

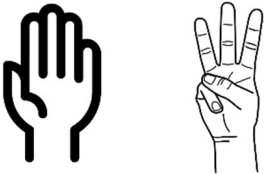
Our School Rules:

1. *Be ready*
2. *Be safe*
3. *Be respectful*

What behaviours might we see that are explicitly linked to our rules?

Be Ready	Be Safe	Be Respectful
		
• 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	• 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	• 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

Routines:

Transitions at Shortlanesend School	
	<u>Entering the school building</u> • At all times, children enter the school calmly and quietly. Children will be welcomed by a familiar adult at the start of the school day. • At the start of the school day, children have a morning task to complete which provides a calm and settled start to the day. • At the end of breaktimes, children line up and walk into the school ready to begin lessons. This is done calmly, quietly and orderly. <u>Moving around school</u> • Children walk calmly and quietly around school. • Adults remind them of these behavioural expectations before they leave the room, during lunchtimes and breaktimes and upon returning to the classroom where they are met by their teacher. <u>Assemblies</u> • Children walk calmly and quietly into and from assembly. This expectation is reinforced before and during this transition. <u>Lining Up</u> • When children are lining up in the class, they do so orderly and calmly. • Children will line up in register order.
Gaining pupils attention at Shortlanesend Academy	
	• The approach to gaining pupils' attention is: • The phrase 'Hands free, eyes on me.' • This phrase may be preceded by 3,2,1 accompanied with reminders of expectations. • In EYFS, a bell may be used to gain children's attention. • This means children put down whatever may be in their hands and look at the teacher. • 100% focus and attention on the teacher must be insisted upon. The mental mantra 'signal, pause, insist' must be used by teachers mentally when employing these strategies. • Suitable rewards (likely to be house points and verbal praise) will be issued for those who respond quickly and appropriate to this instruction.
Clear and consistent expectations at Shortlanesend Academy	
	• Classrooms should be tidy and well presented. • Displays and borders should be consistently maintained. • On pupil's tables there should only be equipment that they need and nothing else. • When leaving the classroom tables should be orderly, the floor clear of any mess and chairs tucked in.

	• Unless there is a prior agreement with the SENDCO children should not be fiddling with anything at any point. • All pupils should have removed any items not deemed school uniform in the classroom (hats, scarfs, gloves, earmuffs, bracelets, rings) • Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers. • Whilst the teacher is talking there should be no talking from any member of the class. • The behaviour support policy will be adhered to consistently. • Children should sit smartly on their chairs, with all four legs on the floor.
Independent work expectations at Shortlanesend Academy	
	• Classrooms should be quiet and calm. Teachers should insist upon this and use the routines for gaining pupils' attention to remind them of noise level expectations. • Rewards (typically house points and verbal praise) should be issued to those children who work quietly. • Sanctions – inline with the sanctions pathway – should be issued for those who are noisy / disruptive in class.
Classroom Routines	• Answering questions will require a range of strategies: Some questions will be answered on whiteboards (adults will say '1, 2, 3 – show'). Cold Calling is a typical approach and at all other times pupils will raise their hand. The school's 'Active Participation' document outlines further strategies associated with this (under construction). • Pupils may be asked to speak to their partner for a period of time. They will be asked to 'Talk to your partner.' • All adults will use the Walkthru 'Signal, Pause, Insist' to gain pupils attention. 100% attention is required before progressing. • Pupils will begin work immediately after the teacher sets them off on their task. Pupils will work quietly unless advised otherwise. • Toilet passes / registers will be used when required.
Dinner hall Routines	• Pupils enter the hall quietly when called for their meal. • Once they have collected their meal, they sit at a table with their peers. Voices should be at a talking level and not a shout. • Manners are used towards lunchtime staff. • All cutlery and plates are returned to the wash station and pupils exit the hall quietly.

Reward Toolkit:

Frequency	Behaviour	Implications
Daily (classroom, dinner hall and school corridors)	Following our school rules Demonstrating our school values Following our school behaviour routines Any praiseworthy behaviour	Verbal praise Headteacher award - gold Tokens for the class reward - blue
Weekly Rewards Assembly	Consistently excellent behaviour and / or effort	Star of the week certificates House point winners – house cup awarded to house captains on behalf of the house Attendance – class with the highest attendance keep the teddy for the week
Daily (playground)	Following our school rules Demonstrating our school values Following our school behaviour routines Any praiseworthy behaviour	Verbal praise Headteacher award – gold Raffle tickets issued for playtime rewards (awarded weekly during Friday assembly)

Sanction Pathway:

Stage 1	Stage 2	Stage 3	Stage 4
LOW LEVEL DISRUPTION	DISRESPECT OF PEOPLE OR PROPERTY	ANTI-SOCIAL BEHAVIOUR AND REFUSALS	DANGEROUS, VIOLENT & THREATENING BEHAVIOUR
Actions	Actions	Actions	Actions
For example: • 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: • 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: • 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: • 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
WARN • A reminder of the school rules and expectations. • If during learning time, name moved down the chart (time to reflect).	MOVE • 'Time out' in a designated area (10 minutes in a classroom or a designated space a breaktime to reflect and for restorative conversation to take place.	MOVE • 'Time out' with class teacher (undertake restorative conversation). • Loss of breaktime (that day or next). • Behaviour recorded on My Concern. • SLT informed and staff member facilitates conversation between SLT and pupils. B • Parent contacted.	REMOVE • 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 exclusion – Head of School). • Meeting with parent.

Restorative approaches

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

- Give the child/ren time to calm down before speaking to them
- Listen to each child explaining what has happened including any witnesses if possible
- Ask anyone who has been at fault what should have happened and what they would do differently next time
- 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.