



Shakespeare

Primary School

Shakespeare Primary School

Learning Behaviour Policy

2024-2025

(updated September 2023)

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Learning Behaviour at Shakespeare

Our Ethos

At Shakespeare Primary School, we believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. Good behaviour is the foundation on which effective teaching and learning can take place and this must be carefully developed and supported by all adults in school.

Central to our approach of developing excellent behaviour for learning is the quality of the relationships that all adults build with children. (When the adults change everything changes – Paul Dix). Our relationships are underpinned by the principles of mutual respect, fairness, care, equality, justice and consistency. Adults are expected to model the behaviour they are seeking to nurture and develop in children. Visible consistency and visible kindness should be evident in all interactions in school.

This policy has been developed so we can define our learning behaviour expectations that underpin the above, ensure all members of the school can work in an environment where they feel safe, happy and secure; provide clear guidance on the role adults play in developing good behaviour and to outline the strategies and practices that will be used utterly consistently across school.

Our Vision and Values

Various strategies will be used to recognise, reinforce and support our vision and values as defined above. All learning behaviour approaches communicated with children are based on and shared through our Shakespeare Promise and the Golden Rules and Reasons.

THE SHAKESPEARE PROMISE

We are...
Never absent, never late
Full of learning power
Great at being gold
Healthy and active

GOLDEN RULES AND REASONS

1. **We are Honest...** so that we can sort out problems quickly and feel happy again.
2. **We walk in school ...** so that we are safe.
3. **We are kind and thoughtful...** so that we can show respect to each other.
4. **We use kind comments and have safe hands and feet...** so that we don't hurt ourselves or other people.
5. **We work hard and always try our best...** so that we can be proud of ourselves
6. **We look after property...** so we don't waste or damage things.
7. **We Listen to each other...** so we can get things right.

Communicating our Vision and Values

The Shakespeare Promise and The Golden Rules and Reasons are shared in assemblies every week. Throughout the year, particular aspects are highlighted and focussed on in order to ensure consistency. Some approaches we use to communicate this include:

- Establishing Class Charters which are created and signed by all classes in September, revisited at the start of each term and featured in class books and displayed on classroom doors
- The weekly class Golden Round Up each Friday when teaching staff share their reasons, linked to the Shakespeare Promise, for choosing their star of the week
- Communicating and revisiting the rules and reasons regularly when setting expectations at the beginning of lessons, visits and activities
- Follow up class activities and discussion launched in whole school assembly

Curriculum

The delivery of a stimulating curriculum promotes positive learning behaviour. At Shakespeare we are committed to developing a curriculum that engages the head, heart and hands of all children. This is important across all subject areas and age groups and is prioritised in any curriculum development work undertaken.

Personal, Social, Health Education is an important and necessary part of all pupils' education. At Shakespeare, we have personalised our curriculum to the specific needs of the children in our school community. The aim of the PSHE curriculum at Shakespeare is to equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our PSHE curriculum, 'You, Me, PSHE' as well as our whole school assembly plan, provides regular opportunities across all year groups for the explicit teaching and modelling of positive learning behaviour.

Home School Agreement

We consider our parents as key partners in all we do. Our home school agreement is shared in pupil planners, at year group September meetings and reviewed at Parent Voice sessions. It is also an important part of our induction for new pupils joining within the school year.

To help me do well at school I will do my best to:	To help my child at school I will do my best to:	The school will do its best to:
Work hard and listen carefully to instructions	Make sure my child is on the playground by 8:40am and is collected on time at 3pm	Seek to create an environment so your child can feel safe, happy and secure
Bring all the equipment I need everyday and take good care of the school environment	Make sure that my child attends school regularly and inform school for the reasons for any absence and avoid taking holiday in term time	Contact you as soon as possible if we are concerned about your child's wellbeing, attendance, health, behaviour or learning.
Ask for help from my teacher or someone at home if I find my work hard	Work with school to make sure that my child behaves well	Let you know regularly how your child is progressing through reports and parents' evenings
Do my homework regularly and bring it back to school	Encourage my child to work hard and complete all homework tasks including home reading.	Offer a broad and balanced curriculum which meets the needs of your child including a range of extra-curricular activities
Come to school every day and on time	Attend meetings including parents' evenings	Set and monitor homework tasks in line with school policy
Keep the Golden Rules, behave well and be polite and helpful to other pupils and grown ups	Ensure my child follows the school dress code	Communicate with you appropriately to support your child
Follow the dress code	Communicate with school appropriately to support my child	Encourage your child to do their best at all times

Securing excellent Learning Behaviour.

