Shakespeare Primary School

Promoting Positive Behaviour policy

Policy reviewed by Senior Leadership Team in December 2018 and agreed with staff on 11 December 2018.

Policy was adopted by the Full Governing Body at their meeting on 9th July 2019

Policy is due for review by Local Advisory Board every two years.

Rationale:
This policy is written in response to Section 88(2) of the Education and Inspections Act 2006 (EIA 2006), which requires the governing body to make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. It also complies with equalities legislation and the duty to promote the well-being of pupils (section 21 of the Education Act 2002, as amended by section 38 EIA 2006). The section regarding pupil exclusion is aligned with the guidance. Exclusive for maintained schools, academies and pupil referral units in England (DfE, 2015).

This policy has been written as a means of supporting all staff at Shakespeare Primary School promote positive behaviour throughout school. The guidance within our behaviour policy outlines what good and outstanding behaviour looks like and will help ensure standards are consistently applied throughout school. It will ensure that expectations and procedures for management of behaviour are explicit and will promote consistency of practice across the school. Our school is a complex community of pupils and adults, all contributing to and benefiting from its success. A community functions best if there is a mutual respect between all members and an agreed code of conduct providing the background against which all aspects of school life may flourish.

Principles:
At Shakespeare Primary School we promote a positive behaviour policy which has high expectations of all within the school community.

At Shakespeare Primary School we are committed:

- To promoting our school values – such as kindness, self-esteem and confidence, awareness of others, respect and friendship – thereby instilling a culture of social inclusion.

- To improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

- To ensuring vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – receive the appropriate behavioural support according to their need.
Aims:

At Shakespeare Primary School, we aim to:

- Set agreed high expectations of the behaviour of all, which can be explained to pupils or adults of any age or ability;
- Encourage a healthy balance between rewards and sanctions to encourage positive behaviour, which are applied consistently; and
- Promote behaviour improvement as a means of improving learning and teaching, through:
  - Providing an environment conducive to effective learning for all pupils and staff
  - Raising and promote self-esteem in all members of the school community
  - Promoting consideration and respect for others and the school environment
  - Encouraging a shared responsibility between home and school
  - Providing guidance for staff, pupils and parents, enabling everyone to know what is expected of them
  - Using positive and encouraging language with children at all times in all parts of the school

We believe these aims to be challenging but realistic and appropriate for development as the school builds on its successes.

Implementation:

Acceptable behaviour

‘At Shakespeare we show respect, share, support one another and keep ourselves and others safe.’

Pupils are expected to stay safe, to do as they are asked (the first time!), to try their very best and treat one another, and all adults, with respect at all times. Our acceptable behaviour statement above is on display in all classrooms across the school.

Using ‘Social Emotional Aspects of Learning’ to teach positive behaviour

SEAL is used as a whole school approach to the learning of emotional literacy skills. Assembly-led themes are introduced by the Head teacher through a whole school assembly and continued through Phase Group assemblies. The theme is followed up throughout the age groups using SEAL class-based resources, culminating in an end of theme assembly led by the Team Leader for the Physical Health and Wellbeing Team. Red and yellow cards given for unacceptable behaviour are recorded daily. Using this information, pupils’ classroom and playground behaviour is monitored by the Inclusion Co-ordinator along with the Senior Leadership Team using the Plymouth Excellence Cluster Primary Behaviour Audit Tool is used in October, February and June each year. Where appropriate, support is put in place to reduce incidents of unacceptable behaviour such as a Pastoral Support Plan or outside agency support.

A whole school approach encourages good habits and ensures consistency. Therefore, children are expected to behave appropriately at all times, by following our three school rules:

- Show good manners at all times
- Follow instructions with thought and care
- Care for everyone and everything

Our school rules are displayed in all classrooms across the school and these are displayed on our website as a way of communicating our rules and values with parents, carers and members of our community.
High expectations of positive, co-operative behaviour is set out for pupils by:

- Involving all pupils in the creation and review of class codes of conduct at the start of each school year
- Providing a purposeful learning environment conducive to on-task behaviour
- Involving parents/carers by communicating well to ensure their support
- Making frequent verbal/ non-verbal positive recognition of pupil achievement
- Teaching positive behaviour through circle time, PSHE lessons, SEAL materials, anti-bullying materials and a school council
- Ensuring that if things go wrong, pupils are given the opportunity to put things right
- When adults speak with a child about their behaviour the focus of the conversation must be on the choices made by the child and taking responsibility for the consequences of their actions

**Monitoring and recording**

When a bullying incident has been brought to the attention of a child or adult, a form is completed by the adult informed who then seeks assistance from the relevant phase leader regarding how the concern will be dealt with. This procedure is followed when there is peer on peer abuse such as sexual violence and harassment, and sexting (also known as youth produced sexual imagery). All staff are clear that children are capable of abusing their peers and understand the school policy and procedures with regards to peer on peer abuse.

