



Shakespeare Junior School

Behaviour Policy

1. Purpose

Positive Behaviour strategies are part of the provision we make to create and maintain an orderly working environment in which all members of the school community feel safe and secure. By promoting positive behaviours we hope to deter the negative ones. By doing so we aim:

- To promote the fundamental right within the classrooms, of teachers to teach and children to learn
- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage pupils to develop their independence through becoming responsible for their own behaviour and achieving self-discipline and control.
- To provide pupils with a consistent approach of positive encouragement that includes praise and rewards as well as consequences which will enable their self-esteem to flourish with reasons to aspire towards consistently behaving exceptionally well.

2. Scope

The policy applies to all staff and volunteers at the school.

3. Responsibilities

The **head teacher** is responsible for ensuring and promoting the well-being and good behaviour of all members of the school community.

Class teachers are responsible for the day-to-day management and monitoring of children's behaviour using the procedures outlined in this policy. They will:

- Plan lessons that engage, challenge and meet the needs of all learners
- Model positive behaviours and build relationships
- Refer to the school rules in conversations about behaviour
- Give appropriate positive and negative consequences
- Be alert for signs of distress, upset or out of character behaviour
- Always 'follow up' to retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly
- Praise in Public (PIP) and Reprimand in Private (RIP) where appropriate
- Establish and maintain regular links with parents and carers

The Senior Leadership Team are responsible for supporting class teachers in dealing with serious or long term issues of inappropriate behaviour.

The Special Educational Needs Coordinator is responsible for arranging support for children with specific or serious behaviour difficulties.

Year leaders are responsible for ensuring the administration of the school behaviour system in their year group and supporting their year group team in the management of children's behaviour.

Lunch time supervisors are responsible for using the agreed systems of behaviour management. They are responsible for reporting to class teachers any incidents which occur during lunch times which may affect the wellbeing of children.

All staff are responsible for promoting high standards of behaviour by being excellent role models and using the agreed systems of behaviour management at all times.

Governors are responsible for ensuring that there is an agreed policy on Behaviour Management in the school and for working with the headteacher, assistant headteachers and class teachers to monitor and update this policy regularly.

4. Procedures

All staff at Shakespeare Junior School strive to:

1. Be calm, consistent and controlled at all times- through vigilant and proactive behaviour management, through explicit language and through fair and clear processes
2. Be relentlessly positive with high expectations for all– so that children are praised for their efforts and celebrated as role models for other pupils to aspire to
3. Build trusting relationships – through recognising and seeking to understand and empathise with the context of every child

School rules

READY to start our learning

RESPECTFUL of people and property

RESPONSIBLE for our own behaviour

All aspects of behaviour are encompassed by these three statements which can be used as question prompts to scaffold children to remain focused on positive behaviour choices i.e. *Are you ready to learn? Are you being respectful? Are you being responsible?*

We believe that:

All behaviour is communication so every effort must be made to understand it; children are given the opportunity to take responsibility for explaining their behaviour and support to learn new ways to express themselves. In addition, emphasis is placed on using de-escalation techniques and consistent use of positive language in order to ensure children are supported to manage and improve their own behaviour.

Responses to behaviour should be immediate and consistent. Positive behaviour should be noticed and recognised first while negative behaviour should be dealt with as privately as possible.

It is important to remember that children bring to school a wide range of behaviour patterns based on different home values, attitudes and parenting skills. At school, ALL staff must work together to ensure that our agreed rewards and sanctions are applied fairly and consistently. Our rules form the cornerstone of the rewards and consequences system and are displayed throughout the school. If children follow the rules they are recognised; if not, there are consequences.

Positive consequences

Our aim is to develop intrinsic motivation in respect to pupil's behaviour. We recognise and reward learners who go 'over and above' our standards and understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of precise praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including its use with those learners who are hardest to reach.

Each class will have a 'recognition board' to target and recognise learning behaviours. Children will have their name on the board when they demonstrate the chosen behaviour and names are not removed - children who disrupt are dealt with privately. The board is not a competition between individuals, rather a whole class helping each other to get their name up. When everyone has their name on the board there can be a collective recognition e.g. applause, dance, cheer. The board should be refreshed daily.

See appendix A for 'Positive Consequences' chart

Negative (logical) consequences

Logical consequences are ways in which adults structure learning opportunities for children. The goal of logical consequences is to stop children's misbehaviour and help them make more constructive choices.

To apply consequences effectively, adults need to behave in a thoughtful and reflective manner. There is no one-size-fits-all consequence and individual factors should be considered e.g. Is this a first-time behaviour? Did it occur because of something programmatic or situational?

Examples of logical consequences-

- A child takes some responsibility for fixing, as best they can, any problem or mess they have created.
- A child speaks rudely to the teacher. The teacher does not respond until they change their tone of voice.
- Two children talk instead of working. They have to sit by themselves and complete their work.
- A child hurts the feelings of another. She participates in "an apology of action" by writing a note and including the hurt child in a friendly activity

See appendix B for 'Negative Consequences' chart

Missing break/ lunch time

On occasions it may be necessary for a child to miss part of their break or lunch time. During this time children will be given reasonable time to eat, drink and use the toilet but they will also be asked to complete appropriate work or carry out appropriate duties. Children will be supervised by their class teacher or a member of the leadership team.

A small number of children who experience complex behaviour difficulties may need the support of an individual behaviour plan. This will be created by a team which will include the classteacher, parents and SENCo and may also include the headteacher and outside agencies e.g Educational Psychologist, Primary Behaviour Service, CAMHS

7. Review

The policy will be reviewed at least annually and in the light of significant changes in Local Authority or Department for Education policy.

