

Shortlanesend School

Managing and supporting positive behaviour policy



'Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?'

November 2024

Smile, Learn, Excel

Managing and Supporting Positive Behaviour Policy

Aims and Ethos

Rationale

The school's Managing and Supporting Positive Behaviour policy aims to promote an environment where everyone in our school community feels **happy, secure and safe** to learn within an ethos of **mutual respect**. This policy is designed to promote and **explicitly teach good behaviour**, rather than merely deter anti-social behaviour.

At Shortlanesend, behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, **trusting relationships** informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents/carers are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in **partnership** to inform and consult with parents in order to support acceptable behaviour both in school and at home.

The management of distressed behaviour and the support offered to the child is the responsibility of **every member of our school community**. A consistent, whole school approach offers predictability, containment and safety. All adults work in partnership to model, reinforce and support our expectations. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour across our community.

At Shortlanesend, we expect the **highest standards** of behaviour and we make a point of **acknowledging, praising and rewarding** behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

The development of positive social, emotional and learning behaviours is at the heart of our approach.

Aims and Objectives

We aim to ensure that discipline* teaches, supports and reinforces the skills and behaviours a pupil needs to succeed in learning. Our **differentiated response** to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote **high self-esteem and high aspirations** for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

We believe that high expectations are an important factor in achieving excellent behaviour and fostering positive attitudes within our school. The adults in our school are familiar with this policy and know that they have a responsibility to **model high standards** of behaviour, both during **interaction** with the children and with each other. We

acknowledge that our example has an important influence on the children.

Clear, timely and constructive feedback is essential for pupils to develop appropriate behaviours and our approach aims to deliver this calmly and consistently at a time when the child is most receptive to this.

Trauma Informed Schools UK

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

Whole School Approach

We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, preparing for an exam, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our Academy environments never unwittingly re-traumatise any of our community members and act to maximise protective factors through the conscious use of our relationships.

Key Relational Skills

We know there are some key ways to be in a relationship with a child that contribute positively to the development of a significant relationship and to the development of a healthy sense of self. These are known as key relational skills. These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development.

- **Affect Attunement:** the ability to hear, see, sense, interpret and respond to someone, both verbally and non-verbally. This is how we communicate to the people we are close to so that we see them, feel with them and understand their experiences. In practice, attunement is meeting and riding the same emotional wave as the child
- **Empathy- Validation and Mental State Talk:** the recognition and acceptance of another person's thoughts, feelings, sensations, and behaviours as understandable. It involves validating how the child is experiencing the event, imagining into what might be driving their behaviour – 'you are not my boss' – 'it must feel like everyone is always telling you what to do and you never get a say, no one listens to what you want'. It is not – distracting, judging, discounting, minimising or placating

- **Containment:** Structure, order and predictability. Consistency. Boundaries applied in a supportive, matter of fact, non-punitive way. Emotional containment of feelings too big for the child. Regulated and steady adult, in charge of their own feelings and emotions
- **Calming and Soothing:** The adult will support the child to regulate themselves

At a point when the pupil is fully regulated, there will be some reflection and analysis of the behaviour:

1. Making the child aware of the physiological clues of what is happening within their body and in their actions. Say what you see, labelling the emotion that you see.
2. Shine the light on the behaviour that was inappropriate. E.g. 'It's okay to feel cross, but it's not okay to...'
3. Refocusing the behaviour. What can **we** do next time to support you to behave differently?




It is important that **any consequences are developmentally appropriate** and are designed to **support children to learn** about both their physiological response to challenge and difficulty and how better to manage this in the future. Consequences should not be punitive, shaming or detrimental to the child's view of themselves and are clearly set out in our behaviour choices and consequences.

Golden Rules

Our Golden Rules should be regularly discussed and encouraged. They are:

- 1) **Be ready**
- 2) **Be respectful**
- 3) **Be safe**

These rules will be clearly displayed in each classroom and around the school.

Shortlanesend Golden Rules		
Be Ready	Be Safe	Be Respectful
		
<ul style="list-style-type: none"> • I arrive at school on time • I wear the correct school uniform • I have the correct equipment • I line up correctly and promptly • I look and listen when others are talking • I start my learning straight away • I always use a sharp pencil • I always use a ruler to underline 	<ul style="list-style-type: none"> • I move calmly around the school • I use play equipment properly • I use kind hands and feet • I tell an adult if I'm upset, or something is wrong • I play only in the places I'm allowed • I use technology responsibly • I wash my hands regularly • I only eat my packed lunch or meal 	<ul style="list-style-type: none"> • I greet others politely when I arrive each morning • I thank others and say goodbye at the end of the day when I leave • I keep my workspace clear and tidy • I follow instructions • I hold doors open for others • I use people's correct names • I win and lose at games and sports gracefully

Our agreements are expressed positively. This underlines our understanding that children learn best within positive, trusting relationships. Pupils spend time exploring in an age appropriate way what the expectations mean through a variety of ways e.g. stories, assemblies, drama, photographs, dance, art, PSHE, TiS activities, including whole class TiS activities, whole school values etc.

