



Shortlanesend Academy  
Managing and supporting positive  
behaviour policy.

*Be Ready! Be respectful! Be Safe!*

**'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?'**

January 2022

## Managing and supporting positive behaviour policy.

### Aims and Ethos

#### Rationale

The academy's Managing and Changing Behaviour policy aims to promote an environment where everyone in our academy 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 Academy**, 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 academy community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents/Carers 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 academy community. A consistent, whole academy 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 Academy**, 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 academy and develop positive, trusting relationships with all members of the academy community.

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

*Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ*

(Duckworth and Seligman, 2005)

### 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 academy 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.

**'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?'**

### **Trauma Informed Schools UK**

An understanding of trauma and childhood adversity underpins our approach to relationships within our academy 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 Academy 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 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. They are drawn from the teachings and findings of some leading commentators on emotional, psychological and child development (Sunderland<sup>1</sup> 2003/2006/2007; Kohut<sup>2</sup> 1984; Stern<sup>3</sup> 1998).

*\*Discipline, derived from the Latin word, disciplina, which means instruction, and derives from the root 'discere' which means to learn.*

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?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence.

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 shaming or detrimental to the child's view of themselves. They should be reasonable and proportionate and consider any additional needs. Reasonable adjustments are a requirement for children who have SEND.

### What we do

In order to achieve the above we will:

- Explicitly teach the academy rules and why they are important
- Provide opportunities for children to be active participants in their own learning and development (behaviour for learning)
- Clearly state the boundaries of acceptable behaviour (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/carers, 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 academy improvement)

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

TIS, SEAL, and the programmes of study in PSHE all provide examples of skills and vocabulary for adults to use to encourage learning in this way.

### 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 during lunchtime, 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, with each teacher giving explicit praise, along with celebrations such as writer of the week award.

We recognise the importance of positive comments, respectful interactions and role modelling for the children. The academy expects all adults - staff, parents/carers and Hub Councilors - to employ this in our relationships with each other, as well as with our pupils.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation and this represents that good learning has taken place.

### Good Routines

Our expectations of good behaviour must be within the context of an orderly academy 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 academy – 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

## Staff Responsibilities

### All Staff

- a) Ensure that there are good routines (see above)
- 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 Academy 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 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 all positive behaviour management systems
  - b) Support Playtime and Lunchtime Staff

### Phase Leaders

- As above, plus
- a) Monitor the patterns of recorded behaviour for their phase (EYFS, KS1, KS2)
  - b) Identify the main problem areas (places, times, individual children, etc)
  - 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 phase when a parent/carer meeting is required

### Senior Leadership Team

- As for 'All Staff' above, plus
- a) Support staff in the implementation of the policy
  - b) Attend key meetings where required
  - c) Monitor the effectiveness of the policy through consultation with key stakeholders and rigorous self-evaluation
  - d) 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.

### **Our School Rules: Be Ready! Be Respectful! Be Safe!**

**Celebrations** will include some of these actions/resources depending on the age and interests of each class.

- Verbal praise
- Stickers and stamps
- Certificates
- Sending children with their good work to show other staff members
- Table points
- Whole class celebration time
- House Points
- Post-cards from the Head of School in the post!
- Recognition in the weekly celebration assembly for good work, good behaviour or sporting achievement.

### **Consequences**

1. Verbal warning. The adult issuing the warning will make sure the pupil knows this is a warning and what it is about.
2. If the verbal warning is ignored this will lead to five minutes reflection time with class teacher at break.
3. If the inappropriate behaviour is frequent despite warnings and reflection times, the pupil will spend a longer reflection period at an appropriate time with a senior leader. This might mean spending a longer period of a playtime with the HOS or taking work to complete in a senior leader's class.
4. Unacceptable behaviour of swearing, bullying or inappropriate physical contact will result in an extended reflection time as above.
5. The Class Teacher will inform parents if a pupil is given an extended reflection time.
6. If a pupil needs frequent extended reflection times, it may be appropriate for them to have an individual behaviour support plan and/or the involvement of external agencies. This will be discussed with parents first.

Children on individual behaviour support plans may have different celebrations and consequences that are more relevant to their needs.



### SEND

#### Individual Plans/Reviewing existing Plans

When parents are invited into the academy to discuss a child's behaviour, it may be appropriate to agree an Individual Plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour continues, despite reasonable intervention and adjustments. Referrals to the Aspire Inclusion Team and other appropriate agencies will be discussed. Children who are identified as requiring additional, targeted support may be added to the SEND register following discussions with parents/carers and be subject to the Graduated Response – assess, plan, do, review as reflected in an IEP ( Individual Education Plan). The area of need should be clearly identified, for example SEMH.

Shortlanesend Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded, and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend academy free from fear (See Anti-Bullying Policy for further information).

