

Sun Hill Junior School

Positive Behaviour Policy



Name of School	Sun Hill Junior School
Date of Policy Issue/Review	November 2024/November 2025
Name of Responsible Manager/Headteacher	Sue Griffiths (HT & DSL)
Chair of Trustees	Katy Toms
Date approved by Trustees if statutory:	28 th January 2025

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, parent's, trustees 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 (February 2024)*' 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



Sun Hill Junior Expectations

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

Aims

Our overarching ambition is to create an inclusive school where children are supported to become confident, prosocial members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching. We believe our responsibility lies not only with the present but also ensuring children develop the skills to become great future citizens who contribute positively to the communities in which they live. We recognise that, as with all learning, children will enter our school at very different stages. Some children will already have developed a good level of pro-social and pro-learning skills due to the support and experiences they have enjoyed. It will be easy for them to learn and play successfully. Other children may have greater needs and difficulties than their peers. This means it will be much harder for them to follow routines, work with others and meet the daily demands of school and they will need greater support. Our inclusive school needs to be a place where **every** member feels safe, content and able to learn.

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 being insistent, persistent, consistent, with a bucket full of kindness, 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 children's self-esteem and reduces the number of poor behaviour choices.

We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We know that a person never rises to low expectations and so we will always insist children work hard to become the best they can possibly be, in every way. We also know that some children will find meeting our high expectations much harder; as such we will always combine our very high expectations with equally high support. Every child deserves a champion - we will never give up on a child.

We recognise that learning means children will not always get things right. This is true of the skills associated with behaviour as it is with reading, writing, swimming or maths. When children do not meet expectations, we will therefore focus on working **with** them so they can do better next time. We will work with a child to build their skills and ensure they make ongoing progress until they can succeed independently. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn.

Our approach is not simply a strategy for managing behaviour but rather a cultural shift in understanding how difficulties are perceived, and children are supported in securing long-term essential life skills, mental well-being and future success. It utilises neurobiology and neuroscience of safety and threat to support young people, their teachers and families in understanding the factors underlying unhelpful behaviours.

It provides a clear and structured approach based on scientific evidence for responding to concerns and difficulties, problem solving and working towards future progress. The structured nature of the approach, along with its clear principles, mantras, tools and visual supports, ensures it is easily accessible for all.

At the core of the approach is ensuring that the child's voice remains central. In order to have a genuine voice, it is crucial that children are supported to understand their behaviour and develop strong metacognitive skills. Knowledge is power. By understanding their own responses to situations and the responses of others, we give children an authentic opportunity to voice their thoughts, concerns and develop solutions that last.

We aim to:

- Secure a calm, supportive and enjoyable environment for children and adults alike;

- Support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best;
- To support all children in developing the skills needed to learn and play successfully and with increasing independence;
- Have a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach;
- Establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet them and for responding and following up when they do not manage to do so;
- Ensure that all members of our school community are aware of these procedures and follow them consistently;
- Agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best;
- Teach children about pro-social and pro-learning behaviours through our PSHE programme and to promote British Values;
- Recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour.
- Ensure that pupils have high levels of self-esteem, are happy in school and take pride in themselves and their achievements;
- Maintain a high 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;
- Positive relationships are developed that value and nurture all;
- We engage with pupils in a positive manner;
- When children are supported to build the skills they need to succeed;
- Pupils are provided with good role models;
- All adults supporting our children use a shared language and consistent approach;
- The 'Ten Point Response Plan' is used to support children and address needs;
- Children are aware and agree clear expectations ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best
- Children want to attend school and do not suffer from lost learning time;
- 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 expectations and engage in discussions about them;
- Adhere to the school 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 regular training to ensure that all staff are capable of managing behaviour and understanding the needs of all the children

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 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.

Key principles of our approach to behaviour:

- **Be Curious Not Furious:** maintaining a calm, investigative and solution-focused mindset towards behaviour that can be helpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- **Positive, kind, unconditionally positive relationships:** prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves **for** rather than **against** the child, with the core belief that when people **feel** better, they **do** better.
- **High expectations, high support:** expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (**with** the child, **not done to** the child) for any children who are not yet able to meet those expectations. High expectations will always be teamed with a spirit of kindness and unconditional support.
- **Teach children (and adults) about their brain:** placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.
- **Understand needs:** when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young

people. By understanding needs, one is in a better position to prepare to meet them well.