What we do

In order to achieve the above we will:

- Explicitly teach the golden rules and why they are important through our behaviour curriculum (*communication*)
- Provide opportunities for children to be active participants in their own learning and development (*behaviour for learning*)
- Clearly state the boundaries of acceptable behaviour – choices and consequences (*rules*)
- Respond promptly, developmentally appropriately and consistently to children who test these boundaries (*expectations*)
- Promote good behaviour in a positive way (*rewards*)
- Understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging (*inclusion*)
- Work with parents where additional support is needed or to celebrate positive achievements and progress through our open and respectful partnerships (*partnership*)
- Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective action (*self-evaluation and school improvement*)

Our positive approaches to behaviour involve us 'noticing' and rewarding good choices, being explicit in descriptive feedback and praise, providing reward as reinforcement.

Positive Handling

At Shortlanesend, safeguarding for all is paramount. We focus on de-escalation and strategies that support this. We do however recognise that, on occasions, behaviours can become a safeguarding risk where there is a safety concern. In these circumstances, there are staff members trained in Team Teach positive handling skills who will support in order to ensure the safety of all. Team Teach techniques seek to avoid injury to all stakeholders, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that all stakeholders remain safe. If Team Teach has been required, the staff member will log the incident and parents or carers will be informed.

Special celebrations, Roles and Responsibilities

Social learning is encouraged by pupils having the opportunity to praise each other. Peer praise is very meaningful for pupils. Older children acting as role models, for example, lunch time encourages positive interactions and aspirations.



Assemblies and all class-based lessons provide high quality opportunities for praise linked to deeper learning. Assemblies involve an element of positive praise and celebration, along with celebrations linking to the three golden rules: be respectful, be kind, be the best you can be. We recognise the importance of positive comments, respectful interactions and role modelling for the children.

Good Routines

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes:


- The learning environment – tidy, interactive, stimulating and celebratory
- Classroom organisation – so that the basic needs are met and children can find what they need
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the school – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day,
- Assemblies- a time for communal celebration and quiet reflection - children and adults to enter and leave silently

School Values


 WE CARE – Shortlanesend School Values 		
	Theme	Link
Whole-hearted	SCARF curriculum - Valuing Difference Anti-bullying week British Values Key figures of diversity	Understanding our feelings and believing in ourselves. Develop understanding that everyone is different – emphasis on race/religion (protected characteristics) – discussion of individual liberty, tolerance, respect. Key figures that had a particular passion – what impact have they had on history/people of their community?
Excellence	Key figures of diversity British Values	Key figures of diversity that have excelled in their fields. Develop understanding that everyone is different – emphasis on race/religion (protected characteristics) – discussion of individual liberty, tolerance, respect.
Compassion	NSPCC site – review expectations British Values LGBT History Month	Nurture trust between peers and respect other people's personal beliefs and values. Be an honest, respectful and caring individual, showing tolerance of others in our community.
Aspiration	NSPCC and expectations in school Black History Month British Values	People in history that had an aspiration to make a change. Be an honest, respectful and caring individual, showing tolerance of others in our community. Discussion of rule of law and democracy in connection to school rules.
Resilience	Pride month British Values	Show resilience in the face of diversity and change. Develop understanding that everyone is different – emphasis on sex, sexual orientation, marriage & civil partnership (protected characteristics).
Eco-Friendly	Sustainability as a school Eco-council to drive change Compassion and empathy for our environment	To drive change through our voice as a school community. Understand environmental issues that affect us. Aspiration to be caring, respectful individuals. Make a positive eco-friendly difference to our school.

Our Behaviour System

Each class displays a consistent behaviour system to encourage a reward exemplary behaviour.



Shortlanesend Behaviour System



Repair	Orange	Green	Purple	Blue	Gold
Reflect! Time in to repair and reflect with the class teacher.	Refocus! We can turn this around and get you back to green	Aim for gold! We all start here	Well Done! You are moving in the right direction!	Great! You earned a token!	Amazing! You've earned a gold SLE Superstar Award!
Name removed from board	Regulate: Take some time to calm Reflect: What went wrong? What can I do differently? Act: Now it's time to do it and get back to Green!	Ready Respectful Safe	Showing consideration and support for others, Seeking support appropriately Consistent effort, attention and concentration	Exceeding expectations of learning Persevering when learning is challenging Demonstrating care and concerns for others	Showing behaviour that is continually above and beyond the expectation Consistently being in the right place, at the right time doing the right thing

Rewards

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. The chart below gives an indication of the frequency and type of rewards.

