



SUNNYHILL PRIMARY SCHOOL Behaviour Policy

This policy should read alongside the Anti-Bullying and Child Protection Policies. Our school values underpin our approach to positive behaviour management and the prevention of bullying.

Our Values
respect one another
every individual matters
take responsibility
strive for excellence
try your best

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Part 1 - Behaviour Principles and Core Values

At Sunnyhill, we have a number of principles which guide the management of behaviour in school. These are:

- The management of behaviour should be driven by motivation and responsibility. Children should be motivated by individual and shared rewards rather than worried by potential punishments.
- Children are taught the skills and confidence to make choices about their own behaviour and responses/resolutions following a behaviour issue.
- We acknowledge that both good and poor behaviour can be influenced by factors beyond a child's control.

- Children are not intrinsically 'good' or 'bad'; they need to be supported to make positive choices to manage their behaviour.
- Inclusion staff will work together and with other agencies to ensure that children are given access to whatever physical or mental health support they need in order to manage their needs.
- Partnership with parents/carers is critical to the success of the school behaviour policy
- Sunnyhill Primary School will exhaust all reasonable options before moving to fixed term or permanent exclusion from school. It is acknowledged that in specific circumstances which place others at risk, there may be no other alternative and an exclusion may be immediate.

We have 4 School Rules:

- Show kindness
- Walk responsibly
- Listen actively
- Respect our environment

Our expectations of behaviour are driven by our core values:

Respect each other

Children and adults should speak to each other respectfully. This includes interactions between the following groups:

- Child to child
- Adult to child and child to adult
- Adult to adult

This includes not raising your voice in anger or frustration, using words which are constructive and refraining from using words or language which deliberately upsets, intimidates, is a personal slur or which insults protected characteristics. This means race, gender, disability, religion, sexual orientation.

We should aim to respect each other's points of view, even when we disagree. This requires active listening - one of our school rules.

Every Individual Matters

This core value should be evident from the way we treat each other in school. Behaviour which excludes is not acceptable. We are an inclusive school with staff and children who reflect the society we live in. We should always aim to include others in play, collaborate in the classroom and show leadership to support others.

Sometimes behaviour difficulties are part of wider social, emotional or mental health need. In these cases, we will offer counselling support for the child.

Take Responsibility

By taking responsibility for our own choices and discussing behaviour which arises from poor choices, we will be able to repair and move on. Taking responsibility is the route to resolution. In order for us to move forward when something goes wrong, we shouldn't just rely on giving out punishments - they do not sort out the problem. Identifying what happened and what went wrong or what helped is crucial in building life skills for the future, for being reflective and becoming independent in managing behaviour and emotions.

Strive for Excellence

If we strive for excellence in everything we do, this will include behaviour for learning, behaviour around the school, how we conduct our interactions with others and always keeping the bar high. Our expectations for ourselves and each other should be reflected in behaviour. Adults will model striving for excellence.

Try Your Best

We will encourage children to always try their best. Sometimes it can be really hard for children to meet the expectations and so additional support is given. This may be in the form of pastoral support, closer links with parents/carers than usual, modifications if required.

If something goes wrong, children should be reminded of a time that they did better and can be reminded to try their best to revert their behaviour to what they did when it was better.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's undesirable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Roles and responsibilities

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The senior leadership team is responsible for:

- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour records is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold the school values
- Recording behaviour incidents on CPOMs promptly
- Challenging pupils to meet the school's expectation

The senior leadership team (SLT) will support staff in responding to more serious behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following undesirable behaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school leaders directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

Pupils will be made aware of the following during their induction:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Part 2- Rewards and Sanctions

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

We reward in public and reprimand in private. Some children struggle to accept public reward and so they may be praised quietly away from others or in front of just a few. Proximity praise (praising someone who is doing the right thing rather than drawing attention to poor choices) should be a priority.