- **Follow-up is essential** – We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.
- **Children’s voice at the centre** – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy. **Teach Executive Function Skills:** attention control, impulse control, processing speed, working memory; cognitive flexibility and emotional regulation are key skills for life. They need to be taught and practised.

Building the Foundations: how adults should prepare for children to be at their best:

I. Teach children about their brain

All classes will follow specific curriculum plans related to The Empowerment Approach as part of our PSHE (personal, social, health & economic) education programme. These plans will focus on helping children to better understand their physical, emotional and learning needs and the needs of those around them so that they can learn and play at their best. The plans will also focus on supporting all children in building strong pro social and pro-learning skills.

II. Agree Expectations: Our School Charter

We believe the key to teaching children pro-social and pro-learning skills is to provide as much practice as possible in thinking through how people would need to talk and act for everyone to feel safe, content and able to learn and play at their best – for it to be, ‘Good for Me, Good for You, Good for Everyone!’.

Pro-social and pro-learning expectations can vary widely for different situations. What is considered acceptable in a mosque, temple or church is very different to how people expect us to talk and act in a playground. Social etiquette is different in a cinema than it is in a vibrant café. Having static ‘rules’ which are given to children rather than being agreed collaboratively strips children of the opportunity to develop their skill at thinking through the needs of all parties in varying situations.

An essential element of our approach therefore includes agreeing expectations **prior** to any activity or event and helping children think through and agree what will help everyone to feel safe, content and able to learn or play at their best, what they might find difficult in keeping to that agreement and what will help them manage it well. We call this strategy ‘Prep4Best’.

At the same time, there are some expectations we can have which are common to all situations: talking and acting in ways which mean the people around us feel safe and respected; looking after our physical world so it is in a good condition for others to enjoy.

It is equally important for children to have a role in thinking these wider expectations through and we do this through our 'Class Charters'. The process of establishing our Class Charters each year enables children to feel greater authorship in boundaries and leads children to have a greater investment in keeping to these. It also means children understand the purpose of the expectations; knowing the 'why' results in individuals feeling less controlled and better motivated to keep to the boundaries agreed.

Should our expectations be the same for everyone?

We believe it is important for everyone to feel safe, happy and to be able to learn at their best. This will only happen if every person in the class (including adults) keeps to the charter.

However, we also know that there will be genuine reasons why some children find it much harder to keep to the expectations agreed and these children will need adjustments and additional support and scaffolds to ensure they can succeed.

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.

III. Help all children to plan and prepare to be at their best (Prep4Best):

Whilst some children with higher needs and poorer EF skills may require 'Pre-mortem' and 'Prep4Best' which is individual to them, these strategies should also be a routine element of **daily practice** in every class and for **all** children.

Prior to any activity or event, adults should routinely use our 'Prep4Best' sequence (with the visual cue so children know it is 'Prep4Best' time), during which the class think through their needs, what might go wrong and decide what will help them to prevent this so they can be at their best. This may not need to be repeated for regular activities

once all children have established how they will be at their best but should be repeated regularly as a reminder and **always** take place prior to any new or unfamiliar task.

Prep4Best is a crucial element of our approach to behaviour since it ensures all staff set consistently high expectations and ensures a proactive rather than reactive approach to behaviour.

Prep4Best is also a good habit for children to develop and prevents an individual from launching into a task without preparation. It is a habit that which will be of great help far into their future studies and work.

IV: Show unconditional support

Every child needs a champion; research has shown that just one supportive adult in a child’s life can make all the difference. We are educators, and as such, will ensure every child in our school feels unconditionally supported and cared for, whatever the challenges. We recognise that children can sometimes present with behaviours that are incredibly challenging and upsetting for those around them; whilst securing the safety and well-being of all within our school community, this will always be teamed with a spirit of unconditional support and kindness for the individual child. This support does certainly not have to be at the expense of high expectations – we can be kind without agreeing or condoning an unhelpful behaviour.