Rewards are never to be taken away once earned.

Frequency	Behaviour	Implications
Daily	Keeping to the Rules Any praiseworthy behaviour	General Praise Praise phone call home Headteacher award - gold Tokens for the class reward - blue
Weekly Rewards Assembly	Very good behaviour, effort and/or achievement	General Star of the week certificates Writer of the week certificates Star reader certificates Attendance Best attendance class keep the teddy for the week

Staff Responsibilities

All Staff

- a) Ensure that there are good routines following our behaviour curriculum and the choices and consequences
- b) Ensure that you are consistent, friendly and professional at all times
- c) Remain calm
- d) Aim to be positive at all times by seeking out and rewarding the good
- e) Regularly discuss the Golden Rules and why they are important
- f) Explain why certain behaviours are not acceptable using the TIS approach
- g) Be consistent about praise and rewards as well as when supporting positive behaviour
- h) Be aware of individual needs

Playtime and Lunchtime Staff

As above, plus

- a) Be active and engaged with the children
- b) Be aware of the main problem areas (places, times, individual children, etc)
- c) Be active and vigilant in your supervision
- d) Aim to return the children to class in a calm and orderly manner so that they are ready to learn

Classroom Staff

As above, plus

- a) Operate the Class Rewards System
- b) Support Playtime and Lunchtime Staff

Senior Leaders

As above, plus

- a) Monitor the patterns of recorded behaviour (EYFS, KS1, KS2)
- b) Identify the main problem areas (places, times, individual children, etc) and work with staff to eradicate potential issues
- c) Discuss and agree changes in order to reduce the number or range of concerns – keep a record of the impact of any changes
- d) Support teachers in your key stage when a parent meeting is required
- e) Support staff in the implementation of the policy and managing and supporting children who are dysregulated – stick to the agreed policy and work together
- f) Take prompt and decisive action to deal with areas for development

Restorative approaches




When an incident between children occurs, we need to try to:

- a) Give the child/ren time to calm down before speaking to them
- b) Listen to each child explaining what has happened including any witnesses if possible
- c) Ask anyone who has been at fault what should have happened and what they would do differently next time
- d) If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.



Calm Conversations



Become Calm	Have a Conversation	Accept the Consequence
		
After an incident, when you are calm...	... an adult will hold a conversation with you. Allowing you to reflect and understand why your behaviour has led to a consequence and plan how you can improve in the future.

Consequences

For choices and consequences, we follow a clear system using 4 stages.



Shortlanesend's Behaviour Code



Stage 1 LOW LEVEL DISRUPTION	Stage 2 DISRESPECT OF PEOPLE OR PROPERTY	Stage 3 ANTI-SOCIAL BEHAVIOUR AND REFUSALS	Stage 4 DANGEROUS, VIOLENT & THREATENING BEHAVIOUR
Actions	Actions	Actions	Actions
For example: <ul style="list-style-type: none"> Interrupting the lesson. Not on task and wasting time. Talking while the teacher is talking. Distracting other children. Making irritating noises, gestures or actions. Unsafe movement around the classroom/school. Dropping litter/food. Not allowing children to join in games. Interfering with another person's property. Continuing to play after the whistle is blown. Not lining up properly in line order. Being in school at break times without permission. Talking in assembly. 	For example: <ul style="list-style-type: none"> Persistent Stage 1 behaviour. Not accepting instruction / deliberately not following instructions. Minor deliberate damage to another child's or school property. Disrespectful dialogue about another child or adult. Swearing in a non-aggressive way. Disrespectful language to (or about) another child or adult. Misuse of classroom equipment. Throwing or flicking objects in the classroom. Misuse of toilets or wash areas. Lying to an adult. Play fighting. 	For example: <ul style="list-style-type: none"> Persistent Stage 2 behaviour. Persistent refusal to follow instructions (after a warning). Being physically unkind towards other pupils [e.g. poking, pushing, prodding]. Spreading hurtful or unkind rumors about another child. Verbal threats of violence. Deliberately targeting another child. Leaving the learning environment without permission. Significant, deliberate damage to another child's or school property. Stealing. Vandalism of school property [e.g. ripping down displays]. Swearing at another person. 	For example: <ul style="list-style-type: none"> Persistent Stage 3 behaviour Physical violence that is a significant danger to themselves or others (e.g. deliberately throwing objects or furniture at another person). Leaving the school premises without permission. Actions which affect the health and safety, welfare and learning of members of the school community
Consequences	Consequences	Consequences	Consequences
<ul style="list-style-type: none"> A reminder of the school rules and expectations. If during learning time, name moved down the chart (time to reflect). 	<ul style="list-style-type: none"> If during lesson time, name moved down the chart (reminder of positive choices). Reported on My Concern. 'Time out' in a designated area (10 minutes in a classroom or a designated space a breaktime to reflect and complete Time to Reflect discussion). Phone call home to parent. 	<ul style="list-style-type: none"> 'Time out' with class teacher (10 minutes to complete Time to Reflect discussion). Loss of breaktime with SLT to share the Time to Reflect log (if after the breaktimes for that day, then spend equivalent time before the end of the day with SLT to share). Behaviour recorded on My Concern. Daily check in with a member of SLT. Phone call home to parent. 	<ul style="list-style-type: none"> Head of School intervention Time out for the day with a member of senior leadership team. Reported on My Concern. Internal suspension (Fixed term or Permanent suspension – Head of School). Meeting with parent.