We take positive action to protect our children from any negative behaviour outlined in the Equality Act (2010). These 'protected characteristics' are as follows

- Disability
- Age
- Gender reassignment
- Race
- Religion or belief
- Sex (formally called Gender)
- Sexual Orientation
- Marriage and Civil partnership
- Pregnancy and maternity

If we are informed or suspect that any of the above have occurred, we will investigate and if found to be proven this will be reported to the LA Equality and Diversity Team.

#### Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Shortlanesend Academy welcomes the interest and close involvement of parents/carers and by choosing to send their child to our school we expect that parents/carers will support the agreed behaviour policy. If a child's behaviour gives particular cause for concern, parents/carers will be involved as soon as possible. Parents/cares are invited to work with the Academy in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have an Individual Plan, shared with the parents/carers, staff and the child. External agencies and the Aspire Inclusion Team should be consulted. The child may be added to the SEND register to ensure a robust assess, plan, do, review cycle of intervention.

If a behaviour problem is severe or recurring, despite reasonable adjustments, exclusion procedures may be implemented, following correct procedures.

#### Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe. These measures include:



- The legal right to confiscate inappropriate items from pupils such as sharp implements
  - Statutory powers to discipline pupils who behave badly on the way to and from the Academy bringing it into disrepute.
  - The Head of School has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
  - A legal duty to make provision to tackle all forms of bullying.
- There will be zero tolerance of any form of serious assault on pupils or staff. Physical intervention can be used in lines with DfE guidance.

**DFE-00023-2014 Behaviour and Discipline in Schools** (updated 2016)

**DFE 00295-2013 Use of Reasonable Force** (reviewed 2015)

The Head of School has a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the academy.

**Team Teach** is used to support any physical interventions that may be necessary. If this is the case it will be discussed with parents/carers and there will be a plan in place to support this. 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 (check with your school) who will support in order to ensure the safety of all. The use of Team Teach will be reasonable, proportionate and necessary. 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 in a bound and numbered book and parents or carers will be informed.

### Fixed-term and permanent exclusions

Only the Head of School has the power to exclude a child from the academy. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. They may also exclude a pupil permanently. **Before taking** such a step the Head of School will have taken advice from the Aspire Lead for Inclusion and or the Director of Safeguarding, the School's Strategic Partner and the Education Welfare Officer for Aspire as appropriate as per the Trust's Exclusion Protocols and DfE guidance. Schools should follow the Aspire flow chart protocol.

- The Education Act 2002, as amended by the Education Act 2011;
- Exclusions from mainstream schools, academies DfE 2017 and current guidance relating to COVID-19
- Section 89 of The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

### Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can be one day or up to five days. Other reasons for a fixed term exclusion could be:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the academy behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Verbal abuse related to the protected characteristics as defined in the Equality Act (2010)
- Deliberate and wilful damage to school property

It is likely that a combination of the above will contribute to exclusion. Parents/carers will be contacted immediately at the point of exclusion and invited to the academy to discuss the seriousness of their child's actions.

### Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to

- a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious breaches that may lead to permanent exclusion include:

Persistent long term defiant behaviour,

Threatened or actual physical assaults,

Sexual abuse,

Supplying illegal drugs or carrying an offensive weapon.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school.

### **When considering any exclusion, a Headteacher should consider:**

- 1) Any statements or evidence from the incident which resulted in the student being considered for exclusion. This should, ideally include giving the student the opportunity to discuss what has happened and explain why it may have happened.
- 2) Although the incident may warrant exclusion the Headteacher should then consider any mitigating circumstances. For example, is there evidence the student has been bullied, has there been a recent bereavement in the family; does the student have any mental health needs/SEND which may not be being appropriately addressed.
- 3) The Headteacher should also consider whether the student has any special educational needs or a disability. Where a student is displaying persistently disruptive behaviour or defiance the headteacher should consider whether an assessment of need is required in order to provide more appropriate support for the student.
- 4) If a student has an education, healthcare plan (EHCP) the headteacher should consider holding an interim annual review to consider whether additional support is needed for the student. Where a student is at risk of permanent exclusion an interim annual review should be held.
- 5) The exclusion must fall within the school's own behaviour policy and be consistent with this.
- 6) And finally, whether the student remaining on site poses a risk to the health or welfare of other students or staff.

### Inclusion



## Managing and supporting positive behaviour policy.

It is our aim to be a fully inclusive academy. Permanent exclusion or a managed move (following statutory guidelines and advice from the Local Authority) 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 the school they are attending, we would expect to look for a suitable setting for that child rather than excluding them. We work closely with the Local Authority and refer to Fair Access Protocols in terms of consideration of school's placements and/or placements at Alternative Provisions including APAs.

### Review

This policy is to be reviewed every two years by staff, hub councillors, parents/carers and pupils.

### Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.