B. How adults should respond when children do not keep to expectations:

If a child does not manage to keep to expectations, all staff and adults supporting within the school will follow the ‘**10 Point Response Plan to Challenging Behaviour**’.



The 10 Point Response Plan is divided into three clear stages:

- I. Responding in the Moment** – how adults should respond at the time when a child presents with unhelpful behaviours.
- II. Following-up for Progress** – the way we follow-up after an incident to ensure the child does better next time

III. Coaching for Change – how we support children who present with more significant difficulties to ensure ongoing improvement.

Consequences:

The consequences of keeping and not keeping to each expectation on the charter are focused first on the **natural impact** i.e. If we are kind and calm in how we respond to others, they will feel safe. If we respond unkindly and aggressively, others will feel unsafe and may feel scared. They may then not wish to spend time with us.

The reason for this is that a focus on the natural impact supports the development of:

- Emotional intelligence
- Empathy
- A strong moral compass
- Intrinsic motivation to do the right thing

We know that, if consequences are focused on the rewards children will get or the punishments they will suffer, it leads to children:

- Thinking about what's in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- Relying on extrinsic motivation rather than feeling internally motivated to make moral decisions.

Internal motivation, independence and a clear moral compass are crucial for children's futures; by building these early, they will be better equipped to avoid the common pressures experienced in teenage hood and beyond which lead to substance abuse, risky behaviours and crime.

At Sun Hill Junior School, we hold children tightly to account by always following-up every incident of unhelpful behaviour through Coaching Conversations and, if the unhelpful behaviour continues, supporting ongoing progress through a programme of coaching. This focuses on helping the child to **do better** rather than **feel worse**; the child may therefore be asked to stay for coaching outside of school hours, but this will be carried out with a spirit of support and kindness – like all learning, we want the child to learn the skills to do better **and** enjoy the experience along the way.

Supportive Intentions

When a child isn't managing, the 10 Point Response Plan and Class Charter will be used to help get them back on track and they will be reminded of the needs of the adult and others in the class. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving.

If a child's actions are stopping others from learning or putting others at risk, of course it isn't appropriate for the child to remain in the class. This will be communicated in a supportive and calm manner emphasising that the adult needs to help the child find a place to be where they and others around them can feel good and successful. The intention will be to secure the best achievement for all children – the child and the rest of the class.

A Skills Focus

This approach is rigorous in recognising and addressing any unmet needs and making progress in the skills that are preventing them from meeting the class charter in the first place.

What happens if a child continues to fail to meet expectations on the charter?

Every child deserves to feel safe, happy and be able to learn. It is therefore vital that, if a child in the class is putting this at risk, the right support is put in place so that other children are protected.

If the use of Calm, Connect, Respond, and Coaching, isn't proving sufficient, it may be the child needs some different provision within the school whilst they develop the necessary skills.

This might be an alternative timetable with shorter sessions in class for tasks in which they are able to achieve well along with sessions within the nurture room to practise key Executive Function skills; it might also include working within other contexts in the school where the child can build confidence and skills. In all contexts, the specific skills which will be a focus to build should be **explicit, decided with the child and progress tracked**.

Positive Reinforcement

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

Positive encouragement may take the form of:

- Verbal praise, which acknowledges appropriate behaviour and teaches children 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 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 (Learning Support Assistant, Deputy Head Teacher, Head Teacher);
- Positive written comments on work;
- Messages home to parents;
- Bingo award linked to the school's Ways of Wellbeing which promotes pupil and staff well-being;
- Class star chart which builds to whole class reward.

Agreed Procedures for Unacceptable Behaviour Choices

Step 1	First verbal warning – quietly making the child aware that behaviour is not meeting the agreed Class Charter 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	Negative behaviour point submitted on to Arbor
Step 4	Follow 10-Point-Plan. Child may work by themselves within the classroom. They may be sent to the wing area to regulate and reflect. This may result in the child missing part or all of their break/lunch time to have a coaching conversation with the adult at the end of the session.
Step 5	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.

