

# Sun Hill Junior School

## Positive Behaviour Policy



<b>Name of School</b>	Sun Hill Junior School
<b>Date of Policy Issue/Review</b>	November 2022/November 2023
<b>Name of Responsible Manager/Headteacher</b>	Sue Griffiths (HT & DSL)
<b>Chair of Trustees</b>	Katy Toms
<b>Date approved by Trustees if statutory:</b>	21 <sup>st</sup> November 2022

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 'can make a difference' and can willingly make a positive contribution. Staff, a parent forum and 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 (September 2022)* 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;
- Effective communication with parents and carers;
- Through developing positive relationships that value and nurture all;
- We engage with pupils in a positive manner:
- 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.
- We provide methods of reflection when a child's choices and behaviour negatively impacts of themselves or others;
- Support and advice of outside agencies is used to better understand children's behaviour, such as Primary Behaviour Service (PBS), Early Help Hub, Children's Services, CAMHs, occupational therapists, educational psychologist, and outreach from specialist schools.

## **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;
- Follow reasonable adult requests;
- Treat adults, peers and school property with respect;

- Complete learning activities set for them by their teacher, LSA or other adult
- Use respectful and appropriate language at all times.

Head Teacher is expected to:

- Ensure that the school environment promotes positive behaviour and that staff show consistency in their approach;
- Monitor the implementation of the school behaviour policy;
- Keep records of any serious incidents that have been reported and frequently review them;
- Report to trustees on the effectiveness of the behaviour policy;
- Ensure the health, safety and welfare of all children within the school.
- Report and meet with parents where necessary;
- Provide training to ensure that all staff are capable of managing behaviour and understanding the needs of all the children.
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Members of staff in school are expected to:

- Set high standards of professional behaviour, politeness, self-discipline and respect to all;
- Plan lessons to meet individual needs;
- Support children with their learning if they find it difficult;
- Listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance;
- Warn pupils if their behaviour is not meeting expectations and support them in making a good choice;
- 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.

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;
- Support the school when reasonable sanctions have been issued;
- Discuss any behavioural concerns with the class teacher.

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;
- Bingo award linked to the school's therapy dog which promotes pupil and staff well-being;
- Class star chart which builds to whole class reward.

### **Support and Consequences**

At SHJS we have high expectations for children's behaviour and conduct and it is our aim to support children to achieve those expectations. 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. After any consequences support and strategies will be considered to help children to understand how to improve their behaviour and meet the behaviour expectation of SHJS.

It is important to include the child in any discussions when deciding consequences and next steps as the child may need time to reflect and give their point of view. 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 suspension. 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. They may be sent to another classroom to regulate and reflect. 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	Children will complete a reflection sheet to consider their choices and the impact it has on themselves and others. Any work unfinished due to behaviour choices to be sent home and returned the next day. The class teacher will call the parent/carer to discuss what has happened.
Step 6	Child to complete any unreturned work with a member of the SLT at breaktime/lunch time if work not completed at home.

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.

All reflection sheets to be scanned onto CPOMs for monitoring.

Some behaviour choices will automatically place children at step 5. The chart below illustrates behaviours that relate to the rewards and consequences system (this is not an exhaustive list).

Star points	Step 1 – 4	Step 5
Shows kindness Strives to achieve class recognition focus Helps others Consistently follows the school rules Consistently demonstrates the school’s learning values Puts effort into learning even when it is tricky Role models Act as ambassadors for the school Contribute positively to lessons Show resilience when things are difficult Go above and beyond the normal expectations	Not listening Disturbing others through talking and actions Making inappropriate language choices Ignoring instructions Answering an adult back Refusing to attempt learning task, even after support has been given Not taking responsibility for own actions Makes racial /sexual /homophobic comments without intent	Hurts someone (adult or child) on purpose Is physically abusive or aggressive towards another child/adult Makes a racial / sexual / homophobic comments with intent Steals Persistent bullying Continues with step 1 behaviour even after verbal warnings

## Reflection Sheets

Reflection sheets are used to scaffold the child's thinking and help them reflect on the triggers to the behaviour choices and how they can learn from their experiences and make different behaviour choices that are in line with the schools values and ethos.

If a child has been required to complete a number of reflections sheets during a half term a meeting will be arranged with the parents/carers to discuss what support we can provide to help their child make good behaviour choices.

Number of reflection sheets	Attendee at meeting
2	Class teacher
3	Class teacher, phase leader
4	Class teacher, phase leader, DHT/SENCo

If the behaviour continues the head teacher will arrange a meeting with parents/carers.

