

Sunnyside Academy

Behaviour for Learning and Relationships Policy



Date adopted by Governors: July 2023
Reviewed:
Reviewed and Amended:
Review Dates: September 2024
Review Date : September 2025
Review Date: September 2026

Policy Amendments:

Date	Detail
September 2024	Replaced Smiley system with Dojos Added zones of regulation
September 2025	Added in zones of regulation. Teaching and learning principles. Ad Astra STARS values. PACE and THRIVE approaches. Font changed
July 2025	Updated graphics
September 2026	Reference to KCSIE 2026. Midday playleaders replaces midday supervisors.

Our Rationale

This Policy is to read and understood in relation to the Academy Safeguarding/Child Protection Policy 2026 and Keeping Children Safe documentation 2026.

At Sunnyside Academy, we know that wellbeing and behaviour are linked. Research into child development, neuroscience and attachment theory show us the direct connection between positive mental health and the best educational outcomes. If wellbeing is high, then pupils can reach their full potential. When pupils feel comfortable and safe in their relationships, they are open to new learning. Wellbeing is at the centre of our school offer.

Sunnyside Academy is proud to be a Thrive school, placing the emotional and social development of every child at the heart of our relational and behaviour policy. We understand that behaviour is a form of communication and recognise that pupils need to feel safe, supported, and understood to thrive both emotionally and academically. By using the Thrive Approach, we are committed to creating a nurturing environment that builds positive relationships, supports emotional regulation, and addresses the individual needs of each pupil. Our staff are trained to identify developmental gaps, respond appropriately to behavioural challenges, and foster resilience and self-esteem, ensuring that all pupils are equipped with the tools they need to succeed in school and in life.

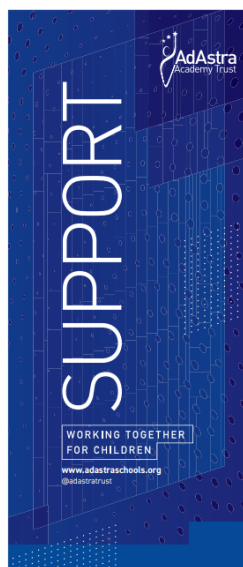
At Sunnyside Academy, we realise that behaviour is a form of communication, and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We know how important it is to understand the needs of the pupils in our care and how this links to their ability to self-regulate. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting pupils to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management. In developing emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write. We encourage the pupils at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours. We keep in mind that we are the adults, and the pupils are still growing, learning and developing. Mistakes are part of the learning process, and we recognise that pupils are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide them to make appropriate choices.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A consistent approach does not come in a toolkit of strategies but in the whole school community having an agreed understanding of behaviour within the context of neuroscience. Where pupils feel heard and treated as valued individuals, they respect adults and accept their authority.

Across Ad Astra Trust, our approaches are underpinned by strong Trust values of:

Support	
Togetherness	
Achieve	
Respect	
Success	



These values and qualities are woven through everything that we do and are acknowledged and celebrated consistently through our celebration assemblies, PSHE offer, Curriculum development and learning environment.

Ad Astra Academy Trust have three simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke Positive Behaviour Plans (PBP) which will include relevant strategies and may include rewards to reinforce positive behaviour. We recognise that most pupils self-regulate their behaviour and can behave appropriately in different contexts.

The inspiration



Policy Aims

To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational achievements.

- To build a community which values kindness and empathy for others.
- To provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Create a culture of exceptionally good behaviour for life-long learning through a positive and safe school climate.
- Provide a nurturing environment, using PACE (Playfulness, Acceptance, Curiosity and Empathy), VRNs (Vital Relational Functions (see appendix for further definition) and restorative approaches to foster appropriate behaviour.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions.
- Support staff to have high expectations and maintain boundaries.
- Ensure pupils are provided with excellent role models.
- Create an atmosphere and culture which is consistent, safe and caring
- Explore self-recognition of emotions and use the Zones of Regulation to support this work.
- Invest in Thrive approach, training and supporting practitioners in school

At Sunnyside, we consider eight essential conditions for effective Learning:

EIGHT CONDITIONS FOR EFFECTIVE LEARNING			
CHILDREN HAVE THEIR BASIC NEEDS MET	CHILDREN FEEL SAFE, VALUED AND SUPPORTED	CHILDREN ARE EMOTIONALLY AND SOCIALLY ENGAGED	CHILDREN UNDERSTAND AND ENGAGE WITH THE LEARNING PROCESS
CHILDREN HAVE ACCESS TO APPROPRIATE LEARNING ENVIRONMENTS	CHILDREN RECEIVE TIMELY AND APPROPRIATE SUPPORT	CHILDREN DEVELOP RESILIENCE AND SELF-REGULATION	CHILDREN HAVE POSITIVE RELATIONSHIPS WITH ALL STAFF

Teachers and support staff can support our pupils by:

- Being mindful and reflecting on the quality of our relationships with each other.
- Reflecting and being committed to continuously improve the quality of our provision.
- Reflecting with parents and carers and other professionals, so we are well-informed and have insight and understanding of individual needs.
- Reflecting and planning the "scaffolding" we put in place to support them to learn self-regulation skills.
- By observing, gathering, and analysing data on behaviour - to ensure our interventions are personalised, well informed and planned according to the needs of everyone within the context of their class or within particular lessons, on- and off-site.
- Referring to the Zones of Regulation as a way of exploring, identifying and supporting healthy, emotional regulation
- To work in close partnership with our young people, their parents and carers, and other professionals working with them e.g. occupational therapy, speech and language therapy, CAHMS etc.
- To invest time and allow safe spaces and opportunities for young people to practice these skills and make mistakes, from which they can learn, develop and grow

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. **Meet and greet** pupils into their class or room.
2. Refer to '**Ready, Respectful, Safe**' constantly.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (e.g., Class Dojo, Zones of Regulations colours, 'Over and Above' boards)
6. Be **calm** and give 'take up time' when going through the steps.
7. **Prevent** before natural consequences.

8. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.

9. **Never ignore** or walk past learners who are dysregulated (visible inconsistencies)

Support the process of repairing friendships and relationships

The role of the parent/carers

At Sunnyside, active parent/carer involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that pupils attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day.
- understand and reinforce the school language as much as possible.
- share in the concern about standards of behaviour generally.
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents/carers quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not always routinely contact or inform parents of minor digressions.

Recognition and rewards for effort – Examples see Appendix K

Our staff understand that at Sunnyside Academy we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home. This may take the form of a Class Dojo message, a positive postcard home, a phone call, message home on Dojo, a certificate or a face-to-face chat.

Pupils who demonstrate our positive values of **Ready, Respectful and Safe** will be acknowledged with Dojo Points. These can be awarded by any staff member or visitor to school. When awarding the Dojo staff should reinforce the specific behaviour. e.g. 'You can have a Dojo for being kind and respectful'. Once a Dojo is awarded it can never be deducted. Dojos are intended to help staff focus on positive rather than negative behaviour. This may be adapted differently for Higher Needs bases.

Pupils with the highest Dojos each week are given a prize and certificate in the weekly assembly.

Other rewards and recognition of achievement include, stickers, receiving certificates, positive notes home, being on the recognition board and being awarded as the Golden Child or Class Dojo Star in Assembly.

Class Recognition Boards

Our staff and pupils recognise that most pupils at Sunnyside Academy demonstrate our positive values consistently and many go 'Over and Above' this. Class recognition boards allow teachers to acknowledge pupils who demonstrate the focus positive learning behaviour (specific to the class).

Positive Notes Home

Staff and visitors are encouraged to send 'Positive Notes' home for pupils who go over and above what is expected. These are not awarded weekly but as an extra special way to recognise those pupils who do more than expected. We acknowledge that some pupils will find this difficult to maintain so pupils may build up parts equating to a whole positive note home.

Golden Assembly

All pupils in Reception – Y6 attend a celebration assembly each week, where a child or pupils from each class will be chosen for the 'Golden Award; or in the Higher Needs Base the 'Dojo Star'. The child will have consistently **demonstrated our values and gone 'over and above'** to earn Dojos during the week. The pupil selected receive a certificate and prize.

