



**Shakespeare**

Primary School

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**Behaviour Policy**

**2017-2019**

## **Contents**

**Ethos**

**Proactive Strategies**

**1. Building Positive Relationships**

**2. Social and Emotional Aspects of Learning (SEAL)**

**3. Whole school Golden Rules**

**4. Rewarding Positive Behaviour**

**5. Managing Unacceptable Behaviours**

**6. Secondary Behaviours**

**7. When the strategies don't work**

**8. Lunchtimes**

**9. Hate Incidents**

**10. Roles and Responsibilities**

**11. Parents and Carers**

## **Ethos**

Our ethos is to encourage children to access their learning in a safe, nurturing and positive environment where all children and staff alike, respect and care for each other. Good behaviour is essential for effective teaching and learning to take place. At Shakespeare Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on negative behaviour. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self discipline. It is the responsibility of parents to support their children with behaving well at school.

## **Proactive Strategies**

It will be the responsibility of each staff member to be proactive in helping all children to learn and display positive behaviours within school. We will make sure the following proactive strategies are in place throughout school.

### **1. Building Positive Relationships**

This is the main tool we will use to help children to develop good behaviours. Positive relationships between children and staff are vital in the promotion of good behaviour. When a child feels that a member of staff values them as an individual their behaviour around them will improve. All staff in the school will be expected to use different strategies to help build positive and nurturing relationships with children.

### **2. SEAL – Social and Emotional Aspects of Learning**

SEAL is “a comprehensive, whole-school approach used to promote the social and emotional skills of all children at Shakespeare. It underpins effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being

of all who learn and work in school.

Through assemblies, lessons, circle time, small group and individual work the children will learn to build the skills they need to make relationships with others, understand and manage their own emotions, thoughts, and behaviours, and understand and respond to the emotions and behaviour of others.

The SEAL framework will focus on, motivation, empathy, social interactions, social awareness and managing feelings.

The framework is divided in to seven themes that are covered within the school year, New beginnings, Getting on and falling out, Say 'no' to bullying, Relationships, Changes and It's good to be me.

### **3. Whole School Golden Rules and Reasons**

**We expect children to take responsibility for their behaviour through understanding and following our GOLDEN RULES.**

**Our Golden Rules are:**

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

Assemblies, Social and Emotional Aspects of Learning (SEAL) and Circle Time will all be used to build children's understanding of the school's Golden Rules.

### **4. Rewarding Positive Behaviour**

All good behaviour is praised through a number of different strategies that are in place across school.

**We encourage good patterns of behaviour through the following strategies and interventions:-**

- Whole school rewards

- Individual class rewards
- Celebration assemblies
- Star of the week
- Stickers
- Non verbal praise
- Positive verbal comments and praise
- Giving children responsibility
- Sharing positive aspects with others
- Informing parents
- Good to be Gold



Good to be Gold

### Class Gold

Children can earn a class treat. Ideas for this class treat could be... a snack, listening to music and a drink of juice, 10 minute game or a class nominated treat activity. Class Gold points are displayed on a class poster. They can be given in 1s, 2s or 5s. When the poster is full the class receive their treat at the next appropriate time. Everyone is included in the agreed reward activity.

### Individual Gold Stars

All children's names are displayed on a wall chart and stamps are collected. Any member of staff can give a sticker or stamp in class or around school.

Only a gold star stamp or gold sticker can be placed on the wall chart. When children reach 30, 60, 90, 120 stars they will receive a certificate in assembly. Each half term all children who have achieved a gold certificate will enjoy an extra playtime. Children cannot lose stamps or stickers.

### Consistent Consequences

Children take or are given a warning card (specific to phases) when they are warned about their behaviour. Behaviour policy strategies are to be used before giving a warning card. Agree take up time. If they make the right choices the warning card can be removed. Following take up time/strategies used if a child's behaviour continues they will be given an appropriate consequence (managed by the teacher) e.g paying back time, change of seat, separating child from group, planned time out, detention, speaking to parents.