Behaviour and Relationships

It is essential that all adults working with children create an environment in which all children feel they belong and feel safe; an environment that allows all children to thrive as individuals and as learners. This requires establishing appropriate learning focused relationships where expectations are set high and where everyone knows the routines and the boundaries. Positive relationships underpin creating conditions where children and teachers can focus on learning, free from distractions and emotional threat. At Shakespeare all adults are expected to play their full part in contributing to this positive climate. In blending warmth, kindness and assertiveness, there are particular behaviours and actions that adults should display that make the biggest difference

- Establish norms around clear roles and boundaries.
- Communicate kindness – keep kindness at the forefront especially if you have challenging situations to deal with.
- Decide, communicate, reinforce and sustain your expectations.
- Redirect, correct or challenge when expectations are not met.
- Use signal, pause, insist as a tool for securing attention and directing activities.
- Use positive framing rather than negative comments eg; give the benefit of the doubt but be firm and definite in securing high standards.
- Rehearse routines so they are known understood and enacted consistently.
- Children should be completely clear about the choices they make and the consequences when they make the wrong choice. Children should be supported to make the right choice.
- Fairness is important so it is important to be as consistent as possible. If consequences are used infrequently or inconsistently it undermines the member of staff.

(‘Teaching Walkthrus’ by Tom Sherrington and Oliver Caviglioli is used as a key reference for this part of the policy)

Specific strategies

Our adopted strategies offer staff and pupils a structure of support. Having a clear and consistent approach will help children know that we deal with all behaviours fairly and consistently. The Shakespeare Six is a whole school framework used to equip all staff with the tools to achieve our vision of learning behaviour at Shakespeare. The Shakespeare Six have been collated through a researched based approach involving all stake holders. All aspects of the Shakespeare Six are built upon a foundation of positive relationships achieved through visible consistency and visible kindness evident in all interactions in school. All aspects of the Shakespeare Six will be explicitly taught and revisited throughout the school year.

The Shakespeare Six

1. **Recognising when children get it right**

Staff must take every opportunity to celebrate good behaviour. This is an effective way of encouraging all children to behave well. Frequent praise should be given to children who follow the rules and to those who turn their behaviour around after a reminder.

In lessons– *Class Gold Rewards* are used to encourage and reinforce whole class routines within the classroom. They can be given for whole class recognition and for individual children contributing well towards a class wide expectation or routine. Staff mark off one circle for every CGR given. Once the class reach 10 circles, teacher rewards class with a short game, chosen by the teacher from the phase agreed list.

Individuals- Golden Points Any member of staff can give golden points in class or around school. They are given out in single units for when children go above and beyond to embody the Shakespeare Promise and Golden Rules. All children’s names are displayed on a wall in each child’s classroom to record points. When children reach 30, 60, 90, 120 stars they will receive a certificate in the weekly golden round up and stand up to be applauded in assembly. Each half term all children who have achieved a gold certificate will earn a house point and the house with the most points will enjoy an extra break time. When a child reaches 150 golden points (Shakespeare Gold) they will be presented with a gold star lapel pin. Children cannot lose golden points.

Throughout the year we will reinforce certain learning behaviour priorities through a whole school focus and opportunity to earn additional golden points. Foci may include attendance, having correct P.E/Swimming Kit, reading at Home, returning homework etc.

2. Scripted Responses

Staff will use scripted responses in order to consistently encourage the learning behaviours we want to see in school.

Labelled authentic praise “Thanks for...” Eg “Thanks for looking at me.” “Thanks for walking” this will encourage other children in earshot to mirror the labelled positive learning behaviour

Positive opening that is factual – not a feeling Avoid getting into a conversation, this is supposed to be short and sweet! “I’ve noticed you’ve not started your work yet.” This can be reinforced with your body language. Make sure you are next to the child, don’t call this out from across the room. Be non-threatening... ideally, kneel or be side on to the child focussing your sight line on the work or task

Refer to a specific rule – “You know about working hard. Your job is to get on with the task.”