In addition to weekly certificates and prizes, each term class teachers also nominate pupils each term to receive a bronze, silver or gold certificate and prize to acknowledge pupils who consistently go over and above in their effort and commitment to school life. Parents and carers are invited to these presentations at the end of every term.

Lunchtimes

All staff around the academy, including Midday Playleaders are able to award pupils with Dojo Points (relevant to their class). In addition to this, Midday Playleaders and other staff members supporting lunchtimes can award 'Good as Gold' vouchers. If pupils are awarded this voucher for excellent lunchtime behaviours, they can exchange this for Dojos in their classroom.

In addition, Midday Playleaders nominate pupils who have shown exemplary behaviour at lunchtimes each week to sit at the 'Golden Table' on a Friday to eat their lunch. They receive lots of positive praise and small treats when they sit at the Golden Table.

Whole Team Approach

At Sunnyside we recognise that it takes a team of adults to support pupils effectively. Often it may not be the key adult working with a pupil who is present at an incident or issue. Key staff have access to radios which they can use to call for support. All adults are issued with set of red and green cards which attach to their lanyard and have their name on. They can use these cards by giving them to another adult or sensible pupil to alert appropriate members of staff about a medical incident (green card) or an emergency incident which involves danger to either a pupil or member of staff (red card). An adult when given the card would be expected to go to support situation or incident. Key staff also have use of a radio to communicate and call for assistance.

Stepped Approach to Supporting Positive Behaviour

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all pupils being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'

Adults should not be drawn into and/or respond to any secondary behaviour, which pupils sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps	Actions
1) Redirection PIP and RIP Praise in Public and Remind in Private	Whole class reminders of expectations to re-engage pupils. A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things contained at this stage. • The adult will remind the pupil of what they DO want to see and the impact that by doing it will have on themselves and others. • Remind them that you know they can do it as you have seen them do it before. Strategies: - increase support - change of face - give easier/harder work/instant success

	- change activity - give them space and get out of their face - ask them what they would like to happen in order to meet expectations - Praise classmates for doing the correct thing - praise if pupil responds Avoid: - Negative language 'don't do this'.... 'Stop doing that'..... 'Do that one more time and I'll'..... - Raising your voice/appearing angry - Giving ultimatums or removing privileges
2) Reminder – 30 second script	A clear conversation delivered privately wherever possible: This is used as a measure The adult will again remind the pupil of what they DO want to see and the impact that by doing it will have on themselves and others. Remind them that you know they can do it as you have seen them do it before. Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Sunnyside, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • Do you remember yesterday/last week when you... (refer to previous Positive behaviour)? • That is who I need to see today... Thank you for listening... then give the child some 'take up' time. <i>(This script maybe amended for pupils who are D/deaf or pupils who struggle with understanding verbal information – however, the core principles would remain the same)</i>
3) Reset – 'Time in' for regulation Record on CPOMS – behaviour – STEP3	If after time to comply, the reminder is not heeded and the behaviour continues this is Step 3 and must be recorded on CPOMS. If a pupil reaches this stage, they are beginning to dysregulate. The pupil will have a 'reset time' to support regulation – this will be within a space within the classroom or outside. When possible, an adult should go to the pupil to co-regulate and engage in a restorative conversation. WIN (I am wondering, I am imagining, I am noticing...) provide a useful starting point for the adult to lead the discussion. If this is at playtime or lunchtime 'RESET' should see the pupil standing beside a supervising adult. The reset time is dependent on the emotional development stage of the child. A rough guide is as follows: • EYFS = 3-5 minutes • KS1 = 5-7 minutes

