Shakespeare Junior School
Behaviour Policy 2026

This policy also sits alongside our Safeguarding Policy and Child Protection Policy with reference to harmful behaviours, child-on-child abuse and the recognition that behaviour may be a form of communicating that a child has experienced abuse.

Name Of School:	**Shakespeare Junior School**
Date Of Policy Review:	**February 2026**
Date Of Next Policy Review:	**February 2027**
Name(s) Of Responsible Manager:	**Miss Lewis & Miss Powell**
Name Of Headteacher:	**Mrs Wilson**

Our School Vision and Values

Shakespeare Junior School seeks to promote behaviour based on mutual respect between all members of the school community. Staff encourage the highest standards of behaviour both within classroom settings and around the school. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for all children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through the **Ready, Respectful and Safe** framework.

READY to start our learning

RESPECTFUL of people and property

SAFE for our own behaviour

Class teachers and additional staff offer individual support to pupils who experience emotional/behavioural difficulties. Whenever possible, this support happens within the classroom environment.

The school's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils - especially those who experience emotional/behavioural difficulties. Adapted teaching, mutual respect and

effective classroom management build and maintain good relationships between staff and pupils.

We recognise that emotional and behavioural difficulties may take many forms. Where possible the causes of the emotional/behavioural difficulties will be determined and strategies put in place to support children, and staff, as required. This follows our belief that behaviour is communication, and we will also seek to establish the cause of the behaviour. We recognise that clear boundaries, and the respect of pupil voice within the classroom and school environment, encourage mutual respect and foster self-responsibility in the pupil. We acknowledge that if a child is involved in the setting of boundaries and goals for behaviour, they are much more likely to be motivated to achieve these. Through class, school council and whole school assemblies the children are involved in behaviour reviews.

Close liaison with all concerned individuals and agencies, for example, parents, teachers, Primary Behaviour Support, Schools Educational Psychological Service, and Children's Services can be essential for effective modification of the pupil's behaviour. We aim to make best use of all of these services as required. Parents will be informed of any specific individual behaviour plans that a child may have to support them.

As a school we aim to:

- Create a Ready and Respectful community where our children know they are safe;
- Create a calm, purposeful, happy and inclusive learning environment;
- Ensure all members of the school community behave in a consistently kind way toward each other and challenge appropriately if ever this is not the case;
- Encourage children to develop their self-regulation and resilience to learn so they can positively alter their behaviour and understand the impact of their behaviour on others;
- Engage in supportive conversations and when needed, give additional, bespoke support for children with specific needs.

Roles and Responsibilities

All school staff and governors will adhere to the SJS code of conduct.

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 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.

Families are responsible for working collaboratively with school staff to support positive behaviour management and to maintain lines of communication with school.

Pupils are expected to learn and exemplify the Ready, Respectful and Safe framework

The RRS framework is integral to promoting excellent behaviour in school. We teach and reinforce strategies through a supportive and impactful approach to maintain high expectations of behaviour that prepare our pupils for the next stage of their education.

At SJS we recognise the importance of promoting positive mental health and emotional wellbeing for all our pupils and their families. We create an open culture around mental health that empowers our children to regulate their emotions. The children learn a range of strategies to help them cope with and manage their emotions and behaviours.

Health Related Causes of Emotional/Behavioural Difficulties

Where health related causes have been identified as a trigger for behavioural issues, advice will be sought from the appropriate professional body.

How do we support and empower our pupils in making good choices?

At Shakespeare Junior School we aim for verbal positive reinforcement and a sense of personal achievement and pride to be the reward of highest value. In line with this we also run the following positive behaviour rewards:

Each week a small number of children from each class are selected to receive a certificate for representation of our school rules. These certificates are awarded as part of our weekly Proud of assemblies.

A House Point can be given to any child who displays learning behaviours 'above and beyond' the school Behaviour Expectations. House Points can also be given to a child who shows outstanding thoughtfulness or support towards another member of our school community. These are gathered collectively and totals shared during Celebration Assemblies. At the end of each half-term there is a reward for the children in the house that has collected the most House Points over that half-term.

Some children who experience complex behaviour difficulties may require bespoke strategies as part of an individualised behaviour plan. These will be in agreement and consultation with the SENDCo/Headteacher/Senior Leaders and families and in some cases may also include outside agencies e.g. Educational Psychologist, Primary Behaviour Service, CAMHS.

All children are supported to get back on track regardless of need.

Restorative practice

We recognise that we can all make wrong choices, which leads to poor behaviour. Whilst our choices have consequences, which may also have sanctions, we believe we must proactively support pupils to understand how their behaviour affects others, restores relationships and help make better choices next time.

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 safe?*

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 RRS framework form the cornerstone of the rewards and consequences system and are displayed throughout the school. When children follow the rules, they are recognised; if not, there are consequences.

Cases of severely inappropriate and intentional behaviours may result in a suspension from school. We will follow our Suspension and Exclusion Policy and DFE / LA guidance. This would always be seen as a last resort. We may make use of 'time out of class' for the child or an internal exclusion if this was felt to be a more suitable alternative.

All actions taken by members of staff will be appropriate to the developmental age and stage of the child.

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. Classes may be rewarded in different ways within the school day by their class teacher however this does not include food treats or gifts.