## **5. Managing Unacceptable Behaviours**

When dealing with inappropriate behaviour we will have a clear school procedure outlining how and when we would apply the different strategies to stop the negative behaviours developing further. **(See Appendix A)** Having a clear and consistent approach will help children know that we will deal with all behaviours fairly and consistently. Early intervention is key, so we will always try to deal with unacceptable behaviours at the first opportunity so that these behaviours don't become habitual and ingrained. We will make sure that once a child has changed their behaviour a fresh start is offered.

## **6. Secondary Behaviours**

Following the issue of a consequence, if a child continues to display unacceptable behaviour, we will in that moment and where appropriate, ignore these behaviours as they are secondary to the original behaviour. However if these behaviours are of a more serious nature e.g. swearing, violence, staff must speak to SLT, Phase Leaders or Pastoral Support Manager immediately. We will speak to the children about these secondary behaviours as soon as appropriate.

## **7. When the strategies don't work**

If the strategies appear to be failing to help a child manage his or her behaviour, a referral is made to the Learning Mentors. This involves the class teacher filling out a referral form **(Appendix C)** meeting with the Learning Mentors and discussing a plan of action.

## **Individual Support**

If a child's behaviour becomes unmanageable or is causing concern the following steps may be taken.

- Meeting with parents/carers
- Individual Behaviour Plan/Positive Handling Plan
- Referral to the Guidance and Support Team (BSW/CAMHS/FSW)
- Referral to Complex Needs (Educational Psychologist)
- Application for F- Band Funding (individual support)
- A placement at the Learning Support Unit (Achieve/Bridge)

## **Individual Behaviour Plans (IBP) (Appendix D)**

1. If a child's behaviour is requiring additional support (wave 2) then the following can be accessed, Emotional Literacy, meeting with parents Behaviour Support Worker (Cluster) Inclusion Worker (Complex Needs Team) Therapeutic Support (Group/Individual)
2. If a child is showing inappropriate behaviour over two to three week period, then the following would be put on a positive behaviour book/target card. If following this a child still requires further support (wave 3) an Individual Behaviour Plan must be written by the child's class teacher.
3. The IBP will be written with the teaching team, the child and shared with the parents/carers. It will be used as a tool for all staff to use to help and encourage a child to choose the correct behaviour within the school environment.
4. IBP's will be shared with all teaching and non-teaching staff so that there is a consistent message for the child wherever they are within the school. IBP's will be frequently reviewed to avoid laboured strategies that are not being effective and to make sure that the child is making progress.

### **The 5 steps of the IBP process are:**

**Step 1** - Identify the inappropriate behaviour

**Step 2**- Ask when, where and why that behaviour happens?

**Step 3**- Identify the behaviour you want to see

**Step 4** - What are the 'effective strategies staff can use to help the child achieve their target behaviour? For example: Proactive strategies, How to use attention, encouragement and praise, incentives.

**Step 5** - Consequences to be used for displaying the unwanted behaviour.

### **Positive Handling**

In extreme cases children may need to be physically restrained, this will happen in accordance to section 93 of the 'Education and Inspections Act 2006'.

If we feel that a child is in danger to themselves or others we may need to positively handle, restrain or physically remove a child. The Pastoral Support Manager/Learning Mentor and/or Leadership Team should be called to assist and assess the situation.

Any physical restraint will be done in accordance to 'Team Teach' training and where possible only 'Team Teach' trained staff will use these techniques. However all members of school staff have a legal power to use reasonable force. We will make sure that we record all instances of physical intervention as per the 'Team Teach' training. Physical interventions will NEVER be used as a form of discipline and will only be used to prevent students: **Committing a criminal offence, Injuring themselves or others, Damaging property, Acting in a way that is counter to maintaining good order and discipline at the school.**

- Where necessary Positive Handling Plans will be implemented for identified children.