	• KS2 = 7-10 minutes NB: Some pupils may not be at the expected stage for their age – teachers will use their knowledge of the child to determine how long reset time should be in accordance with above guidelines. If a pupil requires reset time outside, they will be encouraged to move away from the issue to an area where they can be supported to reset and calm. After a few minutes away, they should be supported to re-engage positively with play time. Pupil is given a final opportunity to re-engage
4) Reflection & Catch Up	At this point the pupil will be taken by an adult to an alternative space – this could be the SafeSpace, an alternative classroom, a therapy room, intervention room or office space within school. Where possible a member of the pupil’s team should remain with the pupil throughout this time so they can lead the reflection and restoration process. If a team member cannot be released, a member of SLT or pastoral can perform this role. It is important to note that pupils who reach this stage are likely to need a significant period of time to calm before engaging in reflection or repair. This will be dependent on the individual pupil which is why it is important that it is a familiar and preferred member of staff who stays with the pupil where possible. Reflection sheets (Appendices F-I) can be used when a child is regulated to reflect on what has happened and what needs to happen next. Graphic Facilitation is useful at this stage, particularly for pupils who struggle with social/emotional understanding and empathy. Where possible, all repair conversations and work should be completed by the end of the school day, allowing the pupil a fresh start the following day. ‘Catch Up’ If a child needs to catch up or payback time lost in learning, then a simple ‘catch-up session’ is quick, effective and takes no precious time away from staff. ‘Catch- Up Sessions’ are additional work that must be completed that evening, countersigned by the parents/carers and returned first thing in the morning. The parent/carers are able to see that there are expectations which are not being met, the child understands that there is a natural consequence for not completing work and the responsibility for making up time is left with the child, not the adult. A pre-written note (Appendix E) is stapled to the work with space for a parent/carers signature, a reminder of when it should be handed back to the teachers and an indication of the amount of work that should be completed. A few might not do the ‘catch up’ and you then may need to take a sanction (miss a playtime/lunchtime in school to complete work) Missed Play/Lunchtimes If a pupil reaches Step 4 outside, a slip will be completed and handed to the class teacher at the end of the lunchtime session (Appendix D). It is likely a plan will need to be made by the staff who work most closely with the pupil before the next play or lunchtime to ensure that the pupil can experience success. This might mean that the play/lunchtime is

	completed at a different time to others, or that part of a session is missed so that a conversation about expectations is able to happen. Any play or lunch time that is to be missed must be clearly explained to the pupil. If a Serious Incident occurs at play or lunchtime, it is likely that members of the pastoral or senior leadership team will be called for to support.
5) Repair	A restorative conversation should take place before the next lesson where possible but as soon as possible. It is important that the reparation is with the member of staff and/or child involved in the incident, in order to complete the rupture – repair cycle <u>Helpful questions could be:</u> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
6) Formal Meeting and Monitoring	If pupils are repeatedly reaching Step 4 or there is a significant or serious incident which cannot be managed through the Step process, a meeting with the teacher, child, parent and a member of the SLT, should happen as soon as feasibly possible. This should be recorded on CPOMS with agreed targets that will be monitored over the course of two weeks. There is a set format for this (see Appendix 1). Daily Positive Reporting - This will look to address persistent low-level disruption by praising the positive aspects of a child's behaviour in lessons, providing them with immediate target setting at the end of each day for the following day. (Today, I was pleased to notice that...tomorrow...) This will look to improve the child's behaviour within two weeks. At the end of two weeks a decision will be made by all involved parties as to the best course of action.
7) Positive Behaviour Plan	A Positive Behaviour Plan (PBP) aims to help a child to improve their social, emotional and behavioural skills. The plan will analyse behaviours and specific triggers and will contain strategies and methods of support. It should include the teacher, child, parents and a member of the SLT in the drafting process. There is a set format for this (See Appendix A) A child's behaviour may deteriorate before it improves when a PBP is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a PBP for maximum success, especially with younger pupils.

External Support

In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us.

Agencies involved could include:

- School nurse
- The outreach team from Middlesbrough Local Authority - dedicated to providing in school advice

- and guidance in managing the needs of a specific child.
- Referrals e.g. paediatrician, educational psychologist.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.
- CAMHS
- Therapeutic support

This list is not exhaustive and the needs of the child will dictate which support is required. Parents will be informed and their views and consent sought should the school refer to one of the above agencies.

More serious behavioural incidents

Where more serious behaviour incidents occur, we will look to deal with child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, SLT and the Inclusion Team, utilising their knowledge of the child and their discretion.

