

Sun Hill Junior School

Positive Behaviour Policy



Name of School	Sun Hill Junior School
Date of Policy Issue/Review	September 2021/September 2022
Name of Responsible Manager/Headteacher	Sue Griffiths (HT & DSL)
Chair of Trustees	Katy Toms
Date approved by Trustees if statutory:	16/9/21

Sun Hill Junior School is committed to fostering a safe and secure learning environment in which pupils and adults feel valued and respected and can flourish. We promote positive behaviours and attitudes that foster respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution. A parent forum and all pupils have been consulted and involved in the making of this policy.

The Department of Education, *'Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016)* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within and outside of school.

Sun Hill Junior School Values



S – Strive
T – Trust
A – Aspire
R – Resilience
S – Support

Sun Hill Junior School Rules

- ✓ **Be Safe**
- ✓ **Be Kind**
- ✓ **Show Respect**

Aims

Our aim is to promote positive relationships which encourage the highest levels of behaviour and to support pupils in their responsibility for the management of their own actions. The school Behaviour Policy is therefore designed to support the way in which all members of the community work together to foster an environment of mutual respect where everyone feels happy, safe and secure.

We aim to:

- Ensure expected standards of behaviour and conduct are shared with the school community;
- Ensure all members of the school community understand, support and promote the principles underpinning the policy;
- Ensure the underpinning principles of rewards and sanctions are consistently applied by all staff within the school;

- Ensure that pupils have high levels of self-esteem, are happy in school and take pride in themselves and their achievements;
- Maintain a quality learning environment and opportunities for all;
- Ensure the principles of inclusion are promoted and practiced throughout the school community.

We believe our aims are achieved when:

- Clear consistent expectations are established and understood through regular activities, e.g. circle time, assemblies, PSHE and reward systems;
- The choice to behave responsibly is placed on the pupil and pupils are taught how to make responsible behaviour and learning choices;
- Positive behaviour and learning choices are promoted through praise, positive actions and rewards;
- Pupils are provided with good role models;
- A consistent and fair approach is used by all members of staff;
- Pupils and parents understand the hierarchy of consequences which are an outcome of misbehaviour and which are applied within the school in a calm and considerate manner.

Responsibilities

Pupils are expected to:

- Know the school rules and expectations and engage in discussions about them;
- Adhere to the school rules and expectations, including during off-site visits, and when travelling to and from school;
- Support other members of the school community in promoting the expectations of good behaviour:
- Sign the 'Home/School' agreement.

Parents and carers are expected to;

- Know the School Behaviour Policy and actively support it through discussion with their child as appropriate;
- Ensure their child adheres to the school's rules and expectations;
- Sign the 'Home/School' agreement.

Members of staff in school are expected to:

- Set high standards of professional behaviour, politeness, self-discipline and respect to all;
- Listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance;

- Actively support the Behaviour Policy through implementing and discussing it with pupils;
- Seek advice from senior leaders and report any concerns regarding the implementation of the Behaviour Policy.

Trustees are expected to:

- Refer all matters regarding behaviour to the Head Teacher who, in consultation with relevant parties will investigate;
- Know, support and promote the School's Behaviour Policy;
- Evaluate the effectiveness of the Behaviour Policy and hold senior leaders to account for its implementation.

Behaviour Management

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive and productive learning environment, based on the principles of consistency, fairness, engagement and the use of the pronoun 'we' in terms of relationships within school are significant in securing commitment to the school values. It is important that we create a positive school environment which promotes pupils' self-esteem and reduces the number of poor behaviour choices.

In order to do this, adults and pupils are encouraged to:

- Use the principles of a growth mind-set approach to all learning and behaviour;
- Work to ensure positive, professional and mutually respectful relationships are developed between staff, parent/carers and each pupil;
- Acknowledge and celebrate the talents, gifts and differences between individual pupils;
- Always do the best they can, with staff members' modelling, teaching and facilitating this behaviour;
- Praise and reward appropriate behaviour;
- Use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil, use restorative practices to de-escalate situations and explore, restore and repair relationships.

Positive Reinforcement

The school understands that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

Positive encouragement may take the form of:

- Verbal praise, which acknowledges appropriate behaviour and teaches pupils that they receive positive attention when choosing positive behaviour;
- Star points that reward positive behaviours in and outside of the classroom, linked to the school's learning values, which are also linked to the school's house point system;
- Head teacher's certificate;
- Star of the week, linked to Head Teacher Awards;
- Praise by another member of staff (Phase Leader, Deputy Head Teacher, Head Teacher);
- Positive written comments on work;
- Messages home to parents;
- Star Chart.