Positive reflection based on recent shared experience “I know that this morning you came straight in from break and got on with your work. That’s what I need to see now. Thank you (never please).”

3. Reminders

Staff will follow the 4 step Reminder system in school. We use scripted responses when children don’t follow instructions and record the steps on the Behaviour Record Sheet (see Appendix 3). We have a 4 step graduated response, starting with a Reset and reminder of the rule, time working alone, reflection time, missed playtime and SLT involvement. The responses are adapted to match age range. Behaviour record sheets are collected in each week and monitored to identify children and classes requiring extra support (see Appendix 4).

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	Action	What it might sound like...
Step One	Reset A reset conversation, non-verbal cue, class reset and reiteration of clear expectations, co regulation.	Right now, Shakespeare Gold is...
Step Two	Reminder Clarifying exact expectations and next steps for a child, group or class within a time frame.	This is your reminder, you are not yet showing Shakespeare Gold. The instruction is... I’m hoping to give you a class gold/high five/silent cheer/whoosh when you are (repeat instruction)
Step Three	Warning 1:1 conversation and consequence Where possible, a child will be moved to work near the teacher. Dependent on the child and the classroom context they may need to work out of class for 5 minutes supervised by a member of support staff from the classroom. At step three, 5 minutes of break time is spent with their teacher which includes a restorative conversation.	This is your warning. You are not yet choosing to show Shakespeare Gold. Now you will move seats for 5 minutes to sit near me. If you choose to show Shakespeare Gold for the duration of the next 5 minutes, we will be back on track. If you do not choose to show Shakespeare Gold then you will work out of class for the rest of your lesson, be in reflection time and your parents will be contacted. Right now, showing Shakespeare Gold looks like...
Step Four	Out of Class and Reflection Time Working out of class for the rest of lesson with a member of the pastoral team. Class teachers must speak with parents.	Class teacher conversation with parents. SLT member or Pastoral Team member to have conversation with the child. 15 minutes if first time at reflection time that half term. 30 minutes if second. SLT Lead to meet parents if third.

Warning sheets collected in Fridays 3pm and info sent to SLT and phase leaders. Key children and parents spoken to by SLT lead. Learning Mentor to check in with identified children each day that week and feedback in the next week’s warning system update.

The Reminder system resets at the start of every morning and every afternoon. If Reminders are given out of class by other staff, this must be communicated to the class teacher by the staff member involved.

Lunchtimes

If lunchtime staff think a child's choices are persistently poor or serious enough, they will refer the child to the Lunchtime Supervisor. If the following behaviours are displayed by a child at lunchtime they must be spoken to by a Senior or Phase leader in school.

Displayed behaviour	Response
Repeatedly putting their hands on other children	Children will only play in a designated area of the playground (no football/table tennis)
Fighting	Immediately brought into a Senior/Phase Leader in school and remain inside for rest of play/lunch time. Following playtime to stay with an adult.
Aggressive/intimidating or threatening behaviour	Following play/lunch to stay with an adult on a different playground.
Repeated unkindness/verbal abuse(children/adults)	a) walk around with adult b) have time out at side of playground and then c) referred to the Lunchtime Supervisor on duty.

4. Gaining the attention of a class

Within a class setting, all staff will use the phrase '1-2-3' to get children's attention. Children will:

Put everything down, face the speaker, respond with the phrase 'eyes on me' at a tempo mirroring that of the member of staff, and thereafter adopt a silent voice.

In whole school or larger group settings, E.g assembly in the hall, a silent raised hand will indicate attention being requested by a speaker and should be silently followed by all children and staff until silence is gained. Staff and children should not speak when a hand is raised.

5. Movement in and around school

All children will line up one behind the other, facing forward, in register order. Any changes to register order must be agreed by phase leaders and should only be made in order to support pupil's success. Changes made should be well considered and permanent. All children are expected to walk at all times in school. Staff will use the scripted response 'thanks for walking' when they see children walking in school.

6. Noise levels

As a part of planning for positive learning behaviour teachers will consider the desired noise level for each part of a lesson input or learning tasks. Staff will regularly and clearly communicate which 'voice' children should be using.

Children will use the following voices whilst in school:

Silent Voice: a voice in your head only. (Not communicating verbally or nonverbally.)

Partner Voice: a voice only your partner can hear.