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	Not listening Disturbing others through talking and actions Making inappropriate language choices	Hurts someone (adult or child) on purpose Is physically abusive or aggressive towards another child/adult

<p>Consistently follows the school rules</p> <p>Consistently demonstrates the school's learning values</p> <p>Puts effort into learning even when it is tricky</p> <p>Role models</p> <p>Act as ambassadors for the school</p> <p>Contribute positively to lessons</p> <p>Show resilience when things are difficult</p> <p>Go above and beyond the normal expectations</p>	<p>Ignoring instructions</p> <p>Answering an adult back</p> <p>Refusing to attempt learning task, even after support has been given</p> <p>Not taking responsibility for own actions</p> <p>Makes racial /sexual /homophobic comments without intent</p> <p>Damaging another child's/school property</p>	<p>Makes a racial / sexual / homophobic comments with intent</p> <p>Steals</p> <p>Persistent bullying</p> <p>Continues with step 1-4 behaviour even after verbal warnings</p>
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Monitoring Behaviour

It may be appropriate to monitor a child's behaviour over a period of time (this will be done via Arbor). 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.

The Use of Reasonable Force

In some circumstances it may be appropriate for staff to use reasonable force to safeguard children. Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. Where possible any member of staff using reasonable force will have had the appropriate training.

Child on child abuse

As part of our commitment to creating a school where every child feels safe and supported to attend, child on child abuse is never tolerated. Our anti-bullying policy details our response to child on child (or peer on peer) abuse, sometimes referred to as bullying.

Banned items

Children are not expected to bring items to school beyond their reading/communication logs, their water bottles, snack and lunch boxes and clothing that may be needed. Children

may occasionally bring in an item for 'show and tell' linked to their learning, we ask that parents make sure that any item brought into school is safe and will not pose a risk when being transported or shown. Some children in our older classes may choose to bring personal stationery items that they wish to use for their learning. Children who bring mobile phones in must hand them to a member of staff on arrival at school for safekeeping. Children must not take out or use their mobile phones while they are on the school site.

The following items must never be brought into school:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- vaping products.
- pornographic images
- fireworks

If any of these items are brought into school, or there are grounds to suspect that they have been brought into school, the government guidance 'searching, screening and confiscation at school' (July 2022) will be used.

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, February 2024*)

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.

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.

At SHJS we adopt a range of initial intervention strategies to support children to manage their behaviour and therefore to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping children understand the school's behavioural expectations and providing support for children who struggle to meet those expectations. This will be achieved by working with the child and their parents/carers, using short-term behaviour report cards or longer-term behaviour plans, and engaging with other agencies..

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 arranged 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. These 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 imposed 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 have a 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.

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 identity, differences and similarities should be celebrated. We take any reports 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



Stage I Support: Responding in the Moment (think paramedic):

Whenever a child is not meeting the expectations agreed, the adult should respond through Calm, Connect, Support:

- **Calm:** the adult needs to find their own calm. All adults will model self-regulation at all times, helping the child to regulate their own emotions.
- **Connect:** acknowledge and empathise with their feelings, you don't have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.
- **Support:** Help them to get back on track for the moment. Working out steps for next time comes later. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports.

It is essential that these stages are followed consistently and systematically; without doing so, the approach will not be as effective, and the child will be prevented from making the progress they deserve: the progress which is so essential for their own success and the well-being and achievement of those around them.

Why should adults use this approach when responding to unhelpful behaviours?

We know from neuroscience that when children deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are inhibited. This means that the first priority is to regulate the child. We know that, when someone is given support and empathy, oxytocin is released into the body which in turn speeds up the regulatory system. Adults should therefore always respond with support and empathy, even when a child has done things we don't agree with. Showing support and empathy does not mean we have to agree with or condone the action.

Another reason for responding with Calm, Connect Support is that we know that responsive, positive relationships are crucial to long term well-being and success. When adults respond

in cross or disappointed ways, the child begins to feel adults are not on their side. Relational safety is crucial for children and if this is damaged, it becomes a significant unmet need which can further exacerbate the stressors contributing to unhelpful behaviours.

In addition, negative responses from adults can lead the child to self-identify as 'bad' or 'naughty' (and for her/ his peers to label them as 'naughty'). When a child 'feels naughty', they feel worse about themselves and their responses can spiral downwards; in many schools, children become trapped in the 'punishment cycle'. It is therefore crucial that adults always respond calmly and supportively so that a child's self-concept is protected. When people feel better, they do better!