Consequences

When children choose not to follow the rules, all staff are expected to deal with them in a calm and consistent manner. Consequences should not be seen as punishment but rather as a natural outcome to poor behaviour choices. It is important that the child realises that it is their behaviour choice that has meant the need for a consequence. After a child receives a consequence, it is important to find the first opportunity to praise behaviour and so reduce the attention away from bad behaviour. Possible sanctions for poor behaviour choices are: meeting with teacher to discuss behaviour, extra work or redo work, loss of privileges, missing break/lunch time, school based community service, regular reporting to a member of SLT, inclusion, and exclusion. All sanctions will be done in a timely manner so that children are able to learn and move on from their behaviour choices.

Agreed Procedures for Unacceptable Behaviour Choices

Step 1	First verbal warning – quietly making the child aware that behaviour is unacceptable and there will be further consequences if it continues. This may require the member of staff to let the child know how to modify their behaviour.
Step 2	Second verbal warning – Repeat what the warning is for.
Step 3	Child's name recorded in behaviour book.
Step 4	Child may work by themselves within the classroom. This may result in the child missing part or all of their break/lunch time to have a restorative conversation with the adult at the end of the session.
Step 5	Work to be sent home and returned the next day.
Step 6	Child to complete any unreturned work with a member of the SLT at breaktime/lunch time. Children will complete a reflection sheet to consider their choices and the impact it has on themselves and others.

Please note – another child’s sanctions will not be communicated to another parent.

A member of the senior leadership team (SLT) maybe called to the classroom for persistent disruptive behaviour. At this point the member of the SLT will take the class so that the class teacher can discuss behaviour choices with the child and ensure a positive relationship is maintained.

Pupils with Special Educational Needs and Disabilities (SEND)

Pupils with SEND will have these taken into consideration when administering sanctions and rewards. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school’s SENCo and will have a child centred profile and plan put in place in liaison with the child and parents/carers. Outside agencies may become involved to assess the needs of the pupil and to support with strategies.

The school recognises that where individual pupils are engaging in continuous disruptive behaviour this can be a result of an unmet health need. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school’s SEND policy.

Monitoring Behaviour

It may be appropriate to monitor a child’s behaviour over a period of time (this will be done via CPOMS). A child with a particular need will be supported through an individual behaviour plan that meets their needs. This plan will be written and reviewed by adults with a particularly responsibility for the child (e.g. class teacher, SENCO, learning support assistant, parents/carers/guardians, member of the SLT). After consultation with parents/carers, outside agencies may also be contacted to support the child’s needs.

Persistent Poor Behaviour

If a child persists in making poor behaviour choices, then the Head Teacher may impose a period of inclusion (where a child will work and take their breaks on their own and will not communicate with their peers during the period of inclusion) or exclusion.

The Head Teacher does not take the sanction of exclusion lightly. Every effort will be made to reinforce positive choices for the child and school staff are committed to inclusion. However, it is important for children to understand the consequences of their actions and how this affects their learning and that of their peers alongside the health and safety of themselves and others.

Fixed-term and Permanent Exclusions

- Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head Teacher excludes a pupil, the parents/carers will be informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parent/carers that they can, if they wish, appeal against the decision to the Trustees. The school will inform the parents/carers how to make any such appeal.
- The Head Teacher will inform the Local Authority and the trust board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The Trust Board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.
- An appeals panel will be formed of trustees and made available. When it meets to consider an appeal they consider the circumstances in which the pupils was excluded, consider any representation by parents/carers and the Local Authority and consider whether the pupils should be reinstated.
- If the trustee' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with the ruling.

Exclusion Procedure

- Most exclusions are of a fixed-term nature and are of short duration
- The DfEs regulations allow the Head Teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.
- The Trustees have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusion that would lead to a pupil being excluded for over 15 days in a school term.
- Following exclusion parents/carers will be contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to makes representations to the Trustees and the Local Authority as directed in the letter.
- A return to school meeting will be held following the expiry of the fixed-term exclusion and this will involve the parent/carers, class teacher and Head Teacher or Deputy Head Teacher in their absence. During this meeting, the incidents that led to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again.

- During the course of the fixed-term exclusion where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. There might include:
 - Serious violence against another pupil or a member of staff;
 - Sexual abuse or assault.

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school. Other incidents may lead to permanent exclusion and will be considered on an individual basis.

General factors the School considers before making a decision to exclude

Exclusion will not be imported instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil the Head teacher will:

- Ensure appropriate investigations have been carried out;
- Consider all evidence available to support the allegations taking into account the relevant policies;
- Allow the pupil to give his/her version of events;
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head Teacher is satisfied that on the balance of probabilities the pupils did what he or she is alleged to have done, exclusion will be the outcome.

In reaching a decision, the Head Teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. In all cases the Head Teacher will consider:

1. The gravity of the incident, or series of incidents and whether it constitutes a serious breach of the School's Behaviour Policy;
2. The effect that the pupil remaining in the school will have on the health and welfare of themselves and other students and staff.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as a fixed-term exclusion and parents/carers will have the same right to gain information and to appeal.

Lunchtime Supervision

The lunchtime supervisors have the same authority as all other school staff with regard to discipline; each supervisor will maintain a log of unacceptable behaviour at lunchtime to report incidents to the class teacher at the end of the lunchtime period.

Like all other staff, lunchtime supervisors will focus primarily on reinforcing good behaviour through positive praise, including verbal praise, stickers, house points and special mentions in assemblies.

Agreed Procedures for Unacceptable Behaviour Choices at Lunchtime

Step 1	First verbal warning – quietly making the child aware that behaviour is unacceptable and there will be further consequences if it continues. This may require the member of staff to let the child know how to modify their behaviour.
Step 2	Second verbal warning – Repeat what the warning is for.
Step 3	Child's name will be recorded on yellow card and this will be shown to the child and their name passed on to their class teacher so that the child's name can be moved to yellow on the class behaviour chart. Removal from game or of any equipment.
Step 4	Recorded on red card – The child may need to be isolated. This will result in the child missing their next lunch time. The child's name will be passed on to their class teacher so that they can be moved to red on the class behaviour chart. Restorative conversation to take place and child to complete a reflection sheet.
Step 5	Member of SLT called.
Step 6	Parent/carer will be contacted by telephone regarding the behaviour and any follow up sanctions such as miss of breaktimes or school inclusion.

School Visits and Out of School Activities

The expectations of the Behaviour Policy apply during school visits and out of school activities.

During the planning and preparation for an off-site visit, any child whose behaviour whilst at school or on a previous visit gives cause for concern a specific risk assessment will be required. Parents/carers may be required to accompany the child on the visit. The school reserves the right to refuse to take a child whose behaviour may endanger the Health and Safety of themselves and others.

Travel to and from School

The expectations provided in this Behaviour Policy apply whilst the pupils are travelling to and from school. In doing so, their behaviour will promote the positive reputation of the school.

Race Equality and Equal Opportunities

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

Complaints

The school has a standard complaints procedure. Parents/carers are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedures see the Complaints Policy which is available from the school office and also on the school website.

Relationship with other policies

This policy should be read in conjunction with the school's Anti-Bullying Policy, Safeguarding Policy, Restrictive Physical Restraint Policy, Attendance Policy, SEND Policy, E-Safety Policy.

Appendix 1 (Child behaviour card)



Behaviour Policy



What happens if I make the right choices?

- An adult will give me praise
- I will make progress with my learning
- I might get a 'make a difference star' / House Point
- I might win 'Puff-Puff' the starfish
- I might get a head teacher's certificate
- I will be proud of myself

What happens if I don't make the right choices?

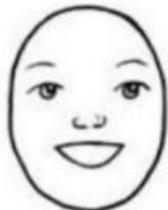
- An adult will talk to me and give me the chance to change how I am behaving
- I will need to meet at break or lunch time to reflect on, and talk about, my behaviour
- I may need to complete a reflection sheet
- I will need to take missed learning home to complete and return the next day
- I may need to go to work club on Fridays to complete any missed learning
- My parents may be contacted
- For deliberate physical contact I will have an internal or external exclusion



Appendix 2 (reflection sheet)

Name Class Date

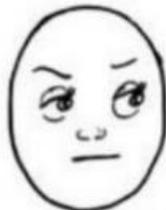
Colour how you were feeling in **red** and colour how you want to feel in **green**.



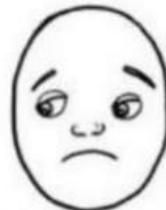
joyful



angry



jealous



disappointed



excited



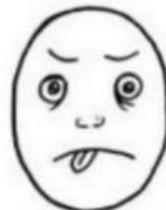
sad



curious



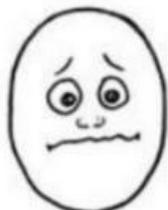
frustrated



disgusted



afraid



nervous



shy



embarrassed



guilty



surprised

Draw or write about the situation using the boxes below:

What happened and what did you do?

Who was hurt / upset by what happened?

What can I do to make things right?

If this happens again, what is the right choice I can make?

Staff's comment

.....

.....

.....

.....

Tick the school rule that was not followed:

I was not

Safe	
Kind	
Respectful	