Table Voice: a voice only your table can hear.

Classroom Voice: a voice that everyone in the class can hear.

See appendix 4c for how the Shakespeare Six are presented to children and displayed in class rooms.

Additional Strategies

Other strategies beyond The Shakespeare Six are used in order to recognise, reinforce and support learning behaviour. Additional strategies may include phone calls home, post cards home, authentic and labelled praise, non-

verbal praise, awarding of responsibility, sharing achievements with other members of staff and pupils. Before a strategy is adopted it must be considered to effectively reflect and support our vision and values. Strategies should aim to promote intrinsic not extrinsic reward.

Individual Behaviour Support

Behaviour Passports

At Shakespeare we use the Graduated Approach and the Assess, Plan, Do, Review cycle to identify and determine 'waves' of required support.

Wave One is the universal offer of quality first teaching of an engaging curriculum delivered in consideration of all levels of ability.

If a child is identified through the behaviour recording system and the tiered flow chart has been followed (see Appendix 3 and 4a) but it is still determined that a child requires further tailored support in order to progress in their learning behaviour,

Wave Two strategies (small group intervention) will be planned and delivered by the pastoral support team.

If the desired improvement is not achieved in the specified time frame, a behaviour passport (see Appendix 6) will be drafted with the child and key staff members.

This is a **Wave Three** action. The passport should be regularly reviewed and updated by class teachers and shared with key staff. See the SEN policy for more detail on the Graduated Approach, record keeping and our robust approach in supporting children who require social and emotional provision.

External Support

If after a 12 week behaviour passport review there is insufficient evidence of acceptable learning behaviour improvement or after a serious incident, external support may be sought. This will be planned and actioned by SLT/PSM and communicated with involved staff and parents through an updated behaviour passport.

Recording Serious Incidents

Shakespeare Primary School follows the Hate Incident guidance from Leeds City Council to investigate and report any incidents of this nature. Other serious incidents, such as sexual violence and harassment will also be recorded and reported.

Serious and Hate Incidents

A hate incident is legally defined as: "any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or Hate

- Serious incidents such as violence or racism should be reported immediately to an SLT/Phase Leader or the Pastoral Support Manager
- For serious incidents, SLT may choose to internally seclude a child for either one half or one whole day or externally exclude a child
- All racist or homophobic language is logged.

Sexual Violence and Sexual Harassment

Sexual violence and harassment are behaviours that Shakespeare Primary School has a zero-tolerance approach to. They are never acceptable and will not be tolerated. They will be dealt with the same level of importance that all bullying or harassment incidents are dealt with. The following points provide further guidance and clarity as to how staff will respond.

- Shakespeare Primary School will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school.
- We will respond appropriately to support children who sexually harm their peers, in ways which are inclusive and support children to address their behaviours as opposed to punitive measures which focus solely on containing behaviours causing concern.

The power to discipline beyond the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable". When considering whether the school will implement a sanction for reported misbehaviour out of school, the Head Teacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Use of reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published 2013. All members of school staff have the legal power to use reasonable force to prevent pupils from hurting themselves or others, damaging property or causing disorder.

Further Reading

Appendices

Ctrl+Click to follow links:

[Appendix 1 - Classroom Policy Practice Form TEMPLATE](#)

[Appendix 2i – Individualised Key Phase Behaviour Reminder Systems EYFS](#)

[Appendix 2ii – Individualised Key Phase Behaviour Reminder Systems KS1](#)

[Appendix 2iii – Individualised Key Phase Behaviour Reminder System KS2](#)

[APPENDIX 3 – Behaviour Record Sheet](#)

[Appendix 4a - Tiered behaviour flow diagram](#)

[Appendix 4b - Barrier to Learning \(B2L\) Form- Mini and Full](#)

Appendix 4c- Child friendly Shakespeare Six classroom prompts

[Appendix 5 – Individual Pupil Passport](#)

[Behaviour Display Posters \(123, Eyes on me, Lining Up, Noise Levels\)](#)

This policy should be considered alongside the following documents:

DfE Exclusions Guidance 2020

Written Behaviour Principles

PSHE policy

SMSC policy

SEN policy and practice

Equality Policy

Anti-bullying policy

E-safety policy

Preventing Extremism

Safe working Practice

Use of Reasonable Force July 2013

Positive Handling Risk Assessment