



GREENWOOD ACADEMIES TRUST

Sunnyside Primary Academy Behaviour Policy

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Aims

At Sunnyside Primary Academy, **We Aspire, We Endeavour, We Achieve**. We create an environment which is calm, safe, and supportive, where children are taught what good behaviour looks like so that all children choose responsible behaviour and, in doing so, raise their self-esteem, enable effective learning, and meet their potential.

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.
- 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.
- Outline how pupils are expected to behave.
- Identify any safeguarding concerns that are the root of any unacceptable behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and responses to misbehaviour.
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion.

Legislation and statutory requirements

This policy is based on 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](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Openly confrontational behaviour with other children or adults
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco vapes and cigarette papers.
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Roles and responsibilities

Greenwood Academies Trust

This policy has been created in line with the Greenwood Academies Trust 'Pupil Behaviour and Exclusions Policy'. GAT is responsible for holding the principal to account for its implementation.

The principal

- The principal is responsible for reviewing and approving this behaviour policy.
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour.
- Ensuring 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.
- The principal will ensure that the effectiveness of this policy is evaluated and revised accordingly.
- The principal will ensure that the data from the behaviour log is reviewed on a regular basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Teaching pupils what good behaviour looks like.
- Managing behaviour effectively to ensure a calm and safe learning environment:
 - Have clear rules and routines for behaviour in classrooms, take responsibility for promoting good and courteous behaviour both in classrooms and around the school.
 - Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly.
 - Manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them.
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary (Teacher Standards, DfE, 2011).
- Implementing the behaviour policy consistently, recognising that some pupils may need additional support to reach the expected standards of behaviour.
- Modelling positive behaviour and being a role model at all times.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- The senior leadership team will support staff in responding to behaviour incidents.
- Recording behaviour incidents promptly.

Parents

Parents and carers, where possible, should:

- be familiar with the school behaviour policy and reinforce the policy at home.
- work in partnership with the school to celebrate successes.

- work in partnership with the school to support their child/ren to reach the expected standards of behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

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.

Pupils

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

- The expected standard of behaviour they should be displaying at school.
- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Know and understand behaviour expectations.
- To take responsibility for their own behaviour
- Contribute to discussions about the school's behaviour culture.
 - 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.
 - Extra support and induction will be provided for pupils who are mid-phase arrivals.

Academy Rules and Curriculum

Our School Rules

Be safe	Be respectful	Be responsible
<ul style="list-style-type: none"> • Follow adult instructions first time. • Kind hands and feet • Move calmly around the school and outside. • Use equipment properly. 	<ul style="list-style-type: none"> • Follow adult instructions first time. • Talk to everyone in a polite and respectful way. • Say please and thank you. 	<ul style="list-style-type: none"> • Follow adult instructions first time. • Come to school on time. • Show good learning behaviours. • Work hard in all lessons. • Be in the right place at the right time.

<ul style="list-style-type: none"> • Play only in the places allowed. • Line up silently and in alphabetical order • Use technology responsibly. • Tell an adult if something is wrong. 	<ul style="list-style-type: none"> • Stop and listen when someone is speaking to you. • Hold doors open. • Use people’s names. • Tidy up after ourselves and others. • Show gratitude. • Be considerate of others 	<ul style="list-style-type: none"> • Wear the correct uniform. • Come to school with the correct equipment.
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The Sunnyside Standards

The 'Sunnyside Standards' stands as the cornerstone of our whole-school behavior curriculum at the academy. This pupil friendly framework articulates the shared values and expectations that define the behavioral culture within our academic community. Designed to be inclusive and impactful across all classes, the Sunnyside Standards provide a unified approach to fostering positive conduct, effective communication, and responsible citizenship throughout the entire school. By integrating these standards into daily routines and purposeful teaching, we strive to create an environment that encourages personal responsibility, growth, mutual respect, and a collective commitment to excellence in behaviour across our academy.

Behaviour Management Framework

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines, which are taught and practiced.
 - Communicating expectations of behaviour, calmly and consistently, in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Reasonable adjustments

Encouraging positive behaviour

We actively teach and promote good behaviour by being consistent and excellent adult role models and acknowledging behaviour in children that goes above and beyond expectations.

Staff may choose to encourage positive behaviour through a range of strategies to include:

- Verbal praise
- Dojo points, tied to whole school values, Sunnyside Standards and school rules.
- Lunchtime awards
- A positive phone call home or conversation at the end of the day with a parent and carer.

- **Special class applause**
- **Sunnyside Star** - Awarded each week to a child who has been exemplary in all aspects of their learning and behaviour all week. Shared in Celebration assembly and the newsletter.
- **Sunnyside Mega stars** – Chosen three times per year (end of full term) by class teachers for children who are an exceptional role model. A Mega star is a role model for the whole school. They will be invited to attend a praise event, for example: milkshake and cookies or lunch with the principal.
- **Celebration-** Class teachers may provide other awards as appropriate for class or pupil achievement. This could be a mufti day, film afternoon, extra play, pupil selected activities etc.
- **Postcards-** Written messages of praise given directly or posted home.

Responding to misbehaviour

At Sunnyside Primary Academy, we use a range of supportive techniques to prevent and manage misbehaviour including:

- **Acknowledge feelings.**
- **Give them a choice.**
- **Being consistent**
- **Model desired behaviour**
- **Listening**

Sunnyside Primary Academy uses the Good to be green system throughout school. The 'Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour. The chart is reset at lunchtime and each morning.

<u>Stage</u>	<u>Actions</u>	<u>Consequences</u>
All children start every morning and afternoon on a Green Card.		
1. Unwanted behaviour	Verbal reminder Use nonverbal clues, reset expectations, set a target, and allow take up time.	
2. If the behaviour continues	Stop and think command. Specific phrase used by teacher. Use a de-escalation strategy.	
3. If behaviour continues	Yellow card and specify what the yellow card is for. Explain clearly that if the behaviour continues, it will move to a red card. Use de-escalation strategies.	Yellow Card logged in class chart.
4. If behaviour continues	Red card specify what the red card is for. Explain clearly the consequences. Use de-escalation strategies.	Red card logged onto CPOM's. KS1 – 5 minutes of play missed. KS2 – 10 minutes of play missed. KS1 and KS2 reflection chart filled in.

		<p>Time out session with Principal or Deputy Principal during break and a 'Think Sheet 'completed.</p> <p>Teachers update record.</p> <p>Parents notified.</p>
<p>5. If behaviour continues after red card</p>	<p>Red card specify what the red card is for. Explain clearly the consequences. Use de-escalation strategies.</p>	<p>As above and including –</p> <p>child will be sent to another teacher for the remainder of the morning/afternoon with work to do. If the child refuses, SLT will collaborate with the class teacher to decide a suitable next step. Incomplete work will be sent home. Possible internal suspension.</p> <p>Loss of Good to be Green time.</p>
<p>Instant red</p> <ul style="list-style-type: none"> • Serious Incident which undermines the health and safety of everyone in school. • Serious misbehaviour • Intentional swearing • Hurting another child, • Confrontational rudeness to others (adults and children), • Leaving the classroom without permission, • Acts of vandalism • Sustained aggressive behaviour towards and adult or pupil. • Spitting • Proven bullying • Discrimination • Deliberately damaging school property • Refusing to follow an adults instructions following a discrete intervention. • Inappropriate use of ICT 	<p>Red card specify what the red card is for. Explain clearly the consequences. Use de-escalation strategies.</p>	<p>Child will be removed from classroom or playground.</p> <p>Arrange a formal meeting with parent and carers to inform them and reset expectations.</p> <p>Loss of Good to be Green time.</p> <p>Provide behaviour support.</p> <p>Other possible consequences could include:</p> <p>Internal exclusion Set a fixed term suspension or permanent exclusion</p>
<p>Persistent behaviour concerns</p>	<p>The intention of the behaviour policy is to bring about a change in behaviour and enable all pupils to be successful. Positive behaviour supports the learning for everyone and pupils who persistently present with challenging behaviours disrupt the education and wellbeing of others, therefore the school will</p>	<p>Two or more red cards in a week.</p> <p>Loss of Good to be Green time.</p> <p>Written letter to parents to arrange meeting with class teacher and phase lead. This will outline the nature of the red</p>

	implement additional measures to support pupils who persistently present with challenging or disruptive behaviour.	cards and the circumstances in which they were issued. Behaviour support measures implemented. This could include a report card and behaviour support plan. If, despite interventions, behaviours continue, referral to outside agencies for support and possible suspension and permanent exclusion.
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Where possible, before issuing an instant red, the adults should provide the child with an opportunity to discuss behaviour. This ensures that the adult has understood the action and the pupil has an opportunity to learn from their choice.

