

Robert Shaw Primary School

Positive Behaviour Policy

Every Child Matters criteria:

- Stay Safe
- Make a positive contribution
- Enjoy and achieve
- Achieve economic well being
- Stay healthy

At Robert Shaw we take the behaviour of all our children extremely seriously.

We have just 3 rules that we expect the children to follow, we feel that these rules are self-explanatory and cover all reasonable expectations of behaviour. Copies of these rules are displayed around the school, and the children are reminded of them regularly at assembly time.

Our School Rules

- Please be polite
- Please be considerate
- Please do as you are asked

Evidence from data collected over the last 12 months tells us that the majority of "behavioural issues" arise through disagreements and conflicts between individual children:

Empowering children to resolve their own conflicts

It is the policy of the school that every one involved with our children will always look to help them acquire the skills necessary to resolve their own conflicts.

Two major strands of this are:

1. For children to develop the ability to accept responsibility for their own actions and the consequences
2. For children to develop alternative strategies in dealing with situations involving conflict.

We appreciate that experiential learning of this kind needs total commitment, time and consistency of approach and are aware that results need to be seen in the long rather than the short, term.

Unacceptable behaviour will not be ignored neither will it be left unsanctioned.

The teachers and support staff will:

1. Manage individual and collective behaviour in school for the mutual benefit of all – preparing children for their role in broader society as well as creating an environment of respect which is safe, friendly and conducive to learning for everyone.
2. Help children to recognise, appreciate and follow, the appropriate behaviour patterns within school.
3. Act as mediators, helping children to acquire an awareness of the complexities of conflict.
4. Help children to explore alternatives in conflict situations
5. Help children appreciate and choose the most appropriate alternative actions when faced with conflict.
6. Impose appropriate sanctions, within the boundaries of School policy when behaviour is deemed unacceptable, and consider a plan for further action if necessary – with consultation with colleagues and parents/carers if required.

Action Plan in event of conflict

- Give the children words to use - Instead of hitting out or crying say in a strong voice that shows that you mean it...."PLEASE DON'T DO THAT. I DON'T LIKE IT." Teachers should also say this to show that it works for adults too.
- Encourage children to walk away from the situation – de-escalation.
- If this does not help the child then they will/must seek the help of an adult.

Helping in conflict situations:

- Ensure nobody is hurt.
- Calm individuals down or give them time to stop being upset, so that the situation can be discussed rationally.
- Bring both parties together
- Establish the issue by listening to both sides. Speak to additional witnesses if necessary.
- Focus on individual responsibility, i.e. "What did YOU do?" do not accept 'well he or she...', or "X did or said this..."

- Point out that unacceptable behaviour won't be tolerated at Robert Shaw and remind child of the sanctions
- Staff have been trained for positive handling and will use this strategy only in extreme cases and usually where a child has a manual handling plan.

What happens if.....

If a child works hard and behaves well, they may:

Receive a class negotiated reward – this could be a Dojo, (a reward linked to an on-line class rewards scheme favoured by some teachers), a merit, a marble, a treat.

- Be nominated for achievement assembly
- Be sent to Mrs Coker or Mr Ridsdale for an award and their parent's receive a text explaining what the child has done.

As a class, if play ground behaviour is noticeably good the children class can earn the yard/top class card and possibly win a treat at the end of the week.

If expected behaviour is not displayed in class and around school, sanctions can be:

EYFS:

1. A verbal warning
2. Time out to think about behaviour
3. Miss playtime.
4. Taken to Mrs Coker/Mr Ridsdale

KEY STAGES ONE and TWO:

1. A verbal warning
2. Name on the board
3. Time out in own classroom to think about behaviour
4. Time out in a different classroom to think about behaviour
5. Miss playtime and complete a detention log which is brought to Mrs Coker/Mr Ridsdale

Detention/Exclusion:

If a child is required to complete a behaviour log, they will need to record which school rule they chose not to follow, the circumstances of the incident, and what they could have done instead – this will be regarded as a detention. The first occasion of a detention is a warning.

If a child receives a second detention they will have a letter sent home, informing parents/carers and asking them to come into school to discuss the behaviour of their child.

If a child receives a third detention, this will be served as a **30 minute session after school**, (3:15 – 3:45). A letter will be sent home as well as a phone message being made, informing parents/carers.

If a child receives a fourth detention, they will work in isolation, for a fixed term. This will be in a designated room with a member of staff.

If poor behaviour continues beyond four detentions the child will go to work at a **neighbouring school** with a member of staff, for a fixed term.

Beyond this the school will enforce a fixed term exclusion.

Under some circumstances such as violent conduct any of the above sanctions, including a fixed term exclusion may be issued immediately.

In exceptional circumstances or in cases of repeated fixed term exclusions a permanent exclusion may be issued.

Behaviour logs and records of sanctions are kept by the Deputy Head, both as paper copy and electronically. These records can be reviewed by Goveronors.

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