However, embracing a spirit of support and empathy does not mean lowering expectations and holding children to account. Maintaining high expectations is crucial; it is therefore vital that there remains a consistently tight focus on the importance of pro-social and pro-learning skills and there is always follow-up when a child does not meet expectations. Every member of the school community should know that children who aren't managing to keep to expectations will be given lots of extra help, just like someone in reading might receive if they are struggling, and they may have to work harder and give extra time until they can manage successfully.

Stage II and III Support: Follow-up for Progress - (think surgeon):

Follow-up involves two elements: a) Coaching Conversation and b) Repair Time.

Repair Time should always be carried out separately if the child's words or actions had a negative impact on anyone or anything.

Repair Time is separate to a Coaching Conversation, and they have very different purposes: the purpose of the Coaching Conversation is to problem-solve the concerns and needs of all parties and find a solution to enable the child to do better next time. Repair Time on the other hand is about reflecting on any amends that should be made and building the skills of social cognition and empathy.

Coaching Conversations: How all adults should follow-up every incident:

Every time a child does not meet the expectations agreed at the start, it should be followed-up at a time when everyone is calm using a 'Coaching Conversation'.

Coaching Conversations are a problem-solving technique which focus on understanding needs, building skills and planning how to do better next time.

We use this method because we know that punitive consequences are good at making children feel bad but are very poor at helping children to:

a) work out how to meet their needs better next time

b) build their EF skills

c) develop their Emotional Intelligence.

Coaching Conversations support children in all these vital areas.

During a Coaching Conversation, the concerns of the child and the adult are explored and ways to meet both are discussed.

Stage II Support: The Coaching Conversation

- Introduce the concern in a way that keeps the child regulated and feeling supported
- Listen to the child – listen to understand, not to respond.

Ask questions until both you and the child really understand the needs and missing skills behind the issue. Ask questions in a way the child feels heard and their perspective understood.

- Share your concerns and your point of view using the ‘Speak Up for Better’ technique (start with evidence and how you are interpreting it, use ‘I’ rather than ‘you’).

- Problem-solve together – always ask for the child’s ideas first; expect the child to work hard at thinking of solutions which are ‘Good for Me, Good for You, Good for Everyone’. If they really cannot think of solutions, despite trying hard, the adult should make suggestions and encourage the child to decide

which would be best. The principle is that the child feels authorship of the solution as this will make it more likely they will follow it through.

Things adults should keep in mind to secure sustained ongoing progress

- Real, long-term change takes time – our job is to help children and young people to create new neural pathways, and to recognise that they can’t do this overnight. This means that the first Coaching Conversation is unlikely to lead to instant change – ‘Change needs more than a chat’.

- Scaffolding pathways to independence: Children and adults need to be clear about the end goal. Small steps should be planned with the child, and successes recognised and celebrated.

It may be necessary to put scaffolds in place for a while, but it is essential that over time these are reduced and removed as the child develops the skills to function independently. When supports and scaffolds remain static, children become dependent.

Repair Time: a restorative justice technique (used at all stages):

Repair Time should always take place if a child's words or actions have had a negative impact on anyone or anything.

Repair Time is separate to the Coaching Conversation and, as noted on Page 14, has a distinct and separate purpose.

Repair Time should be scheduled to take place as soon after the incident as possible but only once the child is calm. It is preferable that the adult first involved in the incident leads Repair Time, wherever possible.

During this stage, the child is supported to consider the perspectives of others; they are helped to think through whether the needs of other people were compromised in any way – the natural impact that their words or actions may have had. By exploring this in a matter-of-fact way and in a spirit of support, the 'repair stage' supports improved skills within the areas of social cognition and empathy.

If a child says they do not care about the impact on others and do not want to make things better, they should never be forced. The adult should simply show them the Control Centre Skills card for Emotional Intelligence (gold needs card) and explain that this just means they haven't learned the skills yet to either feel what others feel or want others to feel better. The adult should also emphasise that:

- These are really important skills for everyone in the world to have to make sure it is a pleasant place for us all to live
- As the child's educator, we have a duty to help them improve in these skills so some extra help will be put in place.
- This may mean some extra learning before or after school but it is not a punishment – it is because you care about them and those around them deeply – we want them to achieve well and for others to feel safe and content.
- Reassure them that any extra sessions will be within a spirit of support and as enjoyable as possible.

Stage 3: Coaching Time

Coaching Time should take place in the event that a Coaching Conversation has been used several times yet not led to any noticeable improvement.

It is vital that the child does not see Coaching Time as a punishment but rather as a commitment to wanting them to do better so they can achieve well. This message should be emphasised to the child and everything should be done to ensure the experience is a positive one for the child, whilst also firmly holding them to account for making progress.

Coaching Time should be carried out in a spirit of support with an adult with whom the child has a good relationship. It is ideal if this is the adult who teaches the child most. Coaching Time can take place in groups, if necessary.

Coaching Time incorporates the following different elements:

If three Coaching Times have taken place and these have not led to a change to the unhelpful behaviour, an individual plan and a coaching programme should be put in place.

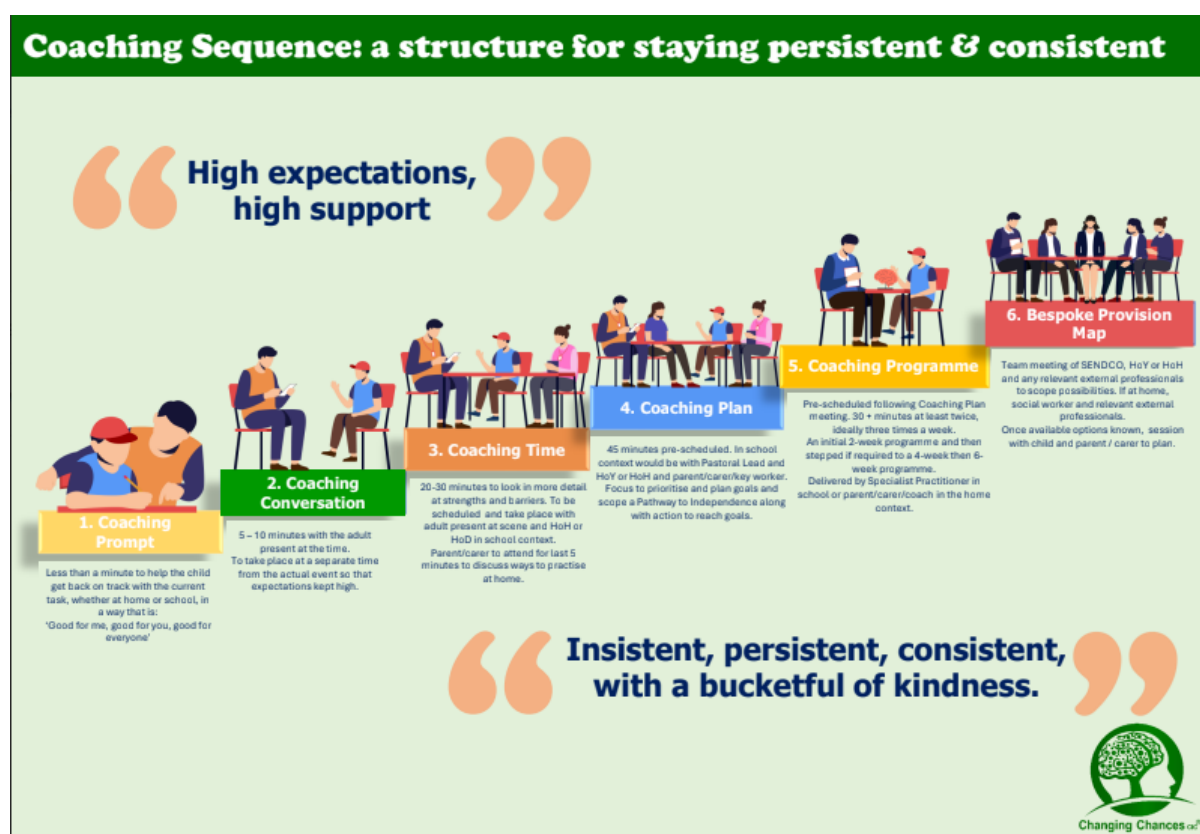
Support Stage 4: Coaching for Change Programme

If Coaching Time has taken place on three occasions and sufficient progress has not been achieved, the child should be placed on a Coaching Programme. The Coaching Programme is a more intensive level of support for children who have higher levels of difficulty; it involves a series of sessions which should ideally take place outside of the school day.