**Rewards to recognise positive behaviour:**

The reward system exists to promote self esteem in our pupils and to encourage them to be hard working and contributing members of the community. Whilst recognise the importance of consistency, the school also acknowledges that at different stages within a child’s life at school, different ways of rewarding good behaviour may be appropriate. Our Rewards system has a clear layered structure, ensuring that we are rewarding individuals, classes and the whole school.

**Always good:** Pupils are nominated for the Always Good Club, if they are always good- one child per class, three times a year. Rewards include a photo certificate home. Members’ photos are displayed on the plasma screen and time is spent with the Head teacher.

**Special achievers:** Particular outstanding achievers are rewarded by being part of the Stars assembly every Friday. Rewards include a certificate to go home, pencil, badge and their name displayed on the plasma screen and in their
Exclusion

Removal from the classroom
Meetings for parent and pupil with DHT &/ or HT Pastoral Support Plan

Intervention by outside agencies
Individual Education Plan Common Assessment Framework meeting Support for parents provided by PSA

Withdrawal of privileges
Meetings for parent and pupil with team leader and/ or Inclusion Co-ordinator Behaviour charts/ targets Individual Education Plan

Reminders of expectations
Behaviour log begins- ABC record sheets Time out (i.e. max of 10 minutes to partner classroom) Good to be Green Chart- card changes colour Temporary move to different workspace within classroom Positive message to modify behaviour- reminder of school rules Verbal reminder / Non-verbal gesture (teacher’s look!)

Exclusion ~ Fixed term and permanent exclusion are used for the most serious displays of dangerous and persistent poor behaviour. These are used as the ultimate sanction.

Removal from the classroom ~ planned time out with agreement of parent followed by internal seclusion. Parent and senior leaders meet to discuss issues.

Intervention by ‘Outside Agencies’ ~ Parent, Parent Support Adviser and Inclusion Co-ordinator meet to discuss issues and engage appropriate agencies.

Withdrawal of privileges ~ child will miss break time and lunch times – this will be agreed by the class teacher and phase leader and will be shared with parents.

Reminders of expectations ~ a range of strategies are used to enable the pupil to stay within the class group.

Please note that a pupil may go to higher stages immediately depending on the seriousness of the incident. Parents/carers can be contacted at any time.

class. They also eat at the top table on Friday.
Class Merits- when ten merits are achieved, the class receive a treat which is negotiated by the children and the class teacher. Merits are clearly displayed on every classroom door.
House Mufti (3 times a year) is awarded to the winning house organised by the Deputy Head Teacher.

Regular achievers: Regular rewards for individual improvements in being a successful learner, a confident individual and a responsible citizen.
Sanctions to respond to negative behaviour:

The school strives to develop a positive climate of praise and encouragement, supported by class rules engendered by pupils. However, we recognise that, there will be sanctions when behaviour is deemed unacceptable and not conducive to learning.

For Classroom incidents:
For Playground Incidents:

The following pyramid outlines the sanctions that have been agreed to promote the need for positive behaviour on the playground. As stated above, there are some incidents which will require the need to elevate a pupil to higher stages of the sanction process. Lunchtime and playtime behaviour is treated with the same attention to detail and with the same high expectations as classroom based incidents. Any incidents which occur on the playground will be dealt with separately from classroom incidents but will continue to be logged in behaviour folders to help teachers build a picture of a pupil’s behaviour in school.

Please note that a pupil may go to higher stages immediately depending on the seriousness of the incident. Parents/carers can be contacted at any time.

Exclusion ~ Fixed term and permanent exclusion are used for the most serious displays of dangerous and persistent poor behaviour. These are used as the ultimate sanction.

Removal from the playground ~ planned time out with agreement of parent. Parent and senior leaders meet to discuss issues.

Removal of privileges ~ time during break-times/lunchtimes to be spent with child’s class teacher. Teacher and parent meet to discuss behaviour and sanctions.

Reminders of expectations ~ a range of strategies are used to enable the pupil to stay within the playground.

Intervention by ‘Outside Agencies’ ~ Parent, Parent Support Adviser and Inclusion Co-ordinator meet to discuss issues and engage appropriate agencies.


Reminders of expectations ~ Class communication book, Time out (e.g., max of 10 minutes to stand with adult on duty), Positive message to modify behaviour - reminder of school rules, Verbal reminder/Non-verbal gesture (teacher’s look!).

Intervention by outside agencies ~ Individual Education Plan, Common Assessment Framework meeting, Support for parents provided by PSA.

Meetings for parent & pupil with Inclusion Co-ord. & DHT.

Meetings for parent & pupil with team leader &/or Inclusion Co-ord.

Meetings for parent and pupil with class teacher.

Meetings for parent and pupil with Head teacher.

Exclusion

Removal from the playground
Parents invited to provide a home dinner
Pastoral Support Plan

Withdrawal of privileges
Behaviour charts/targets
Inc. Short-term removal from playground
Behaviour log begins

Reminders of expectations
Class communication book
Time out (i.e., max of 10 minutes to stand with adult on duty)
Positive message to modify behaviour - reminder of school rules
Verbal reminder/Non-verbal gesture (teacher’s look!)

For Playground Incidents:

The following pyramid outlines the sanctions that have been agreed to promote the need for positive behaviour on the playground. As stated above, there are some incidents which will require the need to elevate a pupil to higher stages of the sanction process. Lunchtime and playtime behaviour is treated with the same attention to detail and with the same high expectations as classroom based incidents. Any incidents which occur on the playground will be dealt with separately from classroom incidents but will continue to be logged in behaviour folders to help teachers build a picture of a pupil’s behaviour in school.

Please note that a pupil may go to higher stages immediately depending on the seriousness of the incident. Parents/carers can be contacted at any time.
Use of outside agencies:

The following outside agencies are available to support parents, carers and pupils, who are experiencing difficulty:

<table>
<thead>
<tr>
<th>MAST allows access to:</th>
<th>CAMHS</th>
<th>Inclusion Advisory Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychologist</td>
<td>School Nursing Service</td>
<td>(0-4) Communication Interaction</td>
</tr>
<tr>
<td>Family Therapist</td>
<td>Children's Speech and Language Service</td>
<td>Team</td>
</tr>
<tr>
<td>Drama Therapist</td>
<td>Plymouth Information</td>
<td>SEND Strategic Advice and Support Team</td>
</tr>
<tr>
<td>Learning Mentor</td>
<td>Advice and Support for SEND</td>
<td>Advisory Service for Sensory Impairment</td>
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<tr>
<td>Counsellor</td>
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The Inclusion coordinator, Parent Support Adviser and Head teacher can advise teachers and parents on which service would be most appropriate and how to contact them.

Exclusion:

Our exclusion guidance is informed by the following government policies and regulations: The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007(c) are amended as follows.
(2) In regulations 3(3) and 4(3)(b), for "school day of the exclusion" substitute "consecutive school day of exclusion, regardless of whether the pupil has been excluded for a single fixed period or more than one fixed period”.

**Fixed-term exclusion:** The Head teacher will notify governors of any exclusion from school ~ A decision to exclude a pupil for a fixed period will be taken by the head teacher when in an exceptional instance, a child’s behaviour fails to meet the expectations of the behaviour policy. This includes persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate or have been exhausted. Individual fixed period exclusions should be for the shortest time necessary.

Procedures for informing parents about exclusion are carefully laid down in law. The Head teacher at Shakespeare will follow the statutory guidance, which is designed to ensure fairness and openness in the handling of exclusions. Parents will be informed immediately by telephone and then this will be followed up by letter.

The class teacher will provide and mark academic work for the duration of the exclusion and the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion.

Following exclusion, the head teacher must arrange a reintegration interview with parents during or following the expiry of any fixed period exclusion of a primary-aged pupil. The pupil should normally attend all or part of the interview.

The purpose of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. It provides an opportunity to:

a) emphasise the importance of parents working with the school to take joint responsibility for their child’s behaviour;
b) discuss how behaviour problems can be addressed;
c) explore wider issues and any circumstances that may be affecting the child’s behaviour;
d) reach agreement on how the child’s education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour; and
e) create a useful forum to consider with parents the possibility of a parenting contract.

**Permanent exclusion** ~ A decision to permanently exclude should only be taken in response to serious breaches of the school’s behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of other pupils. A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. There will, however, be exceptional circumstances where, in the head teacher’s judgment, it is appropriate to permanently exclude a child for a first or ‘one off’ offence.

Procedures for informing parents about exclusion are carefully laid down in law. The Head teacher at Shakespeare will follow the statutory guidance, which is designed to ensure fairness and openness in the handling of exclusions. Parents will be informed immediately by telephone and then this will be followed up by letter.

During the first five school days of a permanent exclusion the school should send work home for the pupil to complete. During these initial five school days of exclusion parents must ensure that their child is not present in a public place during school hours without reasonable justification. During the first five days, the LA should arrange to assess the pupil’s needs and how to meet them.

**Lunchtime exclusion** ~ Pupils whose behaviour at lunchtime is disruptive may be excluded from school premises for the duration of the lunchtime period. Lunchtime exclusions will only happen in partnership with the parent/ carer, who is expected to be available for collection and supervision of the pupil during the lunchtime exclusion. Arrangements will be made for pupils who are entitled to free school meals to receive their entitlement which may mean, for example, providing a packed lunch.

**The Use of Reasonable Force to Control or Restrain**

Selected members of staff at Shakespeare Primary School are trained in the proper and appropriated use of physical restraint on disruptive pupils. The staff members are fully aware of the de-escalation strategies that can be used to diffuse a potentially difficult situation but if the case arises after exhausting all other de-escalation strategies, then a safe restraint will be used to help protect the affected child and their peers.

**Responding to a child who is missing or has run away from school**

If a child goes missing and cannot be found during the school day, the head teacher or a deputy head teacher must be notified immediately and told when and where the child was last seen. Time is of the essence and prompt actions must be taken by all. If a child runs away from school and is in the eye line of adults, the adult should call after the child using verbal de-escalation strategies to try and talk to the child into getting them to come back.

At least 2 members of staff, who are not supervising children, will be sent with their mobile phones to search the area in the immediate vicinity of the school. An urgent but thorough search should be made of the immediate vicinity and if the child is not found quickly the head teacher must be notified and take action. Staff will check to see if the child has taken their bag which may contain belongings such as money or mobile phone. Under direction of the head teacher or deputy head teacher, the parents will be notified that their child is missing and to check if their child has gone home. If the child is not safe at home, the police will be notified (101/999) and the chair of governors.

If a member of staff finds the child, the head teacher or deputy head teacher must be told at once. They will ensure that relevant parties are notified. The head teacher or deputy head teacher will investigate how the incident occurred and will take appropriate action to ensure that similar events do not happen again.
**Behaviour outside school**

Pupils at Shakespeare are expected to behave as they would in school when involved in ‘extended school’ activity, such as breakfast club or homework club; and when on school business, for example on school trips, away school sports fixtures, or out of school learning opportunities. Pupils are expected to ensure their behaviour does not threaten the health or safety of pupils, staff or members of the public and therefore protects the reputation of the school. Poor behaviour will be subject to the school’s behaviour policy.

For behaviour outside school, but not on school business, a head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the head teacher, who may wish to refer to:
http://www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies

Pupils’ behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for exclusion.

**Breakfast Club and other Extra-Curricular Activities**

Our expectations of good behaviour for all clubs are identical to the expectations outlined in the school behaviour policy. Negative behaviour which takes place during any of our extra-curricular provision will be dealt with by the club leader and more serious incidents shared with the class teacher. Members of staff who run the Breakfast Club have agreed positive rewards which highlight and celebrate excellent examples of behaviour and the positive contributions made by its’ members.

**Equality:**

All learning opportunities within the classroom; extra curricular activities and behavioural strategies are applied equally to both girls and boys throughout the school, regardless of age, gender, race, nationality or ability.

**Other relevant policies:**

- Single Equality policy
- Ant-Bullying policy

This can be found in the policy folders found on the school server and the school’s website.

**Monitoring, evaluation and review:**

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

- The Inclusion Co-ordinator along with the Senior Leadership Team will monitor numbers of pupils using the Primary Behaviour, Audit. This will be done three times a year.
- The Inclusion Co-ordinator will monitor pupils, whose Individual Educational Plans identify targets for emotional and behavioural difficulties.
- The governing body will review progress made and the effectiveness of the policy on an annual basis.