Sanctions should be given swiftly and with explanation. A child should understand why a sanction has been given and what they need to do to improve the situation. Whenever possible, the adult in the situation should deal with the situation rather than escalating it. Sometimes another member of staff may reinforce the message given by the adult in the situation but they will not take it away. If a missed playtime or lunchtime is required, this will happen on the same day unless the incident has arisen in the afternoon in which case missed play or lunch will happen the following day. Parents/carers will always be informed if there is a missed playtime or lunchtime.

We recognise the critical part that parents/carers play in supporting this policy and we ask that if there are concerns, they are raised with the teacher quickly. It is counterproductive to show negativity about the school procedures in front of children and we respectfully ask that this does not happen.

Rewards

Children should follow the school rules at all times and conduct should reflect the core values of the school. Children will be rewarded for going 'over and above'. We will endeavour to keep rewards consistent between children but all children will be rewarded for their own actions and not in comparison with others. Once given, rewards are not removed. They cannot be offset against negative behaviour.

Individual rewards may be:

- Verbal praise
- Name/face on recognition board

Rewards for behaviour over and above expectations:

- Merit ticket
- Postcard home
- Phone call home
- Certificate of achievement in assembly
- Marbles in a jar (class reward)
- Stickers

Group rewards are given on a case by case basis and would usually be as a result of longer projects worked on collectively. These types of rewards happen less frequently and may be:

- House team reward
- Class reward for collecting lots of little rewards (e.g. marbles in the jar)
- Year group reward as a result of specific work or excellent behaviour e.g. at a workshop or on an educational visit

Ideas for class rewards - shouldn't be more than 1 hour every 3-4 weeks:

- Movie in class
- Extra playtime
- Juice & biscuits with SLT
- Going to Unigate Woods

Undesirable behaviour can take many forms and can include:

- Repeated disruption
- Non-directed rude words
- Not following instructions
- Being rude/disrespectful to adult or peer
- Being unkind

More serious undesirable behaviour can take many forms and can include:

- Directed rude words
- Damage to property
- Leaving class without permission
- Deliberate hurting
- Being unsafe

The most serious undesirable behaviour can take many forms and can include:

- fighting
- racist/homophobic/other prejudicial language
- bullying
- discrimination because of protected characteristics
- serious breach of online safety rules

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Anti Bullying approach:

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

The Equality Act 2010 provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. Schools must follow the Equality Act 2010. Staff must act to prevent discrimination, harassment and victimisation within the school.

We are committed to providing a supportive, caring and safe environment in which all children are free from fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school.

Bullying can take many forms and can include:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, 'banter', use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Gender based - excluding or being unkind to someone as a result of their gender
- Online - use of social media, messaging and calls. Misuse of associated technology e.g. photos and videos
- Racist - racial taunts, gestures, hair discrimination, any discrimination based on culture

- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic - because of gender identify or perceived gender identity

We have an Anti bullying Policy which can be found on our website.

Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of undesirable behaviour . Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that undesirable behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Below is a step-by-step guidance for what happens when undesirable behaviour occurs. All staff are regularly trained in the application of these.

SUNNYHILL PRIMARY SCHOOL
Classroom Behaviour Procedures

Purpose:

Consistency of approach when dealing with behavioural incidents in the classroom

<p>**Behaviour type: (most common types of negative behaviour) e.g.</p> <ul style="list-style-type: none"> ● Repeated disruption ● Non-directed rude words ● Not following instructions ● Being rude/disrespectful to adult or peer ● Being unkind 	<p>Check that the Recognition Board is being used for proximity praise and to remind all pupils of expected behaviour.</p> <p>Actions: Step 1: 1st verbal reminder Step 2: 2nd verbal reminder and conversation about expectations Step 3: Time out in class for reflection Step 4: Time out in parallel class. Purple form completed in parallel classroom. Conversation with parallel class teacher Step 5: Child returns to class. If negative behaviour continues, time out in phase leader's classroom Step 6: Before the end of the day, the class teacher is to have a conversation with the child's parent/carer about the purple form (in person or on phone). Parent/ carer asked to sign the purple form and return to the class teacher Step 7: Class teacher to record purple form on Sims behaviour system Step 8: Child to miss their following playtime. Child to go to classroom/ office of member of staff on missed playtime rota</p>
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<p>**Behaviour type: (for children not currently following a behaviour support plan) e.g.</p> <ul style="list-style-type: none"> ● Directed rude words ● Damage to property ● Leaving class without permission ● Deliberate hurting ● Being unsafe 	<p>Actions: Step 1: Time out in class for reflection. Purple form completed in class. Step 2: Conversation with phase leader during next break time to discuss behaviour Step 3: Before the end of the day, the class teacher is to have a conversation with the child's parent/carer about the purple form (in person or on phone). Parent/ carer asked to sign the purple form and return to the class teacher Step 4: Class teacher to record purple form on Sims behaviour system Step 5: Child to miss their following playtime and lunchtime. Child to go to classroom/ office of member of staff on missed playtime rota or on-call lunchtime duty rota</p>
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<p>**Behaviour type: Serious behaviour incident (eg fighting, , racist/homophobic/other prejudicial language, online safety) taken on case by case basis</p>	<p>Actions: Step 1: Child sent directly to SLT. Purple form completed. Conversation with SLT to discuss behaviour. Step 2: Before the end of the day, SLT is to have a conversation with the child's parent/carer about the purple form (in person or on phone). Parent/ carer asked to sign the purple form and return to the class teacher Step 3: SLT to record purple form on Sims behaviour system Step 4: Child receives a sanction as agreed with parent/carer. Child to go to classroom/ office of member of staff on missed playtime rota or on-call lunchtime duty rota. A behaviour support plan will be created where necessary. Step 5: HT or DHT will write to parent/carer to formalise actions taken</p>
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****Behaviour types:** This list is not exhaustive, teachers to use professional judgement

Monitoring: Purple forms will be monitored by phase leaders. Where a child has received **3** purple forms in a short term, the phase leader will arrange a face to face meeting with the child's parent/carer.

SUNNYHILL PRIMARY SCHOOL
Playground Behaviour Procedures

Purpose:

Consistency of approach when dealing with behavioural incidents in the playground