The Coaching Programme involves the following elements:

At Support Stages 3 & 4 a child will always have an individual plan which identifies and plans for unmet needs and the building of any lacking Executive Function Skills.





Appendix 2 Coaching Conversation Plan







Coaching Sequence: a structure for staying persistent & consistent

NAME	DURATION	WHEN	WHO	WHERE	WHAT / CONTEXT TO USE
Level 1 support: Coaching Prompt	1-2 minutes	At the time of the incident	Adult with child at the time Peers can also be taught to give coaching prompts	Wherever the child is at the time	Focused on a specific problem happening right now. Keeps expectations high, even for low level issues. a. For small, Level 1 struggles that don't happen regularly. b. Only if the child is regulated and able to think rationally about a way to manage better c. If the adult can manage in that moment and feels this is only minor.
Level 2 support: Coaching Conversation	5-10 minutes	Outside of the actual incident – later that day if possible and everyone calm	Adult who was present at the time. Peers can be taught to use Coaching Conversations to solve issues (see Working Out Windows (WOW) technique)	A quiet space where everyone can focus	Focused on a specific minor problem that has happened that day. Keeps expectations high and makes sure low -level issues do not persist. a. For small struggles (e.g. in school, calling out, or at home, an untidy bedroom, bedtime being an issue or not returning home at the agreed time). For a more significant (Level 2) one-off incident e.g. hurting someone, move straight to Level 3 Support.
Level 3 support: Coaching Time	20 - 30 minutes After school	At a scheduled time.	Adult present at time & another if support required. If outside of home context, parent / carer / key worker to attend at end.	Specific location identified for Coaching Time	Focused on a specific problem that has happened in the last couple of days Keeps expectations high and ensures skill difficulties are addressed early. a. For a persistent low-level problem e.g. calling out / getting distracted where several Coaching Conversations have not led to expected progress. b. For a more significant incident e.g. hitting someone / stealing.
Level 4 support: Coaching Plan prior to Coaching Programme (Level 5 support is a bespoke provision)	45-minute session to plan priorities followed by a 2 then 4 then 6-week programme	Scheduled session followed by at least twice weekly sessions (ideally 3 x weekly)	In home context, may be parent/carer/key worker or, if possible, specialist coach. In education context, member of staff with specialist training & parent / carer / key worker to attend planning meeting at start and final meeting at end of programme.	Specific location identified for Coaching Plan sessions	Intervention focused on wider unmet needs and lagging skills for children with persistent or high-level difficulties. Ensures insistence, persistence, consistency with a spirit of support. a. Following two or more Coaching Times for a Level 3 or 4 incident. b. Also for children presenting with persistent Level 1 / 2 unhelpful responses or those who have significant unmet needs (and may present with threat-based or neurodifferent responses such as anxiety, attendance issues etc. which are less intrusive yet a significant barrier to achievement).

Coaching Conversation with _____ and _____ on _____

			
What is going on for me	What other people need	My ideas to solve it for everyone	How well has it worked?

Coaching Conversation with _____ and _____ on _____

			
What is going on for me	What other people need	My ideas to solve it for everyone	How well has it worked?

Filling Cups in Helpful Ways

Things to try to see if it helps me to feel that I count:

- 1.
- 2.
- 3.
- 4.

Every week, we will colour on the chart to show whether these strategies have helped me.

<p>My need is:</p> <p>To feel really loved by adults around me.</p>	<p>The goal is:</p> <p>To feel loved and important even when adults are not giving me special attention.</p>			
<p>Get 10 hugs every session from Mrs Heath. Visit Mrs Welch 4 x each day</p>	<p>Get 5 hugs every session from Mrs Heath. Visit Mrs Welch 2 x each day</p>	<p>Get a hug every session from someone. Visit Mrs Welch 1 each day</p>	<p>Get 2 x hugs a day. Visit Mrs Welch on a Monday and Friday</p>	<p>I feel loved without needing extra special attention from adults.</p>

My need is:



The goal is:



To feel:

To feel:

