

# Behaviour Policy

September 2024



## Our values

At Robert Shaw we recognise that good behaviour is the foundation for success at school.

We have three core values:

- Be respectful
- Be responsible
- Be resilient

Our teaching of behaviour is rooted in these values and discussions with children reference them frequently. We revisit behaviour often in class and assemblies to focus on important issues throughout each year.

## Roles and responsibilities

It is everyone's responsibility to live our values through positive behaviour at all times. Adults teach children to do this through establishing trust through caring, professional relationships.

All children experience clear messages with positive language when being taught how to behave – especially when behaviour falls below an acceptable minimum.

Children know that timely, proportionate sanctions are an inevitable consequence if they misbehave. Adults respond with calm and clear messages aligned with our values and this policy.

We are proud of the way our children behave at Robert Shaw and we work hard to keep improving this every day.

## Partnership Working

Parents and cares are our key partners in supporting successful behaviour.

Staff have positive relationships with families through pro-active engagement when things are going well.

Where behaviour becomes a concern, parents are informed swiftly and the reasons for the course of action are explained, always with the message that a fresh start will happen once the current issue is resolved.

We also work with a range of agencies including the Transform Trust behaviour panel, Nottingham City behaviour support and mental health services.

## **Class Dojo reward system**

This is our individual and whole school behaviour reward system. Any adult may use the individual and group rewards to recognise displays of positive character or an exceptional attitude to work.

Within classrooms staff may supplement this with their own form of merit system e.g. marbles in a jar or stickers etc.

Children are frequently sent to other classrooms or to senior leaders for additional recognition for outstanding effort or demonstrations of the Robert Shaw values.

Class Dojo is also used to share achievements with families.

Dojos are never removed as a sanction.

There is also a weekly achievement assembly to which parents are invited to attend

## **Behaviour at break and lunch times**

The geography of the Robert Shaw buildings and site means that there are 'pinch points' at certain times of the day. Staff support children moving around the site by insisting on calm and quiet transitions and showing patience and setting off in good time as a whole class.

Toilets are monitored frequently and children are encouraged to visit them only at break times.

Yard cards are awarded to classes that show the best behaviour and lining up at break times in the opinion of staff on duty. This is recognised with a weekly prize during achievement assembly.

The lunch time cup is awarded once a week by the midday supervisors to the class that demonstrates exceptional good manners and behaviour.

## **Sanctions**

When behaviour falls below the standards expected, adults teach children that there are consequences to their actions.

There is a **stepped approach** to sanctions which aim to be fair and proportionate in relation to the incident.

Our responses always try to maintain the dignity of children and staff involved no matter what the circumstances of an incident.

**A summary of the steps:**

- A non-verbal or private verbal warning
- Time out in class/on the playground, or in another room
- Temporary football/games bans, specifically for poor behaviour when playing football or other games
- Missing some or all of a break time
  - Always with a follow up discussion with the adult or administered the sanction
  - Children complete 'Stop and Think' reflection sheets or other activities to help regulate their emotions while missing their break time, when appropriate

Persistent low-level or more serious instances of poor behaviour will be escalated to the senior leadership team.

Parents may be informed and the incident recorded on to Scholar Pack so that children's behaviour can be tracked.

**Further steps:**

- Speaking with parents about behaviour concerns
- Letters home regarding logged behaviour incidents when numbers become concerning
- A behaviour tracker may be used to monitor some children's behaviour for between 5 and 10 days, in conjunction with SLT and parents/carers
- Internal exclusion for one day or more
- Fixed term exclusion- suspended from attending school for a day or more
- Permanent exclusion – please see the Transform Trust addendum to this policy with regards to exclusions.

All adults work hard to be fair and consistent when administering sanctions and it is important to note that in the rarest of circumstances, the Headteacher retains the right to exclude pupils for poor behaviour.

Violence towards pupils or staff and any forms of discrimination, including bullying will not be tolerated. See the anti-bullying policy for further details.

## **Reasonable Force, Searching Pupils and Confiscation**

The use of reasonable force is very rare at Robert Shaw.

Nonetheless, we may use reasonable force to prevent pupils from harming themselves, other pupils and staff and for causing unacceptable disruption to the learning of others or damage to 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 – something that could cause injury or damage or used to commit an offence. Staff can seize these items they consider harmful.

## **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. Support will be put in place for the pupil by the pastoral support team, and if appropriate, sanctions may be given.

## **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 school staff, pupils and their families.

## **Staff Training and support**

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

All staff can access support for pupils' behaviour and conduct from senior leaders and experienced colleagues.