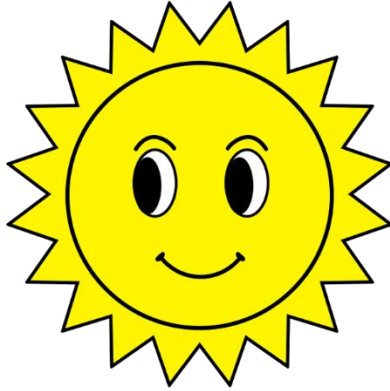




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Behaviour Policy

Author(s)	Helen Wilson	Reviewer(s)	Governing Body
Approved	01/07/2025	Review Period	Yearly
Approver(s)	Governing Body	Review Due	July 2026
<i>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.</i>			

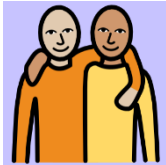
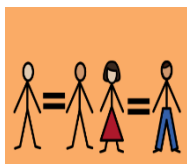
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Sun Hill Infant & Preschool Values

Courage	Inspiration	Determination	Friendship	Equality	Respect
					

Introduction

Our overarching ambition is to create an inclusive school where children are supported to become confident, pro-social members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not anyone 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 gates 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 will not have been so lucky and 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; as such, our approach ensures that, whilst we meet the needs of the most vulnerable, those of the group also holds paramount importance.

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.

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. We are educators, not controllers. When children do not meet expectations, we will therefore focus on working with them so they can do better next time. We do not just 'manage' children, solving issues on a transitory basis by sitting an adult by their side to 'keep them on task'. We will keep working 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.



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Goals

For all children to:

- Build the learning skills needed to achieve well in the classroom and beyond.
- Develop strong pro-social skills so they talk and act in ways that are good for those around them and contribute positively to the groups and communities in which they belong.
- Become strong and positive self-advocates so they secure their individual needs successfully and in ways that work for others.

Aims

- To secure a calm, supportive and enjoyable environment for children and adults alike.
- To 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 young people in developing the skills needed to learn and play successfully and with increasing independence.
- To 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.
- To 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.
- To ensure that all members of our school community are aware of these procedures and follow them consistently.
- To agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- To teach children about pro-social and pro-learning behaviours through our RHE programme and to promote British values.
- To promote our school values
- To recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour.

We believe our aims are achieved when:

- Clear consistent expectations are established and understood through regular activities, e.g. circle time, assemblies and RHE
- We communicate effectively with parents and carers.
- Pupils consider both their needs and the needs of others before they act.
- Positive relationships are developed that value and nurture all.
- We engage with pupils in a positive manner.
- 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 (*prep for best, plan to succeed, pro social expectations*)
- Support and advice of outside agencies is used to better understand children's behaviour when required.



Key principles of our approach to behaviour:

We utilise a systematic way of preparing young people to be at their best and a clear structure for responding when children do not meet the expectations agreed. We use straightforward strategies to respond in the moment and a consistent method of follow-up to ensure children make sustained progress.

Key elements of our approach:

- Teaching children about their brains
- Agreeing high expectations
- Supporting children to prepare and plan to be at their best for learning and play
- Responding by connecting when things go wrong
- Following up every incident and solving problems together (*Adult and child*)
- Coaching young people to resolve unhelpful behaviour patterns

Key principles of our approach to behaviour:

Be Curious Not Furious: Maintaining a calm, investigative and solution-focused mindset towards behaviour that can be unhelpful 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 pupils who are not yet able to meet those expectations. High expectations should 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: 'without follow-up, there will always be mopping up'. 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 Functioning 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.



Behaviour Expectations and response

How we teach the children the expectations:

- School Values – Courage, Inspiration, Respect, Equality, friendship, determination.
- Children understand the importance of “Good for me, Good for you, Good for everyone”
- Teaching about pro-social expectations in different areas of the school.
- Prep4best and Plan to succeed.
- Teaching about the 5C needs. (Control, comfortable capable, courage, count)
- Teaching about DOSE to help us feel regulated and calm throughout the day.
- High support at the more difficult times of the day.