All serious incidents will also result in either a phone call home from the class teacher, or a face-to-face conversation between the parent /carer and class teacher at the end of the day. (Depending on the severity, this may be from the Head Teacher or a member of SLT). Serious incidents should be recorded on relevant forms (SafeSpace Log, Serious Incident Form, Racist Incident Form) and on CPOMS. Copies of serious incident forms are provided to parents/carers.

Positive Handling and Reasonable Force

Positive Handling and Reasonable force Sunnyside Academy makes use of the DfE guidance: Restrictive interventions including use of reasonable force April 2026. Any force used should always be the minimum needed to achieve the desired result.

Key staff at Sunnyside Academy have had the appropriate training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger of harm to self or others. Some pupils require positive handling and physical intervention as part of their behaviour support plan to safely manage crisis.

This is clearly planned out and indicated in their plan and will be shared through their Positive Behaviour Plan (PBP – Appendix A) and agreed by all staff, parents/carers and a member of SLT. Parents/carers will receive a slip (Appendix C) to notify them when physical intervention has been used. If the pupils do not have a behaviour plan which indicates the need for physical intervention at times of crisis, staff will act under the Positive Handling guidance and parents/carers will receive Serious Incident Form (Appendix B) and consideration of a behaviour plan will be made.

Sunnyside Academy have installed a SafeSpace to support pupils to de-escalate and reduce the need for physical intervention.

The SafeSpace at Sunnyside can be used for several reasons:

Promote Behaviour Self-Management

The SafeSpace can also be used to reduce background noise, distraction or anxiety in the classroom. With a behaviour support plan, students can be taught to recognise the changes in their body when they are about to go into crisis. They can be invited to use the SafeSpace as a calm space when they start to feel anxious or agitated. This strategy can help to reduce the incidence and duration of crises. It can allow the student to remain in the classroom and not be isolated from their peers.

Reduce Restrictive Interventions

The SafeSpace must always be used as the least restrictive intervention and its use should be documented in a restraint reduction plan. When used as an alternative to a physical or chemical intervention it can reduce

the risk of injury to the individual concerned, other students and staff members. It can be part of a toolkit that provides a student in crisis with a private, calm space where they can begin to de-escalate in a safe environment and it also helps staff maintain their relationship with students

One-to-one or Group Space for working

If the SafeSpace is not in use for other reasons, a member of staff may choose to use the space to work with a pupil or group, free from distraction.

If the Safe Space is used, parents will receive a Safe Space Log (Appendix J) to give details of the monitoring of the pupil in the Safe Space.

Fixed Term Suspensions

Sunnyside Academy believes that, in general, suspensions are not an effective means of moving behaviour forward and suspension is not a decision which is taken lightly. An internal exclusion will be given where possible over a fixed term suspension. Any decision to internally exclude a child must be made in conjunction with a member of SLT.

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher **may** take the decision to suspend the learner for a fixed period.

If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return. Where possible, alternatives to suspension will be considered in the form of positive school community payback i.e. helping with a lunch club or activity, shadowing the child's chosen mentor, alternative arrangements for unstructured times of the school day.

Where a child is suspended, consideration should be given to the appropriate level of monitoring required when the child returns to lessons. Where a child is given a fixed term suspension, or following a referral to outside agencies, the reports received will form the targets for their PBP. A meeting with the Headteacher will be held with the child, parents and carers on their return to promote a positive re-integration.

For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets (see PBP) and building in steps to success are key.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The committee members of Sunnyside Academy agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessments indicate that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils and staff at the school.

Searching, Screening and Confiscation

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possession, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect. The list of prohibited items is:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - cigarettes, vapes, tobacco or cigarette papers.
 - fireworks; and
 - pornographic images.

