



Positive Behaviour Policy

Reviewed September 2021

Please note:

A new behaviour policy is currently being created to reflect the school's new vision and values. This is due for publication mid-October 2021.

Aims & Expectations

At Robert Shaw Primary and Nursery School we recognise that good behaviour is a key aspect for good learning, and as such, we place high expectations for all pupils' behaviour and conduct.

We have just three simple school rules, which cover all expectations for behaviour and conduct, both within and beyond the school building. These rules are displayed around school and are taught explicitly in assemblies and PSHE lessons. These rules build upon the language used in our school values.

- Be respectful
- Be responsible
- Be resilient

Roles & Responsibilities

Encouraging, modelling, rewarding positive behaviour, as well as challenging behaviour that does not meet our expectations is the collective responsibility of all adults employed at Robert Shaw. This applies at all times and in all places of our school.

All school staff will:

- Manage individual and collective behaviour in school for the mutual benefit of all
- Distribute appropriate rewards, within the boundaries of the school policy, when behaviour and conduct meets and exceeds the school's expectations.
- Help children to recognise, appreciate and follow the three school rules
- Act as mediators, helping children to acquire an awareness of the complexities of conflict
- Help children to explore alternatives in conflict situations
- Help children appreciate and choose the most appropriate alternative actions when faced with conflict
- Issue appropriate sanctions, within the boundaries of the school policy when pupils' behaviour and conduct falls below the school's expectations
- Collaborate with a range of colleagues to create a plan to support individual children, when required
- Ensure parents and carers are informed about their child's behaviour when this meets, exceeds or falls below the school's expectation.

Rewards

Children's behaviour is typically good at Robert Shaw and our children work hard to ensure their behaviour is conducive to good learning and positive relationships.

We use a variety of ways to celebrate and reward children who meet, or indeed exceed our expectations, including:

- Positive verbal praise
- Stickers, stamps and certificates
- Class Dojo points or merits
- Text messages and telephone calls to parents and carers
- Nominations for end of term awards or weekly Achievers' assemblies
- Recognition by the Head or Deputy Headteacher

We also use collective rewards for groups and classes, including:

- Yard cards for the best-behaved class at break times; overall winners each week in EYFS and KS1 win toast and in KS2 play time on the adventure playground
- Whole-class Dojo points
- Special visits e.g. cinema, book shop

Sanctions

There are occasions when the behaviour of a small minority of children falls short of our expectations. We use the following sanctions:

- Verbal warnings
- Thinking time
- Playtime or lunchtime detention
- After school detention

In lessons, either whole class or group teaching, the following stages are expected to be followed when a child's behaviour does not meet our expectations:

- A verbal warning
- Name written on the board
- Time out – moved to a different place in the room
- Time out – moved to a paired class for 15 minutes
- Detention issued – Head or Deputy Headteacher informed

Detentions are used as sanction when children require time to reflect on their behaviour. Reflection takes the form of a conversation with the adult whom issued the detention as, which requires children to acknowledge their behaviour and why this has not met our expectations. We use a stepped approach to detentions:

- The first detention is a warning that the individuals' behaviour needs to improve.

- The second detention involves a letter home to parents outlining the reason for the detention, as well as a reminder of further consequences.
- The third detention is served as a 30-minute after school detention with the Head or Deputy Headteacher. This always includes a telephone call to parents.
- The fourth detention is served as an isolation in school for a fixed period of time determined by the incident. This always includes a face-to-face meeting with parents with the Head or Deputy Headteacher.
- The fifth detention is served as a period of seclusion at a neighbouring Transform Trust school. This always includes a face-to-face meeting with parents with the Head or Deputy Headteacher.

When a child's behaviour continues beyond the fourth stage, or depending upon the seriousness of an incident, the school may consider a fixed term exclusion.

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

Partnership Working

At Robert Shaw, we are committed to working in partnership with parents and carers and a range of professionals and agencies to tackle behaviour issues. These include:

- Transform Trust's Enhance Provision Panel
- Inclusive Education Service (IES)
- Nottingham City Behaviour Support Team
- Behavioural Emotional Mental Health Service (BEMHS)
- Children and Adolescent Mental Health Service (CAMHS)

Partnership work is also key to ensuring a smooth transition between year groups and schools. We ensure that key information is passed to the appropriate member of staff, either through paper records, face to face discussions or telephone calls, to enable a smooth start to the next phase of learning.

Reasonable Force, Searching Pupils & Confiscation

The use of reasonable force is very rarely necessary at Robert Shaw. Nonetheless, we may use reasonable force to prevent pupils from harming themselves, other pupils and staff or school property. A number of staff members undergo appropriate training in the use of restrictive physical intervention (RPI) each year to ensure the safety and wellbeing of all remains paramount.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, 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 the property of, any person

School staff can seize any prohibited item found as a result of a search, they can also seize any item, they consider harmful or detrimental to school discipline.

Malicious Allegations

If a pupil makes an allegation against a member of staff, it will be investigated thoroughly by the Headteacher, and where appropriate, referred to the local authority designated officer (LADO).

If the allegation is found to be malicious, the member of staff will be offered support through the Trust's confidential helpline and the school's counsellor. Support will be put in place for the pupil by the pastoral support team, and if appropriate, a sanction may be given.

Record Keeping

Detention logs are recorded by the adult whom issued the detention. This is recorded on ScholarPack. This is monitored regularly by the school's Learning Mentor and Deputy Headteacher. An electronic record is kept of each detention and is used to identify trends and patterns.

Pupils with Special Educational Needs and/or Disabilities

Robert Shaw Primary & Nursery recognises its legal duty under the Equality Act 2010 to safeguard and support pupils with SEND. As such, we expect all pupils to make a positive contribution to the life of the school through their good behaviour. However, we recognise that some of our pupils will require a differentiated approach to behaviour management. This differentiated approach will always be based on a shared agreement between Senior Leaders, SENDCo, Class Teachers, pupils and their families.

Staff Training and Development

Training for all staff takes place throughout the school year. This will include briefings around aspects of the school's behaviour policy, updates to behaviour systems and processes used by the school, as well as data trend sharing.

All staff can access support for pupils' behaviour and conduct from, but not limited to, senior leaders including: the Headteacher and Deputy Headteacher, Phase Leaders and SENDCo.

Pupil Support Systems

Robert Shaw provides all pupils with access mentoring through our Learning Mentor, Pheletia Liburd. Pupils can self-refer or be referred by adults in school when a concern is raised regarding their behaviour. Additionally, pupils with additional behavioural needs receive support through teaching assistants. For some pupils, strategies such as Positive Behaviour Passports are used as short-term interventions. These are agreed between the pupil and the Deputy Headteacher, and progress towards meeting them is reviewed regularly.