## Pupils with Special Educational Needs and Disabilities (SEND)

Pupils with SEND will have these taken into consideration when administering sanctions and rewards. The school will use the graduated approach to assess, plan, deliver and then review the impact of the support given. At SHJS we acknowledge 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 particular 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**

A decision to suspend a child, either for a fixed period or permanently is seen as a last resort. 'Head teachers can use suspension and permanent exclusion to serious incidents or in the response to persistent poor behaviour which has not improved following in-school sanctions and interventions.' (*Department of Education, Behaviour in schools – Advice for headteachers and school staff, September 2022*)

The Head Teacher does not take the sanction of suspension 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. No suspension will be issued without first exhausting other strategies in the case of persistent poor behaviour, or in the case of a serious single incident, a thorough investigation.

### **Removal from the Classroom/Internal suspension**

Removal from the classroom will only be used in response to serious misbehaviour or persistent disruption. It will only be used for a limited period and will be used to:

- Restore order if the child is being unreasonably disruptive;
- Maintain the safety of all children;
- All the disruptive child to continue their learning in a managed environment;
- All the disruptive child to regain calm in a safe space.

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 suspension. The child will continue to receive education under the supervision of a member of staff that it meaningful, but it may differ from the mainstream curriculum.

Parents will be informed on the same day that their child is removed from the classroom or has been issued an internal suspension. This will also be record onto CPOMs to allow for monitoring.

### **Fixed-term Suspensions and Permanent Exclusion**

Only the Head Teacher has the power to suspend a child from school. The Head Teacher may suspend a child 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 suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher suspends a child, the parents/carers will be informed immediately, giving reasons for the suspension. 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 suspensions beyond five days in any one term.

The Trust Board itself cannot either suspend a child or extend the suspension 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 child was suspended, consider any representation by parents/carers and the Local Authority and consider whether the child should be reinstated.

If the trustee' appeals panel decides that a child should be reinstated, the Head Teacher must comply with the ruling.

### **Suspension Procedure**

Most suspensions are of a fixed-term nature and are of short duration.

The DfEs regulations allow the Head Teacher to suspend a child 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 suspensions that would lead to a child being suspended for over 15 days in a school term.

Following suspension parents/carers will be contacted immediately where possible. A letter will be sent by post giving details of the suspension and the date the suspension ends.

Parents/carers have a right to make 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 suspension and this will involve the parent/carer, class teacher and Head Teacher or Deputy Head Teacher in their absence. During this meeting, the incidents that led to the suspension 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 suspension where the child 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 child for a first or 'one off' offence. There might include:
  - Serious violence against another child 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 suspend**

Suspension will not be imported instantly unless there is an immediate threat to the safety of others in the school or the child concerned. Before deciding whether to suspend a child 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 child 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 child did what he or she is alleged to have done, suspension 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 child remaining in the school will have on the health and welfare of themselves and other children and staff.

### **Lunchtime Exclusion**

Children whose behaviour at lunchtime is disruptive may be suspension from the school premises for the duration of the lunchtime period. This will be treated as a fixed-term suspension 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.

## **Bullying**

Bullying is defined as a repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. It is deliberately hurtful, repeated, often over a period of time and difficult to defend against. Bullying can take many forms: racist, homophobic, transphobic, sexist, online – all of which can be shown through physical, verbal, written and emotional actions. At SHJS we educate children to understand that individual identify, differences and similarities should be celebrated. We take any responds of bullying seriously. Our Anti-Bullying policy has more information on how we tackle this.

## **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 children 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, Parental code of conduct and code of conduct.

## 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?**

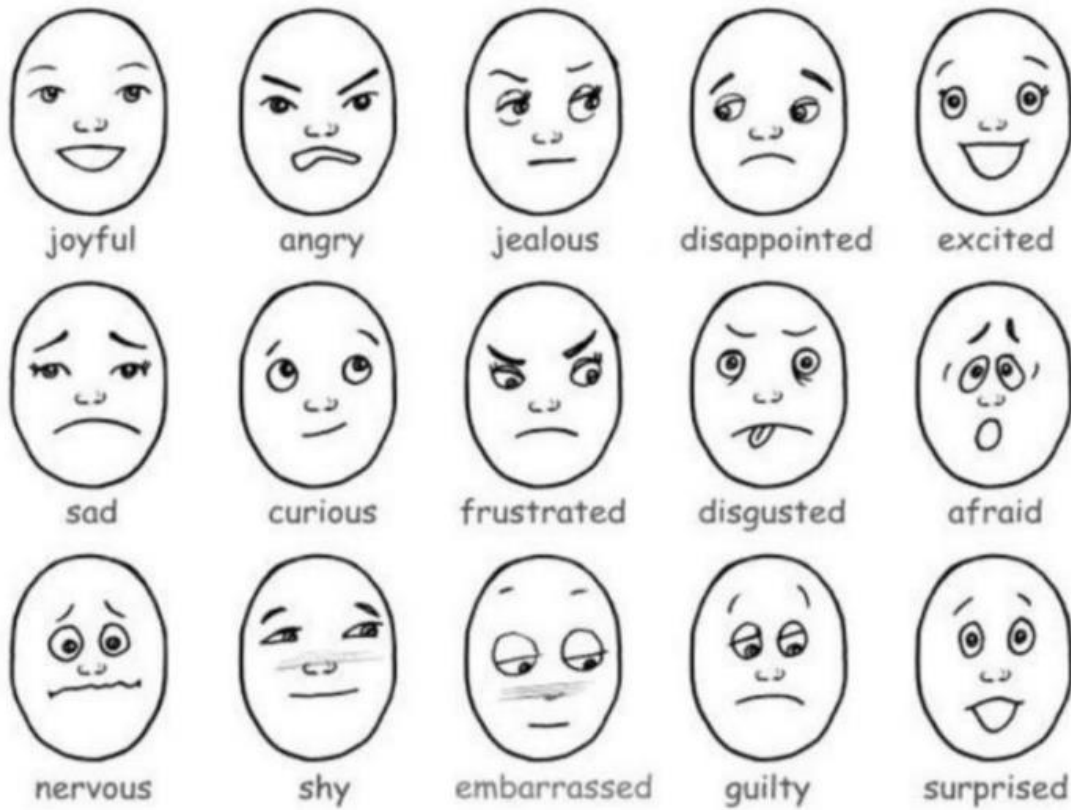
- An adult will talk to me and give me the chance to change how I am behaving
- I will need to meet at break or lunch time to reflect on, and talk about, my behaviour
- I may need to complete a reflection sheet
- I will need to take missed learning home to complete and return the next day
- I may need 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 suspension