They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff. Sunnyside Academy follows the guidance [Searching, Screening and Confiscation: Advice for Schools](#)

Unacceptable Behaviour Outside School

Sunnyside Academy has a responsibility to support behaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity,
- when travelling to or from school,
- when wearing school uniform,
- when in some other way identifiable as a pupil at the school,
- that could have repercussions for the orderly running of the school,
- that poses a threat to another pupil, or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. This follows the guidance provided [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)

Application and scope of this policy

This Behaviours for Learning and Relationships Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g., in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy annually and report back to the Local Governing Body Committee. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Related Policies / Guidance

- Safeguarding and Child Protection Policy
- [Exclusions Policy](#)
- DfE Guidance including:
 - [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)
 - [Searching, Screening and Confiscation: Advice for Schools](#)

Sunnyside Positive Behaviour Plan (PBP)



(Detailing preferred positive handling strategies)

Name:		Date of Plan:	
Class/Year:		Review Date:	
Team involved with the pupil:			
Names of staff/professionals		Roles	
Goals of Plan:			
1.			
2.			
3.			
Likes:		Dislikes:	
Green Zone (Ready)			
What will we see? (What does the individual do/how do they look/what do they say when they are calm, focused and ready for learning?)		Support Strategies/Adult Approach	
Known Triggers			
Identify settings and triggers for dysregulation		Things we can do to address the triggers	

Yellow Zone (Early Warning Signs)			
What will we see? (What does the individual do/say/look like when becoming anxious or stressed?)		Support Strategies/Adult Approach (How can we prevent the situation from escalating further?)	
Red Zone (Crisis)			
What will we see? (What does the individual do/say/look like when they are becoming challenging?)		Support Strategies/Adult Approach (How can we manage the situation to prevent unnecessary distress and injury?)	
Physical Intervention If physical intervention is required due behaviours which could result in harm to themselves or others, trained Team Teach staff will intervene and move the pupil to keep them and other safe. Details of preferred methods for the pupil are below, however, any method permitted in Team Teach guidance may be used by the trained adults who perform a dynamic risk assessment in each situation.			
Moving pupil to safe area Strategies		Keeping pupil safe – Older pupil Responses	
Redirection		Single Elbow Seated Chairs	Beanbag
Guide		Single Elbow Seated Beanbag	Kneeling
Caring Cs		Single Elbow Seated Floor	Deadweight
Single Elbow Escort			
Keeping pupil Safe – Younger Pupil Responses			
Post Incident & Restoration			
What will we see? (What does the individual do/say/look like to show us they are becoming calmer?)		Support Strategies/Adult Approach (How can we support the individual to feel calmer and return to green zone?)	

Possible functions of the behaviours			
Reasons why the individual might display these behaviours		Things we can do to help the individual to express their feelings appropriately	
Use of Safe Space			
Safe space is the brand name of the safe enclosure used for de-escalation, in line with the school's Safe Space policy and guidance documents (please see attached – Safe Space Rules)			
We agree that this plan will be shared with all staff who work directly with _____ and also those who may come into contact with _____ at other times during the school day. We understand that this plan will be reviewed and amended on a regular basis and that on occasion, small details of the plan may change but that overall the plan is designed to provide _____ with the consistency of approach that is required in order to manage his social and emotional needs.			
Name	Role	Signature	Date
	Parent/Carer		
	Parent/Carer		
	SENDCO		
	Class Teacher		

Appendix B – Serious Incident Form

 Sunnyside Academy Serious Incident Report							
Date							
Child's name							
Other pupils involved							
Adult responsible							
Other staff involved							
Place of incident							
Classroom	Playground	Hall	Visit out	Other (specify)			
Time of day							
reg.	class am	assem.	play	class am	lunch	class pm	hometime
Antecedent (What happened before)							
Provoked	work	instruction	change	accident	other		
Behaviour							
Risk to self:	Describe e.g. biting self, head banging, climbing etc.		Risk to others:	Describe e.g. hitting, kicking, biting etc.			
De-escalation Techniques used (number in order used)							
Verbal advice	Reassurance	Calm talking	Time out directed	Humour	Negotiation		
Step away	Success Reminder	Distraction	Contingent touch	Planned ignoring	Time out offered		
Fresh face	Choices/limits/Consequences	Space given	Reflective listening	3 pt. assertive message	Antiseptic bounce		
Consequence (What happened after)							
co-operated	non-cooperation	referred on	time-out	physical support	Safe space		
Physical Intervention required (number in order used)							
Caring C Guides Redirection		Single elbow escort 1		Small person responses: Beanbag Kneeling Deadweight			
		Single elbow seated 2					
Further details of incident							