## **8. LUNCHTIMES**

At Shakespeare Primary school we value playtimes immensely. We recognise the many valuable aspects of this time including the opportunities for relaxation, exercise and social interaction.

Positive behaviour is encouraged at playtime and children are given every opportunity to take responsibility for their own behaviour and play. We expect all children to keep the school golden rules at play and lunchtime.

### **Playground Friends**

When in year 5 children can apply for a Playground Friend position. Our Year 5 children on a rota basis are Playground Friends at lunchtime. The Playground Friends play a very important role in our school. They set out all the equipment at lunchtime and show the



younger children how to use it. They also play along with the younger children and act as helpers for the playground supervisors.

### **Small Group Support**

At Lunchtime the Pastoral Support Team offer support children who struggle to manage their own behaviour when playing outside the playground. Identified children are given the opportunity to play together and build their social and emotional skills whilst being supported by a member of staff.

We provide a small lunchtime club which allows children who struggle to manage their own behaviour on the playground to stay inside and play. Within this setting children, are given further opportunity to build their social and emotional skills.

### **Managing Unacceptable Behaviour at Lunchtime**

When unacceptable behaviour occurs appropriate warnings will be given, if unacceptable behaviour persists children will a) walk around with adult b) have time out at side of playground and then c) referred to the Lunchtime Supervisor on duty.

If a child is deliberately hurt by another child then the child exhibiting aggression/violence will be immediately brought inside school.

If lunchtime staff think a child's behaviour is persistent or serious enough they will refer the child to the Lunchtime Supervisor.

The lunchtime supervisor will follow the yellow and red card system.

### **Yellow/ Red Card system**

1. Verbal Warning.
2. Yellow card – lunchtime detention (data base must be completed)
3. Red Card – in-school lunchtime exclusion (data base must be completed)

Persistent inappropriate behaviour may result in a Red Card which is an in-school exclusion at lunchtime.

Inappropriate behaviour will be reported via the lunchtime supervisor to the class teacher or a senior member of staff. Lunchtime supervisors meet with the Pastoral Support Manager once a month to discuss lunchtime issues including the management of behaviour.

### **In the Dining Room we have additional Golden Rules, these are:-**

- We stay in our seats until we have finished eating

- We put up our hand if we need help
- We tidy away our rubbish.
- We use quiet voices

## **9. Hate Incidents**

Shakespeare Primary School follows the Hate Incident guidance from Leeds City Council to investigate and report any incidents of this nature.

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”***

## **9. Roles and Responsibilities - Teachers and Support Staff**

1. It is the responsibility of class teachers to ensure that their classes behave in a responsible manner.
2. The class teachers and support staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
3. The class teacher and support staff treat each child fairly and consistently. The teachers and support staff treat all children in their classes with respect and understanding.
4. If a child misbehaves repeatedly in class in the first instance, the class teacher or support staff deal with the incidents him/herself following the school behaviour policy. However, if misbehaviour continues, the class teacher will seek help and advice from the pastoral support manager, senior staff or the Head Teacher.
5. The class teacher will liaise with external agencies, as necessary, to support and guide the progress of each child.
6. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.
7. Individual Behaviour Plans are devised for children to identify the specific support needed to follow instructions and conform to expectations. Outside agency support

may be requested.

8. Class Teachers will review Individual Behaviour Plans on a regular basis
9. Class Teachers are responsible for keeping behaviour records and information for children in their class.

### **Lunch staff and Volunteers**

1. All support and lunchtime staff must uphold the ethos and expectations of the school behaviour policy during lunchtime.
2. The lunchtime supervisors lead the staff team at lunchtimes and have the support of the Pastoral Support Manager, Head Teacher and Senior Leadership Team.

### **Head Teacher**

1. It is the responsibility of the Head Teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children.
2. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
3. The Head Teacher ensures the school keeps records of all reported serious incidents of misbehaviour.