## Appendix 2 (reflection sheet)

Name ..... Class ..... Date .....

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



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	



# Hassle Log



.....  
Name

.....  
Date

# Where was I hassled?



In the playground



In the classroom



On the bus



At home



In the school corridor



In the bathroom

Somewhere else

Acknowledgement to Bio-Morgueing NHS Trust



# What was I doing?



I was playing



I was eating

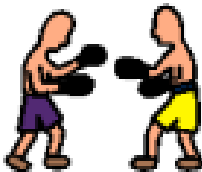


I was writing

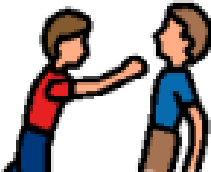
something else

Acknowledgement to Basu Moganaray NISIS Trust

# What made me feel hassled?



I was fighting



Someone hit me



I broke something



Someone took my things



Someone was shouting at me



Someone annoyed me

Something else

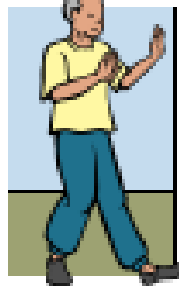


Acknowledgement to Ito-Mogawanig NDIS Trust

# Who was I thinking of?



Mother



Father



Sister



Brother



Friend



Teacher

Someone else



Acknowledgement to Ihs Meaganweg NHS Trust

# What did I do?



Hit someone



Shouted



Banged doors



Kicked things



Cried



Broke something

Something else



# How did I feel?



OK



Angry





# How did my body feel?



I was embarrassed



I cried



I laughed



I was shaking



My heart felt loud



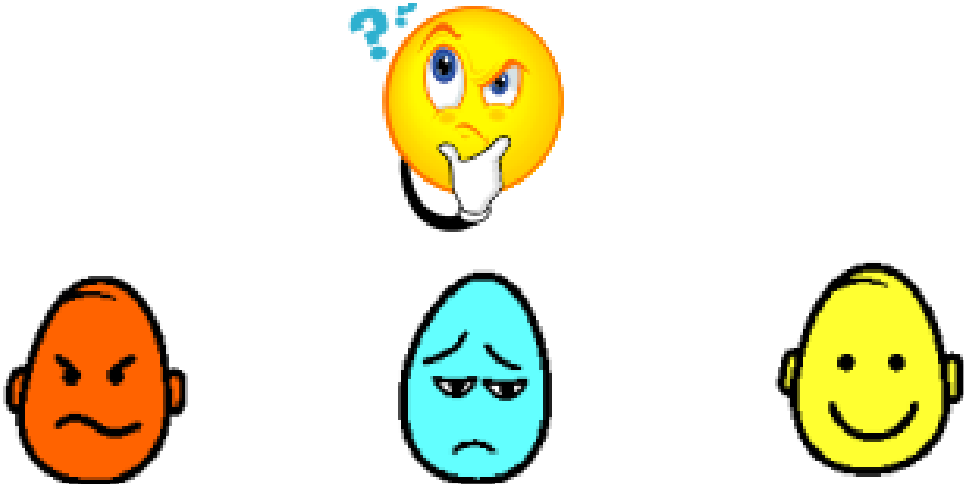
My body felt tense

Something else



Acknowledgement to Bho Mangaraj NHS Trust

# How well did I do?



Acknowledgement to Bea Morganwg NHS Trust

# What could I do next time?



Relax



Say no



Laugh



Ask for help



Walk away



Count to 10

Something else