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

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

1. **Responding in the Moment**
How adults should respond at the time when a child presents with unhelpful behaviours.
2. **Following up for Progress**
The way we follow-up after an incident to ensure the child does better next time
3. **Coaching for Change**
How we support children who present with more significant difficulties to ensure ongoing improvement.

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.



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- 1. Responding in the Moment:** 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 always model self-regulation, 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.



- 2. Follow-up for progress 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 about reflecting on any amends that should be made and building the skills of social cognition and empathy.
- 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.



3. Coaching for change

- Coaching Time should take place if 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





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Agreed Procedures when behaviour expectations and pro-social behaviour is not being met when outside:

1.	Verbal reminder of pro-social expectations x1
2.	Time out with adult on duty. (5 minutes)
3.	If they repeat the same behaviour again / or another non-pro-social behaviour. Class teacher will be called to collect the child and take them inside to support them to get them back on track.
4.	Parents will be notified of the behaviour.
5.	'Follow up for progress' will take place with the child and class teacher at an appropriate time.

Agreed Procedures when behaviour expectations and pro-social behaviour is not being met when inside:

1.	Verbal reminder of pro-social expectations x1
2.	Time out with adult on duty. (5 minutes)
3.	If they repeat the same behaviour again / or another non-pro-social behaviour. Class teacher will support them to get back on track.
4.	Parents will be notified of the behaviour.
5.	'Follow up for progress' will take place with the child and class teacher. Because lesson time was wasted, this will now take place during their playtime.

Lunch club

This transition period is designed to support children who may find it difficult to move from lunchtime into their afternoon sessions. The club offers a short, calm interval with quiet games and activities to help children re-engage with their learning more effectively.

If we feel that your child would benefit from this support, you will be contacted directly.



Agreed procedures when physical injury has taken place outside:

1.	The child will be collected by their class teacher and taken inside immediately.
2.	The child will remain inside with an adult for the rest of that lunchtime.
3.	Parents of all children involved will be notified during the same day.
4.	'Follow up for progress' will take place when they are calm and regulated
5.	Consideration will be given to the suitability of outdoor play for the child on the following day, with alternative provision arranged if deemed necessary.

Agreed procedures when physical injury has taken place inside:

1.	The child will be collected by their class teacher
2.	The child will remain with an adult for the rest of that lunchtime.
3.	Parents of all children involved will be notified during the same day.
4.	'Follow up for progress' will take place when they are calm and regulated
5.	Consideration will be given to the suitability of play for the child on the following day, with alternative provision arranged if deemed necessary.
<i>If the adults on duty determine that an act of physical violence occurred as a result of provocation, then all children involved will be dealt with in accordance with the above protocols. The incident will then be reviewed with the class teacher during the 'Follow Up for Progress' session</i>	

Agreed Procedures for Managing Physical Injury When the Class Teacher is Alone Inside:

1.	A member of the leadership team will be alerted.
2.	The child will be removed from the classroom and will remain with the adult who collected them.
3.	Parents of all children involved will be notified during the same day.
4.	'Follow up for progress' will take place when they are calm and regulated
5.	Consideration will be given to the suitability of task for the child on the following day, with alternative provision arranged if deemed necessary.



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School visits and out of school activities.

The expectations set out in the Behaviour Policy apply equally during school visits and all off-site activities. As part of the planning and preparation process for an educational visit, a specific risk assessment will be undertaken for any child whose behaviour at school, or on a previous visit, has given cause for concern. Where deemed appropriate, parents/carers may be required to accompany their child. The school reserves the right to exclude from a visit any pupil whose behaviour is considered to pose a risk to the health, safety, or wellbeing of themselves or others.

Violence towards staff members.

Whilst we understand that pupils with additional needs may at times become dysregulated, they will be supported through individual plans and risk assessments. However, physical aggression or violence towards staff will not be tolerated. In such instances, parents/carers will be contacted directly.

Reasonable force.

In exceptional circumstances, it may be necessary for staff to use reasonable force to safeguard children. Such measures may be required to prevent a pupil from committing an offence, causing injury to themselves or others, damaging property, or to uphold good order and discipline within the school.

For further information see Restrictive and Physical Intervention in school policy on the website.