Reflection Time Example Proforma (Stage 2 and 3)

_____ 's Reflection Record Focus _____

Class: _____ Week Beginning: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Lessons	☺	☺	☺	☺	☺
	☹	☹	☹	☹	☹
	☹	☹	☹	☹	☹
Break and Lunchtime	☺	☺	☺	☺	☺
	☹	☹	☹	☹	☹
	☹	☹	☹	☹	☹
Afternoon Lessons	☺	☺	☺	☺	☺
	☹	☹	☹	☹	☹
	☹	☹	☹	☹	☹

Reflection Cards (x3 at Stage 2)

If 3 or more incidents at Stage 2 or above occur during a half term, the child may have a reflection card for a week. Whilst on a reflection card, their behaviour will be monitored daily by the class teacher and the child will have a daily check in/discussion with the behaviour lead/team, who will sign the card. At the end of the week, the child will have a discussion with a member of SLT. Parents will be informed if a child is on a reflection card and feedback will be given at the end of the week from the class teacher.

TIME TO REFLECT	
Name	Date
Class	Time
Which value did I break?	Whole-hearted, Excellence, Compassion, Aspiration, Resilience, Eco-friendly
What did I do wrong?	
How will I fix what I did wrong?	
What will I do next time?	
Pupil Signature	
Parent/Carer	

Self-esteem journal

If a pupil is on a reflection card for the week, the self-esteem journal will be used as part of the daily check in.

My Self-Esteem Journal

Monday	Today I had fun when:	
	My favorite thing today was:	
Tuesday	Today I accomplished:	
	My favorite thing today was:	
Wednesday	I felt good about myself when:	
	My favorite thing today was:	
Thursday	I felt proud today when:	
	My favorite thing today was:	
Friday	Today I helped someone when:	
	My favorite thing today was:	

Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection time will follow at the next available break inline with our choices and consequences system. A member of staff may speak to the parents or carers. Staff are aware that parents should be kept fully informed and communication is clear and consistent.

The severe clause

In our behaviour plan, a severe clause is in place so the school and children know what behaviour will not be tolerated in school. The following are examples of incidents that may lead directly to internal or external suspension:

- Persistent, serious or offensive verbal* or physical abuse of a child
- Verbal or physical abuse/assault towards an adult
- Dangerous behaviour (likely to result in a serious harm or accident)
- Deliberate damage to property
- Open defiance
- Leaving the school site without permission
- Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

A decision to suspend a pupil should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- When the school can demonstrate they have strived to meet the child's needs and they are still unable to positively engage them

We refer to the DfE Suspensions and Permanent Exclusions guidance and the National Standard List of Reasons for Exclusion to further support with any decisions regarding severe incidents.

[Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[National Standard List of Reasons for Exclusion](#)

All of the above are sanctioned by Heads of School, Strategic Partner or Director.**Inclusion**

It is our aim to be a fully inclusive school. Permanent suspension or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at St Stephen, we would expect to look for a suitable setting for that child rather than suspending them.

Mobile phones

While we fully acknowledge a parent's right to allow their child to bring a mobile phone to school if they walk to and from school without adult supervision, Shortlanesend discourages pupils bringing mobile phones to school due to potential safeguarding issues. When a child needs to bring a phone into school, a permission slip must be signed by the parent and the phone must be left in the school office at the start of the day and collected at the end of the day. Phones should be clearly marked so that each pupil knows their own phone. Parents are advised that Shortlanesend accepts no liability for the loss or damage to mobile phones which are brought into school or school grounds. Where a pupil is found by a member of staff to be using a mobile phone, the phone will be confiscated from the pupil, handed to a member of the office team who will record the name of the pupil and attach it to the phone. The mobile phone will be stored by the school office. The parent or carer will be asked to come in and collect the phone. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, this will be regarded as a serious offence and disciplinary action will be taken according to our managing and supporting positive behaviour policy. If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a senior leader and parent if and when appropriate.

Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school. We ask that parents should talk to their children about the appropriate use of text messages and social media as they can often be used to bully and intimidate pupils.

Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone.

Signed:

Head of School: Mrs L McGinty
Date: 01/11/24