<p>**Behaviour type: (most common types of negative behaviour) e.g.</p> <ul style="list-style-type: none"> ● Non-directed rude words ● Not following instructions ● Being rude/disrespectful to adult or peer ● Being unkind ● Unacceptable play 	<p>Actions:</p> <p>Step 1: 1st verbal reminder</p> <p>Step 2: 2nd verbal reminder and conversation about expectations</p> <p>Step 3: Time out for reflection</p> <p>Step 4: If negative behaviour continues, child remains on time-out. Yellow form to be completed by child.</p> <p>Step 5: Yellow form to be sent to on-duty member of SLT</p> <p>Step 6: Before the end of the day, the on-duty member of SLT is to have a conversation with the child's parent/carer about the yellow form (in person or on phone). Parent/ carer asked to sign the yellow form and return to the class teacher</p> <p>Step 7: On-duty member of SLT to record yellow form on Sims behaviour system</p> <p>Step 8: On-duty member of SLT to inform class teacher of the yellow form</p> <p>Step 9: Child to miss their following playtime.</p>
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<p>**Behaviour type: (for children not currently following a behaviour support plan) e.g.</p> <ul style="list-style-type: none"> ● Directed rude words ● Damage to property ● Deliberate hurting ● Being unsafe e.g play fighting 	<p>Actions:</p> <p>Step 1: Child sent directly to time-out in the playground. Conversation with adult on duty about expectations in the playground and yellow form issued and completed.</p> <p>Step 2: At the end of the play/lunch break, the yellow form is to be sent to on-duty member of SLT.</p> <p>Step 3: If negative behaviour continues, child taken to on duty member of SLT as referenced in duty rota. Conversation with member of SLT.</p> <p>Step 4: Before the end of the day, SLT to have a conversation with the child's parent/carer about the yellow form (in person or on phone). Parent/ carer asked to sign the yellow form and return to the class teacher</p> <p>Step 5: On-duty member of SLT to record yellow form on Sims behaviour system</p> <p>Step 6: On-duty member of SLT to inform class teacher of the yellow form</p> <p>Step 7: Child to miss their following playtime/lunchtime.</p>
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<p>**Behaviour type: Serious behaviour incident (eg, , fighting, racist/homophobic/other prejudicial language, IT safety,) taken on case by case basis</p>	<p>Actions:</p> <p>Step 1: Child sent directly to on-duty member of SLT. Yellow form completed. Conversation with SLT to discuss behaviour.</p> <p>Step 2: Before the end of the day, the member of SLT is to have a conversation with the child's parent/carer about the yellow form (in person or on phone). Parent/ carer asked to sign the yellow form and return to the class teacher</p> <p>Step 3: SLT to record yellow form on Sims behaviour system</p> <p>Step 4: SLT to inform class teacher of the yellow form</p> <p>Step 5: Child receives a sanction as agreed with parent/carer. Child to go to classroom/ office of member of staff on missed playtime rota or on-call lunchtime duty rota. A behaviour support plan will be created where necessary.</p> <p>Step 6: HT or DHT will write to parent/carer to formalise actions taken</p>
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****Behavior types:** This list is not exhaustive, teachers to use professional judgement

Monitoring: Yellow forms will be monitored by phase leaders. Where a child has received **3** yellow forms in a short term, the phase leader will arrange a face to face meeting with the child's parent/carer.

Part 3 - More Serious Behaviour Incidents

From time to time, there are more serious incidents which occur. These might involve (but are not restricted to):

- Bullying/child-on-child abuse (please see anti-bullying policy)
- Harassment
- Sexual violence
- Online-bullying
- a physical altercation which could have or does result in serious harm
- causing deliberate physical harm
- personal slurs, which may be racist/homophobic/disablist or other slur which invokes protected characteristics.
- serious swearing incidents
- Other incident which is very serious

Anything of this nature will be referred straight to the head teacher or deputy head teacher or anti-bullying lead and will involve a more serious intervention.

Where we have been informed that there has been a serious breach of the online safety policy and the mobile phone or device is in school, we will search that device. An authorised member of staff can search a pupil's device (The headteacher, the DSLs) with another member of staff present. More information on this can be found in our child protection policy

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to search the device
- If they believe that a search has revealed a safeguarding risk
- All searches for serious online safety breaches, including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMs)

Informing parents/carers

Parents/carers will always be informed of any search of a device. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support for the child

Irrespective of whether anything is found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Repeated undesirable behaviour

Where there is repeated undesirable behaviour in school and there has been minimal improvement from the usual sanctions outlined above, we will explore the use of a behaviour support plan. This will become part of an individual education plan and will be developed with support from parents/carers and will involve the voice of the child. This will include short achievable targets with the aim of facilitating meaningful change.

We will do everything we can to avoid exclusion from school (either fixed term or permanent). However, in rare cases, this may be unavoidable. The school acknowledges the very serious impact and implications of exclusion and will work with Lambeth Inclusion to find alternative solutions wherever possible.

Off-site undesirable behaviour

Sanctions may be applied where a pupil has displayed undesirable behaviour off-site includes the following:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- If children are communicating on devices in unkind or unsafe ways

Sanctions may also be applied where a pupil has displayed undesirable behaviour off-site, at any time, whether or not the conditions above apply, if the undesirable behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online undesirable behaviour

The school can issue behaviour sanctions to pupils for breaches of online safety:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Supporting pupils with medical conditions at school](#)
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

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