Reflection

Reflection is a key part of behavioural learning. Our behaviour system and language refer to consequences as 'Reflection'. This is time for the children to reflect on their behaviour and how they will improve it. After reflection time, the child will then have a restorative conversation with the adult that began to address the behaviour that led to reflection time. Parents will be informed, and the behaviour will be recorded.

Zones of Regulation

As part of our PSHE curriculum all pupils will be taught about 'the Zones of Regulation'. Pupils will learn about emotional self-regulation strategies which support them to identify their emotional states and toolkits to help them regulate their emotions and resulting behaviour. A minimum of one whole class taught session every term complements the rest of the PSHE curriculum, and more sessions can be incorporated according to the needs of each class. Group and one to one intervention programmes can also be run for pupils needing further support to develop emotional self-regulation skills. The SENDCO and class teachers will identify pupils needing this additional support.

The Zones:

Blue – e.g., tired, low, lethargic, withdrawn, tearful.

Green – e.g., focused, alert, positive, calm, proud, helpful.

Yellow – e.g., excitable, anxious, nervous, frustrated, annoyed.

Red – e.g., angry, furious, yelling, aggressive.

If pupils receive a red card sanction, they will complete a think sheet with class teacher or senior leader. This enables pupils to reflect on how their emotions have played a part in their behaviour choices and how they could choose to use learned strategies of self-regulation should a similar situation arise again.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

Monitoring of behaviour

Teachers and leaders monitor behaviour at least half termly. If a child receives three red cards, then a meeting is arranged with parents and class teacher. If a child receives six red cards, then a meeting is arranged with the phase leader, class teacher and parents to explore and implement strategies to support the pupil to prevent escalation. If a child receives more than 6 red cards in a half term, then there will be a formal meeting recorded with the parents and principal.

Child on child Abuse, sexual harassment and sexual violence

The school will ensure that all incidents of child-on-child abuse, sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally.
 - Refer to early help.
 - Refer to children's social care.
 - Report to the police

Please refer to our safeguarding policy for more information [Sunnyside Site Specific Safeguarding Policy](#)

Bullying

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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school’s approach to preventing and addressing bullying are set out in this policy. Please also see our Anti Bullying Policy

[Sunnyside Primary Academy Anti - Bullying Policy](#)

Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Allow the disruptive pupil to continue their learning in a managed environment.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as.

- Meetings with learning coaches
- Use of teaching assistants

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort.**

- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

We may also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Recognising the impact of SEND on behaviour and pupil support.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Support for these pupils can include but not limited to: -

- Time out
- Work with a learning mentor
- Meet and Greet sessions.
- Targeting interventions
- Personalised timetable
- Social skills work
- Pastoral support plans
- Behaviour support plans

Safeguarding

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 misbehaviour 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.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Breaktimes and Lunchtimes

The same steps as outline above should be followed. If a child displays misbehaviours, then the adults should ask the children to take reflection time on the first aid bench or stay with them. If a child is having a difficult playtime/lunchtime then adjustments should be made, such as getting them to be a helper, the adult supporting the game with friends or encouraging to play with other friends. Teachers should inform other members of staff about pastoral needs that may need additional support throughout lunchtimes. Persistent behaviour should be monitored to identify if there is an underlying need that needs to be met or if reasonable adjustments need to be made. Persistent behaviour should be passed on to class teacher and SLT with a log of what has happened, reflections and the support given to address the behaviour.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- 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

Sanctions may also be applied where a pupil has misbehaved off-site at any time, including online misbehaviour, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat or causes harm to another pupil.
- The pupil is identifiable as a member of the school.
- Poses a threat to another pupil or member of the public.
- 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 the staff member (e.g., on a school-organised trip).

Pupil transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings or those transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the principal at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section above). The school uses CPOM's to record serious behaviour incidents and SLT regularly analyse behaviour data to identify possible contributing factors and to inform policy, practice, staff training needs and pupil support.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy