



# Sunnyhill Primary School

## Behaviour Policy

Our aim is to help all our pupils become self-motivated as far as their behaviour is concerned, that they are independent and do the right thing because they know it is the right thing to do.

**Our school's Core Values form the basis of our Behaviour Policy, these are:**

- Respect each other
- Every Individual Matters
- Take responsibility
- Strive for Excellence and
- Try Your Best

We are **consistent when noticing behaviour**, both positive and negative regardless of which children we work with or what our role is in the school. **All behaviour is all of our responsibility.**

We use our professional judgement and knowledge of our children when dealing with behaviour issues.

All parents, carers and pupils sign a home/school agreement annually. (See attached)

We have based our expectations of behaviour on a series of rewards and sanctions, rights and responsibilities.

### The Sunnyhill Behaviour System

Good (green) and Bad (red) choices are linked to the school's Behaviour Ladder (see below) and displayed in with accompanying pictures or symbols, in each classroom to remind children that they make a choice about their behaviour.

### Rewards

Children need to know that they will be rewarded for making good choices and behaviour.

At Sunnyhill, our reward system consists of:

- **Behaviour tickets**

These are given out by all adults in the school when they notice children doing the right thing. The tickets reward good behaviour and good learning. We will change the special focus each term. Class teachers will explain and reinforce the new focus each term. A Key Stage assembly will be held to introduce the behaviour focus. The School Council will be involved in deciding on the focus.

Children write their names on the ticket and tick the reason that they have been given it.

Tickets are posted in class ticket boxes. Each week the classes will bring their class ticket box to the Key Stage assembly and pour them into the School ticket box.

In a Key Stage school assembly, three tickets are pulled out of the school ticket box. Lucky ticket holders have the opportunity to choose from a reward list of individual, group or class rewards.

There is a Key Stage 1 and a Key Stage 2 Achievement & Attendance Assembly each week, when the tickets are pulled out of the box. The School ticket box is emptied after each assembly.

<p style="text-align: center;"><b>Sunnyhill Primary School—Merit Ticket</b></p> <p style="text-align: center;"><b><u>Special Focus this term: being polite</u></b></p> <p>Name: _____</p> <p>Class: _____</p> <p><input type="checkbox"/> I have good manners.</p> <p><input type="checkbox"/> I can line up well.</p> <p><input type="checkbox"/> I hold doors open for others.</p> <p><input type="checkbox"/> I walk sensibly inside the school.</p> <p><input type="checkbox"/> I work well with others.</p> <p>Teacher: _____ Date: _____</p>
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- **Sticker boards-these are on either on display in every classroom or stored in pupils' trays.**

(see Appendix 3)

Children are given stickers for good behaviour, good work and keeping Core Values- at the discretion of the teacher or Teaching Assistant.

Each child has a Sticker board relating to the house that they have been assigned to (Red, Green, Blue, and Yellow).

Children collect stickers. When they have filled their Sticker Board; they receive a class reward and a new board. Children decide as a class on their class rewards.

Examples of class rewards need to be displayed in every classroom: eg. lucky dip, 'teacher for an hour', extra IT or playtime.

When a child completes a sticker chart, they will receive a house point to add to the House Teams display board located in the new build. Each class needs a house points collection board.

- **Achievement Certificates**

In Achievement assemblies, Class Teachers will be asked to nominate one child in their class who they feel have made a particular achievement in the week. These can be related to the Core Values.

Teachers write their own certificates and a record must be kept by the class teacher to ensure that every child receives at least one certificate each year.

The week's Achievement Certificate winners are displayed on boards in the Sports Hall (KS2) and the Main Hall (KS1).

- **House Points**

Each class nominates their House Captains.

Children earn house team point by completing sticker charts.

The winning team each half term gets the cup and watches a film in the Main hall, with popcorn, made by the School Council with the Pupil Voice Coordinator.

- **Good Behaviour Chart**

Each class displays a Good Behaviour Chart with all the children's names on 'Ready to Learn', at the start of the day. 'Well Done', 'Excellent' and 'Thumbs Up SLT' are displayed in steps. A child's name gets moved up the steps for good effort, behaviour or learning. Each day the children's names return to 'Ready to Learn'.

If a child makes good choices - behaves well, makes a great effort or does an outstanding piece of work and is placed on 'Excellent' on the Good Behaviour Chart, this cannot be taken away at a later time, if the child later makes a wrong choice. This is recorded on the Sanctions Chart (see below).

## **Sanctions**

If children make or continue to make the wrong choices, they need to understand that there are consequences for their actions. No child is to be left outside a classroom unsupervised.

We have a graduated response to support teachers in dealing with inappropriate behaviour, making roles and responsibilities clear.

- **Sanctions Chart**

A class sanctions chart for recording warnings & sanctions is discretely kept by the teacher's table, not on public display. The steps are: 'One Warning', 'Time Out of class', 'Time out next door' and 'Time Out SLT'. Children are told when they are given one of these sanctions, so they can address their own behaviour quickly.

If a child is on 'Excellent' on the Good Behaviour Chart, they can still be given a warning or sanction, which is shown on the separate Sanctions Chart.

- **The Behaviour Ladders**

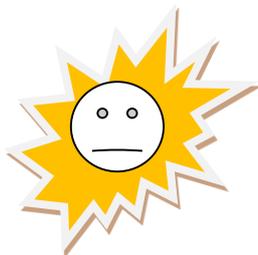
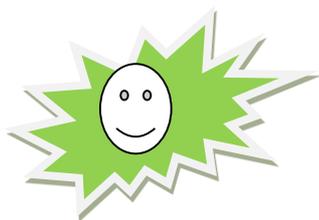
Behaviour ladders for the classroom and playground, outline the types of behaviour displayed, the severity, the sanctions for the child and actions required by the adults dealing with any behaviour issues.

### **Low level/ Stage 1 behaviour (See Appendix 1/2)**

#### **Verbal or non-verbal reminder**

- a quiet word or whisper is sometimes better than drawing everyone's attention to unacceptable behaviour
- eye contact

- tactically ignore
- reminders
- praise other children in the group to emphasise good behaviour
- change seating



### **Time out in class: on 3rd visual warning and on bottom part of class behaviour step.**

Children to be given an egg timer (5 minutes or 3 minutes) and sent to the 'reflection' or 'time out' area.

Reflection prompts need to be put up in this area (What did I do? What do I need to do better next time?) Child may need to complete a reflection sheet about their behaviour (See attached formats.)

After 5 minutes, the child will be brought back into the lesson or activity.

All children need to be given the opportunity to get their name moved from the bottom of the class Sanctions Behaviour Ladder after Time Out. They need to be moved to the next step up to try their best again.

### **Stage 2 behaviour: (See Appendix 1/2)**

#### **Time out in another classroom=purple form-these are kept on the wall in Time Out area**

Child receives a Purple Form before leaving the classroom-must be filled in by Class Teacher and filed in the box in the Time Out area in the child's own class.

Children are escorted to their parallel year group, preferably by a member of support staff.

The receiving Class teacher makes no comment, except to direct the child to the time out area in the class. Child may need to complete a reflection sheet about their behaviour. (See attached formats). Children should be sent back to their class after 15 minutes.

These Purple Forms will be collected each week by the Learning Mentor/Deputy Head.

The Class Teacher must inform the parent/carer at the end of the day, if a child received a Purple Form.

### **Stage 3 Behaviour: (See Appendix 1/2)**

#### **Involvement of SLT- Purple Form to be completed by member of SLT**

Children are spoken to by a member of SLT and will miss a specified number of playtimes. A child may stay with a member of SLT to complete their work if they have had time out of their own class.

Parents/carers must be informed *before* their child receives the sanction of a missed play.

If there is a third instance of this unacceptable behaviour then a formal letter is sent out and parents/carers will be asked to come in for a formal meeting with all of the adults involved.

### **Stage 3 Behaviour Contracts**

These act as an important reminder to a child of what behaviour is acceptable at Sunnyhill. They are put in place after negotiation with the class teacher/pupil and parent or carer.

Targets are set in negotiation with the Deputy Head, the SENDCo and the learning Mentor, with a clear set time limit as well as a reward for keeping the targets. Children will need to see a member of the SLT at the end of each day to get their chart signed.

These targets are recorded on the contract. Teachers and the pupil rate themselves on how well they think each session has gone as far as keeping the behaviour contract targets. A copy of the completed contract will be sent home each week for the parent/carer to see.

Contracts act as part of the behaviour support plan for a child, as well as evidence if the school feels that behaviour is so unacceptable that outside agency involvement is necessary.

### **Stage 4 Behaviour: Purple/ Yellow Form**

Some behaviour is so extreme that it needs to be immediately dealt with by the Head Teacher or Deputy Head.

Parents will be immediately contacted and asked to come in to meet with the Head Teacher or Deputy.

This behaviour may result in an internal or external fixed term or permanent exclusion.

## **The Behaviour System in the EYFS**

The EYFS follow a modified version of the whole school behaviour system. We acknowledge that the children at this stage are beginning to learn about the behaviour expected at Sunnyhill Primary School. In EYFS, the Core Values, recognising good choices and rewards underpin the work that we do. We have assemblies to celebrate achievement through the awarding of certificates and these reflect the Core Values.

Children who persistently misbehave after they have learnt and understood the golden rules are given time out in their own classroom. If challenging behaviour continues, the child is given time out in another classroom. These are recorded on Purple Forms for classrooms and Yellow Forms for Outside classrooms. This is also communicated to parents/carers. Where behaviour difficulties continue, the EYFS leader and the SENDCo will support and work closely with parents/carers, to find possible underlying causes and make modifications to the Behaviour System.

### **Additional Emotional, Social & Mental Health Support**

If a child's behaviour becomes repeatedly challenging in class or the playground, Senior Leaders & staff involved discuss the child on a case by case basis.

Emotional and social interventions and, if necessary, parent/carer support are agreed and monitored, through the school's social and emotional team (MESH Team) of the SENDCo, on-site, trained Child Counsellors, trained Emotional Literacy Support Assistants (ELSAs) and the Learning Mentor. An intervention may be 1:1 Child Counselling, Draw & Talk, small friendship or social skills groups.

Mental health workshops and resilience training by outside agencies and the Learning Mentor also provide additional support for targeted year groups and children.

### **Mental Health First Aider**

A trained Mental Health First Aider in school helps identify early signs of mental health difficulties and deal with immediate mental health issues, such as self-harming, emotional 'shut down.'

### **Pupils with identified special educational needs and/or a disability (SEND) or emotional/social difficulties**

Children with a special educational need, emotional or social difficulties or children on the autism spectrum may be communicating through their behaviour. These pupils benefit from consistency in approach and structured strategies. In some cases, additional or complementary emotional/social programmes will be set up. These will be agreed by Senior Leaders, the SENDCo, class teacher, parent/carer and pupil.

Some children, in consultation with parents/carers, may have a modified behaviour ladder to take in to account their individual needs.

### **Exclusions**

The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, including whether the child has an identified SEND, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. We are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

The Local authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

### **Pastoral support Plan**

A Pastoral Support Plan (PSP) may be necessary if a child's behaviour at school means that they have been permanently excluded or are "at risk" of permanent exclusion. "At risk" means that the child is not responding to the school's normal range of strategies and support and several short term exclusions may be indicative of this. It will be needed in particular for those children whose behaviour is deteriorating rapidly.

A PSP is school based programme which is meant to help a child to improve their social, emotional and behavioural skills. A PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process. It may also involve outside agencies, such as the school's educational psychologist.

PSPs are usually reviewed every 2-4 weeks and usually run for about 16 weeks. If the child has other existing plans (such as an IEP) then the PSP will be integrated with the existing plans and not seen in isolation. The PSP will identify the input and support that the child will need from the school and parents to help them reach their targets.

The PSP will also detail both the recognition and rewards that the child will receive if they demonstrate efforts to meet the targets as well as the consequences that will result if the child does not demonstrate sufficient efforts to meet the targets. Finally, the PSP should detail the time limit for the duration of the PSP including dates when the PSP will be reviewed.

### **Playground Behaviour**

Pupil's behaviour in the playground is monitored on a daily basis. There is an equivalent behaviour ladder for the playground. (See attached)

At break times, all adults on duty are expected to model play and supervise the play equipment, eg. the bus, the boat, the spider's web.

Young Sports Leaders and Peer Mediators receive training annually to support behaviour in the playground.

Merit tickets are also given out for good behaviour at playtimes.

### **Moving around the school**

All children need to wear a band when leaving the classroom during lesson time.

### **Trips**

Sunnyhill School's behaviour policy complies with the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. Children with a named special educational need and/or disability need to be taken into account when planning school trips. No child can be excluded from trips. If a child needs support on a school trip, the Learning Mentor or another named adult will accompany and support the pupil.

Date Approved:	Summer 2019
Approved by Chair:	
Review Date:	Summer 2 2020

## Appendix 1 Sunnyhill Primary School - Behaviour Ladder (Classroom)

	Behaviour	Behaviour Strategies	Comments
Stage 4	<b>Extremely Serious</b> Verbal/physical attack Bullying Racist incidents Homophobic incidents IT safety	<ul style="list-style-type: none"> <li>Internal exclusion</li> <li>Immediate Exclusion fixed term or permanent.</li> <li>Parents/carers contacted</li> </ul>	<ul style="list-style-type: none"> <li>SLT involvement</li> <li>Letter to parent/carer</li> <li>Parent/carer phoned</li> <li>Yellow form and copies of parental contact to be filed</li> </ul>
Stage 3 SLT Intervention	<b>Very Serious</b> <ul style="list-style-type: none"> <li>Repeated Stage 2 Behaviour</li> <li>Deliberate hurting</li> <li>Fighting</li> <li>Verbal abuse/swearing to any adult</li> <li>Vandalism/Graffiti/Damage to school/pupil property</li> <li>Lying</li> <li>Stealing</li> <li>Bringing the school into disrepute-public complain about playground behaviour</li> </ul>	<b>Requires immediate involvement of SLT</b> <ul style="list-style-type: none"> <li>School 'community service'-helping at lunch time</li> <li>Parents/carers contacted</li> <li>Possible recompense for damaged property from parent</li> <li>Missed playtimes</li> <li>Behaviour contract if incidents keep occurring</li> </ul>	<ul style="list-style-type: none"> <li>Purple form filled in and given to class teacher to sign-return to Deputy/Assistant Head</li> <li>Time out in dinner hall</li> <li>Parents/carers to be informed that the pupil has missed part of their learning</li> </ul> <p><b><u>Pupils with identified behavioural difficulties</u></b>            In some cases, additional or complementary behaviour programmes will be set up by Inclusion team</p>
Stage 2 TIME – OUT	<b>More Serious</b> <ul style="list-style-type: none"> <li>Repeated Stage 1 Behaviours</li> <li>Name calling/being rude</li> <li>Being unkind</li> <li>Non-Directed swearing</li> <li>Spitting</li> <li>Leaving the classroom without permission</li> </ul>	<ul style="list-style-type: none"> <li>Time out- in another class</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher to sign purple form</li> <li>Class teacher to let parent know at end of the day that the pupil has missed part of their learning</li> </ul>
Stage 1 VERBAL REMINDERS	<b>Aggravations</b> <ul style="list-style-type: none"> <li>Ignoring instructions</li> <li>Interrupting</li> <li>Refusal to cooperate</li> <li>Deliberate disruption</li> <li>Repeatedly annoying other children</li> <li>Calling out</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact</li> <li>Tactically ignore</li> <li>Reminders/quiet word</li> <li>Consistent use of tickets</li> <li>Change seating</li> <li>Praise other pupils</li> <li>Name moved down</li> </ul>	<ul style="list-style-type: none"> <li>Time Out in class after 3<sup>rd</sup> warning</li> </ul>

## Appendix 2

### Sunnyhill Primary School - Behaviour Ladder (Playground)

	Behaviour	Behaviour Strategies	Comments
Stage 4	<b>Extremely Serious</b> Verbal/physical attack Bullying Racist incidents Homophobic incidents IT safety	<ul style="list-style-type: none"> <li>Internal exclusion</li> <li>Immediate Exclusion fixed term or permanent.</li> <li>Parents/carers contacted</li> </ul>	<ul style="list-style-type: none"> <li>SLT involvement</li> <li>Letter to parent/carer</li> <li>Parent/carer phoned</li> <li>Yellow form and copies of parental contact to be filed</li> </ul>
Stage 3 SLT Intervention	<b>Very Serious</b> <ul style="list-style-type: none"> <li>Repeated Stage 2 Behaviour</li> <li>Deliberate hurting</li> <li>Fighting</li> <li>Verbal abuse/swearing to any adult</li> <li>Vandalism/Graffiti/Damage to school/pupil property</li> <li>Lying</li> <li>Stealing</li> <li>Bringing the school into disrepute-public complain about playground behaviour</li> </ul>	<b>Requires immediate involvement of SLT</b> <ul style="list-style-type: none"> <li>School 'community service'-helping at lunch time</li> <li>Parents/carers contacted</li> <li>Possible recompense for damaged property from parent</li> <li>Missed playtimes</li> <li>Behaviour contract if incidents keep occurring</li> </ul>	<ul style="list-style-type: none"> <li>Yellow form filled in and given to class teacher to sign-return to Deputy/Assistant Head</li> <li>Time out in dinner hall</li> <li>Parents/carers to be informed</li> </ul> <p><b><u>Pupils with identified behavioural difficulties</u></b>            In some cases, additional or complementary behaviour programmes will be set up by Inclusion team</p>
Stage 2 TIME – OUT	<b>More Serious</b> <ul style="list-style-type: none"> <li>Repeated Stage 1 Behaviours</li> <li>Name calling/being rude</li> <li>Being unkind</li> <li>Non-Directed swearing</li> <li>Spitting</li> </ul>	<ul style="list-style-type: none"> <li>Time out- area in the playground for the children to miss up to 5 minutes play.</li> <li>Reminder/warning about a yellow form</li> </ul>	<ul style="list-style-type: none"> <li>A yellow form may be required</li> <li>Class teacher to be informed about yellow form-sign form</li> <li>Class teacher to let parent know at end of the day.</li> </ul>
Stage 1 VERBAL REMINDERS	<b>Aggravations</b> <ul style="list-style-type: none"> <li>Ignoring instructions</li> <li>Interrupting</li> <li>Refusal to cooperate</li> <li>Deliberate disruption</li> <li>Repeatedly annoying other children</li> <li>Being inside the school building without permission</li> <li>Careless play</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact</li> <li>Tactically ignore</li> <li>Reminders/quiet word</li> <li>Redirect to an adult supported activity</li> <li>Peer mediators to support in playground</li> <li>Consistent use of tickets</li> </ul>	



Appendix 3

# Sticker Board

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_


Appendix 4

# Sunnyhill Behaviour Contract

Name:	Class:
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Targets
1.
2.

CT child	1 <sup>ST</sup> session	Play time	2 <sup>nd</sup> session	Lunch	3 <sup>rd</sup> session	Last session
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						



or 1 2 3 4 5

Reward:
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