors the Bound and Numbered Books on a termly basis. Physical interventions are also reported at meetings of the Management Committee.

Following any use of physical intervention, pupils are offered medical checks and de-briefing on the incident. The views of children are recorded using the Bound and Numbered Books. Also, at a time when everyone is ready, the positive relationships between children and between children and adults will be restored by talking together about what happened using Restorative Approaches.

### **Searching, Screening and Confiscation**

Ensuring staff and pupils feel safe and secure is vital to establishing a calm and supportive environment that is conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps us establish an environment where everyone is safe. We therefore reserve the right to use these powers as set out in Department for Education's advice for schools on searching, screening and confiscation (July 2022). Only the Head of School, or a member of staff authorised by the Head of School, can carry out a search. The Head of School can authorise individual members of staff to search for specific items, or all items set out below; Knives and weapons, alcohol, illegal drugs, stolen items, any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of, any person (including the pupil), tobacco and cigarette papers, fireworks and pornographic images.

### **Individual Behaviour Approaches**

Within the overarching systems described above, all pupils receive personalised support for their social, emotional and behavioural needs. This is based on a



comprehensive and holistic assessment of the factors contributing to their difficulties.

### **Initial Assessment of Needs**

Information is gathered about pupils prior to their referral to Robson House.

Information already available about pupils who are referred to Robson House will include that which is gathered as a matter of course about any pupil, such as attendance data, assessments of attainment, and teacher reports on academic, personal, social and emotional development.

Where schools have recognised the special educational needs (SEN) of a pupil, for example in terms of Social, Emotional and Mental Health (SEMH) Needs, there should also be an Individual Education Plan (IEP) and/or a Pastoral Support Plan (PSP), and there may be an Education, Health and Care Plan (EHCP).

Pupils referred to Robson House will often have had involvement from other professionals, who will have provided reports; such sources of information may include reports by educational psychologists, speech and language therapists, occupational therapists etc. Child and Adolescent Mental Health Services (CAMHS) and Social Care: Family Services and Social Work division (FSSW) may also have conducted assessments.

Robson House Behaviour Outreach Team may also have worked with the pupils before referral to Robson House and will be able to provide assessment information and a Behaviour Support Plan, which can give useful insights in to what strategies have been tried and what has or has not worked for the pupil concerned.

### **Baseline assessments and information gathering on entry to Robson House**

To ensure a fuller understanding of pupils' needs and to provide clear baseline data against which progress can be measured, existing information is supplemented by means of the following assessment processes.

Before the arrival of a pupil at Robson House, a member of the Robson House team visits the referring school and meets with a key member of staff. During this visit the pupil's file is reviewed and the following assessments are completed:

- Information Passport. This is a set of information used to support effective transition. The information can be provided in whatever format is most convenient. The Information Passport Checklist is used to ensure that all necessary information is included, and to reference where this information is provided, if multiple documents are included in the Information Passport.
- The Behaviour Assessment Form. This focuses on 3 key areas: learning behaviour, social behaviour and emotional behaviour. Staff at the referring school provide baseline ratings across these areas.

- The Boxall Profile is used as a tool for professionals working with young children, to help highlight possible areas of need for children of primary school age with emotional and social difficulties. It is based on a developmental perspective and is informed by attachment theory. It uses ratings of the frequency of observed behaviour to build a picture of a child's needs. It is norm-referenced and sensitive to change.

Within 12 weeks of the arrival of a pupil at Robson House, the following assessments are conducted:

- The Social Worker meets with the parent(s) or carer(s). During this meeting, the Social Worker explores family influences, developmental history, and goals.
- The views of the pupil are sought in relation to possible goals and effective support. This is achieved by means of an Induction Booklet and a structured interview covering key issues adapted to the developmental level of the child.
- The Psychotherapist meets with each pupil for three assessment sessions. This provides a non-directive environment through which insight may be gained into underlying needs.

### **Integration of initial assessment information and planning of support**

Information about pupils prior to their referral to Robson House is integrated with information from baseline assessments and information gathered on entry to Robson House. The first phase of this integrative assessment is carried out by the Educational Psychologist, whose formulation is then brought to the other team members for discussion and development. The integrative assessment seeks to explain how a range of influences interact to produce the difficulties observed and thereby to suggest appropriate strategies. This process is structured using the Interactive Factors Framework. A meeting is held to plan support for the child, attended by a Deputy Head, Class Teacher, Child Support Worker, Social Worker, Learning Mentor, Child and Family Mentor, and Psychotherapist, plus Clinical Psychologist, Speech & Language Therapist, Occupational Therapist and other agencies as appropriate.

At this stage an initial Integrated Plan (IP) is put in place. The IP includes academic targets and behaviour targets. Targets are co-created with the pupil and form the basis of the Personal Learning Goals which pupils are expected to achieve in sessions. Behaviour targets are focused on the priority areas of need identified by the Behaviour Assessment. This involves a comparison between categories to identify area of highest need, followed by a comparison between descriptor scores to help identify specific targets.

It should be noted that some behaviours are targeted even when not identified by scores as a priority, for example if the type of difficulty presents a problem for others (e.g. "Is physically peaceable" vs. "Has good learning organisation."). It should be also be noted that targeting some areas sometimes leads to progress in others (e.g. "is an effective communicator" may be linked to "is emotionally stable and shows good self-control" if a child's frustration with difficulty in communicating leads to outbursts of anger or aggression.)

Decisions about strategies to help the pupil meet the targets are informed by the integrative assessment. In addition to general approaches to be used in class and around the school, the IP will describe the specific interventions to be delivered by the Class Teacher, Child Support Worker, Social Worker, Learning Mentor, Child and Family Mentor, Psychotherapist, Clinical Psychologist, Occupational Therapist and Speech & Language Therapist.

As well as this, a Positive Handling Plan (PHP) is put in place to set out agreed responses to pupil behaviour during and after a crisis. It describes strategies for managing challenging behaviours and displays of anger, based on understanding triggers and moods. Based on this, a 'Pupil-Friendly PHP' is developed with each pupil, which is then displayed in the classroom to support pupils in identifying their feelings and in using strategies to manage their behaviour.

### **On-going Monitoring, Review and Intervention of Social, Emotional and Mental Health Needs**

At Robson House there is a robust system of on-going monitoring, review and intervention to support the social, emotional and behavioural development of pupils. This includes the following:

#### **Daily and Ad Hoc Review**

The debriefing at the end of the day includes structured feedback from staff drawing on their observations and reflections about each pupil's learning and behaviour during that day.

The team provides feedback focused on each pupil's learning and behaviour, but also on any other information that is considered important. This qualitative information is recorded in the Debriefing Log. This feedback may include information from the Learning Mentor and Psychotherapist regarding any individual sessions.

Daily briefing and debriefing is also used to review any measures needed to manage the pupil (such as physical intervention or removal to the soft room), including review of the Bound and Numbered Book. Safeguarding concerns are also discussed to ensure that these are being appropriately addressed and recorded on the MyConcern system.

The daily Pupil Learning Goal sheet facilitates measurement of progress and supports the periodic review of the Behaviour Assessment. At the same time it provides a mechanism to cross-reference and access more detailed descriptions of pupils' behaviour for any given day (e.g. held in the Debriefing Log, Bound and Numbered Book, Withdrawal Log, records of Restorative Conversations etc.). It also provides a way to map external factors (changes of teaching strategy, arrival of new pupils in the group, events in the home etc.) onto changes in a pupil's behaviour.

The systematic application of these processes ensures that there is formalised analysis of patterns and triggers in behaviour so that we know which interventions are the most effective.

## **Scheduled Review**

During each week a meeting is held to allow more in-depth discussion of the progress of one of the pupils. In this meeting the pupil's Integrated Plan is reviewed, including analysis of current behaviours and responses to intervention. This is also the forum where the initial group discussion of new pupils takes place in order to explore case formulations about pupils and develop strategies to support them. The meeting is attended by the Educational Psychologist, Class Teacher, Child Support Workers, Social Worker, Learning Mentor, Family Mentor, and Psychotherapist, plus Clinical Psychologist, Speech & Language Therapist, and other representatives of agencies as appropriate.

The scheduled review is the forum at which progress in behaviour is evaluated to determine whether new targets need to be set and/or new strategies adopted. The scheduled review considers the following information:

- Overall success in meeting behaviour targets as identified from the collated data
- Re-assessment using the Behaviour Assessment framework (informed by the information recorded on the Personal Learning Goal Monitoring Sheet).
- Views of the pupil about their experience of school, including progress, feelings and behaviour.
- Views of the parent / carer.
- Updates from other professionals involved.
- Any other new information received by the Robson House team.

## **Emergency Review**

When a pupil's behaviour and/or emotional well-being continues to cause very significant concern (or shows rapid deterioration) despite existing support, an emergency review is convened. The information considered is the same as in the scheduled review, and decisions are made about what new targets need to be set and/or new strategies adopted, including the involvement of other agencies not currently involved (e.g. Social Care / CAMHS). This forum is also used for an Interim Review of a pupil's Education, Health and Care Plan when a change of placement is being considered.

## **Transition Review**

When a pupil's progress in terms of social, emotional and behavioural development suggests that his or her needs may be met within a mainstream school, a review is convened. This review is intended both to make an informed judgement regarding the likelihood of successful re-integration and (if agreed) to plan for this. This may involve a request for re-integration to mainstream education via the Primary Inclusion Forum using the Fair Access Protocol.

A similar process is followed for those pupils who are moving into other specialist provision. In this case, however, the transition review takes the form of a review of a pupil's Education, Health and Care Plan (since a change of placement is being

considered) and the decision about placement rests with the Local Authority's Education, Health and Care Panel.

In either case, the focus of this review is to develop a Transition Plan and the information gathered is used as part of the Information Passport that is passed to the new school, whether this is to a mainstream or a special school.

## Robson House Behaviour Policy

### **Pupil & Parent / Carer Agreement**

I have read the Behaviour Policy and understand the rules of Robson House. I agree to support Robson House in upholding these.

Signed Pupil

Date

Signed Parent/Carer

Date

**Learning  
Together at  
Robson House**



# Remember Our Rights and Responsibilities

## To have a school where:

- everyone can learn and achieve their best



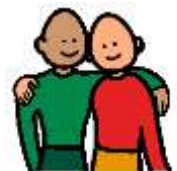
- everyone feels safe



- we treat one another with thoughtfulness, kindness and respect



- everyone is listened to, valued, included and cared for



# Caring For Each Other

- We look after each other



- We say nice things to others



- We let the adults support the children who are not managing



- We use our hands and feet kindly



# Learning Together

- We are ready to learn



- We always try our best



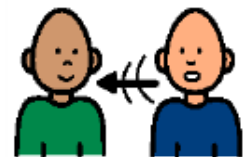
- We stay where we have been asked to work



- We use quiet voices to allow everyone to work



- We listen to each other and share our ideas



- We take turns



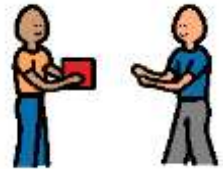
- We keep our hands and feet to ourselves

# Looking After Equipment

- We look after our resources and equipment



- We share equipment with each other



- We put equipment away properly when we have finished with it



# Moving Around Our School

- We walk calmly around our school



- We respect other people's work and property



- We make room for everyone without pushing or touching



- We always ask before we leave the classroom



- We always leave the building with an adult



- We always go up and down the stairs with an adult

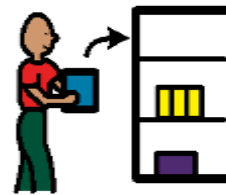


# Tidying Up

➤ We take pride in our school



➤ We put things back in the right place



➤ We put our rubbish in the bin



➤ We tidy up quickly when asked



# Eating Lunch

- We wash our hands before we have lunch



- We collect our food from the trolley when we are asked to and use good manners



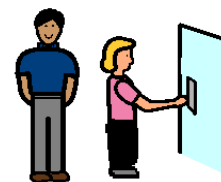
- We eat sensibly and talk quietly to those at our table



- We ask permission to leave the table



- We make sure our lunch space is clean and tidy when we have finished lunch
- We only leave the dining room with adult permission



# In the Playground

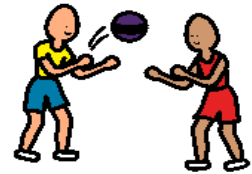
- We always use appropriate language



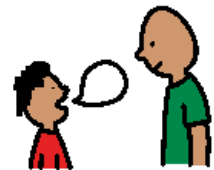
- We treat everyone in the playground with respect



- We take turns and play nicely with each other



- We let the adults know if something is wrong



- We use equipment sensibly and put it away at the end of playtime



- We line up outside our classroom before we go in at the end of playtime



- We go back into class with an adult





# Being safe inside and outside of school

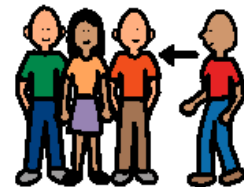
- We are polite to everyone



- We listen to the adults



- We stay where we should be



- We stay safe



- We use good language



- We walk with an adult



# Swimming

- We are sensible on the bus



- We look after our swimming things



- We get changed quickly and quietly



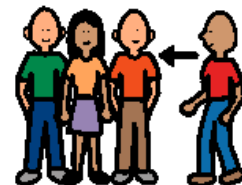
- We are polite to everyone



- We listen to the adults



- We stay where we should be



- We stay safe



- We use good language

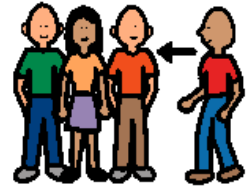


- We walk sensibly from the bus and at the swimming pool



# Discussions

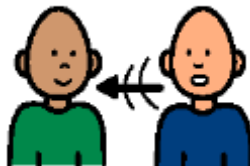
- We respect other people's opinions



- We listen to each other and share our ideas



- We take turns



- We disagree politely



- We respond calmly