### **Governors**

1. The governing body has the responsibility of supporting the school behaviour policy.
2. The governors support the Head Teacher in adhering to the policy

### **10. Parents/Carers**

1. The school collaborates actively with parents / carers, so that children receive consistent messages about how to behave at school.
2. We explain our expectations for behaviour in the school prospectus, and we expect parents / carers to read them and support them.
3. We expect parents / carers to support their child's learning and social development, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents / carers immediately if we have concerns about their child's welfare or behaviour.

4. We expect parents / carers to support the actions of the school.
5. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem a formal complaint or appeal process can be instigated by sending a letter to the chair of governors.(Complaints Policy available from the school office )
6. If a child needs specific help then support will be requested from external agencies when appropriate.

**This policy was reviewed and adopted in June 2017**

**Ratified by the Governing Body -**

**To be reviewed – June 17**

Ignore  
Golden Rule reminders  
Team work with an adult  
Gold Points  
Speak to Parents/Carer

SLT  
Internal Exclusion  
Detention  
Red/Yellow Card

Positive Strategies

Golden Rule reminder  
Working with an adult  
Warning Card  
Move within classroom  
Child works on a different table  
(on their own/with an adult)  
Timeout (work outside class)  
5 minutes of playtime lost  
Individual Behaviour Plan  
Speak to Parents/Carer  
Speak to Phase Leaders

## Appendix B

### Guidelines for Detentions

The aim of detentions is to encourage children to change their behaviour. **Detentions are to only be used as a last resort when all other strategies to manage behaviour have not worked.** Detentions are not to be used for KS1 children, other more age appropriate strategies will be used for Ks1 children.

#### **Before giving a detention the following steps must be followed:-**

1. Pupils will have their unacceptable behaviour pointed out to them and told what they should be doing.
2. Staff will then use Classroom behaviour management strategies to support the child with improving their behaviour.

These strategies may include:-

- Praising the child at the first opportunity for displaying improved behaviour.
  - Paying back time
  - Change of position within the learning environment
  - Following I.B.P's
  - Golden time warning card
  - Loss of golden minutes
  - Target card
3. A clear Verbal Warning will be given.
  4. If the child does not change their behaviour after being spoken to, they will then be spoken to again on their own and explicitly given a '**Verbal Warning**'.
  5. If the child's behaviour improves they will be spoken to at the end of the lesson and the verbal warning will go no further.
  6. If the child's behaviour does not improve they will be spoken to again and given a detention.
  7. **Data bases must be completed whenever a detention is given. Staff must write in the detention book and inform the child where they are to go for**

**detention.** (Detention book will be kept in the staff room/children are to be told to go the office).

8. All children in detention must complete a detention sheet.
9. After completing the detention sheet a handwriting activity should be given for the child to complete until detention has finished.
10. Student teachers should only give detentions after consultation with their class teacher.
11. There may be occasions when a child displays extreme behaviour and the most appropriate action is to put them straight into detention.
- 12. When any member of staff places a child in detention they must inform the child's class teacher.**

Appendix C

**Referral Form for Support with Behaviour**

Date of Referral \_\_\_\_\_

Child's Name \_\_\_\_\_

Child's Class \_\_\_\_\_

Class Teacher \_\_\_\_\_

Other

Teachers \_\_\_\_\_

**Reason for Referral** ( please attach a separate sheet if necessary)

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Number of databases at time of referral \_\_\_\_\_ (please attach if possible)

**Strategies** (please list all classroom/playground strategies used and which if any have been successful)

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**Members of staff/ outside agency staff already involved with child**

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**Names of any other staff experiencing problems with child**

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Appendix D  
SEN Graduated Approach  
Wave 3  
Individual Behaviour Plan

	Name: Year group: Teacher:	Date: Plan number:
Assess	What actions have been in place?	
Plan	What are the desired outcomes for the next half term? (Individual Targets max 3)	
Do	How are the outcomes going to be achieved? Who will be involved? Frequency of support? What resources/support will be needed?	
Review	When will the plan be reviewed? By who? How – what evidence will be used?	