Children may be asked to show their work or discuss how they have turned things around with another respected adult in school. Weekly "Proud of" assemblies showcase how pupils have exemplified the RRS framework with tangible examples and a certificate.

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 broken resource or mess they have created;
- A child speaks disrespectfully to the teacher. The teacher does not respond until they change their tone of voice;
- Two children are not ready and continue to talk instead of working. They have to sit by themselves and complete their work out of the lesson time.

A child hurts the feelings of another. They participate in "an apology of action" by writing a note and including the hurt child in a friendly activity.

Our pupils have been consulted over the Negative Consequences chart to certain behaviours as can be seen in their responses in appendix A.

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.

What Is Not Tolerated?

SJS does not tolerate intentional and regular breaking of the Ready, Respectful and Safe framework. This includes:

- Physical aggression;
- Fighting;
- Bullying;
- Racism, or discrimination of any kind;
- Vandalism / deliberate damage to property;
- Sexual violence or sexual harassment.

Violence, child on child abuse, harmful sexual or prejudicial language behaviours will not be tolerated in this school. Any incident that appears to be prejudicial in any way will be investigated and recorded on the official PLAB incident form.

Serious or persistent breaches of the school's behaviour policy affecting the safety of children or others may result in a fixed term exclusion in line with Hampshire County Council process, where allowing a child to remain in school would seriously harm the education of themselves or others.

Exclusion | Education and learning | Hampshire County Council

We work with a number of external agencies as and when needed, to further support our children with their behaviour. Permanent exclusion is the final resort.

It is imperative that children are given the opportunity and support to make the right choices. Personal support programmes may be put in place, which may include the involvement of outside agencies. There may be a suspension / lunchtime / temporary / permanent / internal / external. Personal time, such as playtimes may be removed for a period of time. The school acknowledges that some of these behaviours may occur online and follow the same procedures accordingly. Where a behaviour incident has occurred outside of school, the school will work alongside parents or outside agencies where appropriate.

Where a behaviour reaches the harm threshold (Safeguarding Policy), a referral to Children's Services will be made regardless of where the incident took place.

Adult Behaviours

We always aim to work from the positive, recognising that behaviours are often a result of an underlying issue or need. When dealing with behaviour we recognise that the impact of our words can be long-lasting, we will always try to remain calm in our approach and acknowledge that children may not always be ready to talk. We recognise that the behaviour of the adults in the school has the biggest impact on the behaviour of the children. Adults are consistent.

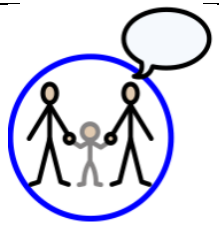
"What we say to the children in the most difficult moments is what matters." Paul Dix
When the Adults Change Everything Changes by Paul Dix

Monitoring:

- The positive behaviour policy is a key policy within school. It must be adhered to by all staff and strictly followed so that children are treated fairly. Regular behaviour monitoring is undertaken by SLT and reported back to Governors/other stakeholders;
- SLT monitor entries on CPOMS weekly at DSL meetings and monitor names that may crop up regularly;
- Midday supervisors report back to the Senior MDSA each day who then follows up any incidents with class teachers;
- Behaviour is a standing agenda item at staff meetings, PPA sessions and governors/local authority meetings.

Behaviour at Shakespeare Junior School

Appendix A

1. The teacher will speak to you, this will probably be during break or lunchtime, to help work out what went wrong.	
2. If your behaviour does not improve your parents will be told. Your parents and the school will then work together with you to find ways to improve your behaviour.	
3. If a teacher has to speak to you three times within a half-term a Year Leader will speak to you. Your parents will be informed.	
4. Mrs Wilson, Miss Lewis and Miss Powell know about all of the things that happen because your teachers tell them. If they are hearing your name come up too many times one of them will speak to you and support you by working together to improve your behaviour choices.	
5. If you make a VERY unsafe or disrespectful behaviour choice, this will be dealt with directly by Mrs Wilson, Miss Lewis or Miss Powell and shared with your parents.	

The **pupils** of Shakespeare Junior School have **decided** what the hierarchical consequences should be for behaviour that falls below our school expectation to be **ready, respectful and safe:**

Not being ready/respectful/safe	**Breaking school resources**	**Climbing over furniture** **Running away from site**	**Throwing chairs at someone**	**Hitting friends/trusted adults**
Missing breaks/part of lunchtime or the proud of points reward time During this time, you may be encouraged to write a note of apology/apologize in person with follow up demonstrable actions The apology could be stuck into your book or on the wall to refer back to Complete missed work in your own time	Working in another classroom, away from your classmates Showing another adult what you have done e.g. if you ripped your book You may be asked to replace a resource that was broken with intent or tidy up/repair resources	The removal of privileges, such as not being allowed to play football, missing an enjoyable activity such as using the iPads and cooking You may be asked to clean the furniture e.g. if it was lunchtime tables that you climbed over with shoes on You will need to be accompanied by an adult around school External exclusion from school which means being sent home and not being allowed to return for a period of time	Working in isolation from any other children	External exclusion from school which means being sent home and not being allowed to return for a period of time Complete a period of "school community service" and support with more helpful jobs around school to make amends

At all times you will be supported and given time and strategies to co-regulate.
A full investigation will take place to ascertain what you were trying to communicate and the adults will remain curious and not furious about your behaviours.
We will work with you and your parents/carers to move forwards in a positive way