Duration of Incident	0 Hrs. mins.	Duration of Physical Intervention	0 Hrs. Min.
Medical Support			
Breathing monitored during incident	Yes/No	Pulse monitored during incident	Yes/No
Injuries to child	Yes/No	Injuries to staff/other	Yes/No
If so, describe:		If so, describe:	
Entry in Accident Book		Yes/No	Entry in Accident Book
Seen by: First Aider G.P. A.&E.		Seen by: First Aider G.P. A.&E.	
Post Incident – Pupil Debriefing/Restoration			
Time:		Who by:	
Place:			
Pupil Response			
understanding	accepting	apologetic	calculating
Pupil's Reflection			
Child's signature (If appropriate)		Date:	
Staff reflection (all staff involved – what worked? what didn't? Next steps)			
Staff initials:		Date:	
Further action			
Parents Notified:			
Behaviour Support Plan created:			
Behaviour Support Plan updated:			
Further information			
Reported by:			
Name (typed/printed)	Signed: (Handwritten or Digital)	Role	Date
Reviewed by SLT:			
Name (typed/printed)	Signed: (Handwritten or Digital)	Role	Date

Appendix C – Positive Handling Slips

Your child required Positive Handling support today				
(What happened prior)				
Risk to self:	Describe e.g. biting self, head banging, climbing etc.	Risk to others:	Describe e.g. hitting, kicking, biting etc.	
Which Team Teach Techniques were used?		Yes	No	
If so which techniques were used..... (Tick/Circle all relevant)				
Caring C Guide Redirection	Single elbow standing escort	Single elbow seated	Dis-arming	Small person responses: Beanbag Kneeling Deadweight
Adult responsible:		Other Staff involved:		

Appendix D– Outdoor Slips

Please could you check in with _____ as
(Name)
they had a difficult playtime/lunchtime today _____.
(Date)

(Tick as appropriate)

They found it hard to be: Ready (to play)

Respectful (to staff/pupils) ☐

Safe (with equipment/with other pupils) ☐

Name of staff member reporting _____.

Please could you check in with _____ as
(Name)
they had a difficult playtime/lunchtime today _____.
(Date)

(Tick as appropriate)

They found it hard to be: Ready (to play)

Respectful (to staff/pupils) ☐

Safe (with equipment/with other pupils) ☐

Name of staff member reporting _____.

Catch-up Slip

Please could you support your child _____ to do this work at
(Name of child)
home this evening as they did not complete all the work that was expected
in lessons because:

(Tick as appropriate)

They found it hard to be: Ready (to learn) ☐
Respectful (to staff/pupils) ☐
Safe (with equipment/with other pupils) ☐

They will need to bring this work back into school on: _____
(Date work is to be returned)

If they do not do the work or forget to bring it back they will need to
miss a break or lunch session to catch up this missed work.

Name of staff member to return work to: _____
(Staff name)

I supported my child to 'Catch Up': Signed: _____
(Signature of parent/carer on completion of work)

I felt...

			
Mad	Embarrassed	Annoyed	Tired
			
Worried	Scared	Jealous	Surprised

I chose to:

							
say bad words	not tell the truth	hurt someone	be disrespectful	destroy property	not follow directions	not be safe	run

Next time I will:

							
be honest	talk about my feelings	think before I act	use calming strategies	listen the first time	breathe	go to the calm down area	use a fidget

Draw or write about how you will make this better:

Name: _____ Date: _____

I felt...

			
Mad	Embarrassed	Annoyed	Tired
			
Worried	Scared	Jealous	Surprised

I chose to:

							
say bad words	not tell the truth	hurt someone	be disrespectful	destroy property	not follow directions	not be safe	run

Write about what happened and the choices you made:

Next time I will:

							
be honest	talk about my feelings	think before I act	use calming strategies	listen the first time	breathe	go to the calm down area	use a fidget

Explain how you will make the situation better or put it right:

Name: _____ Date: _____

I felt...

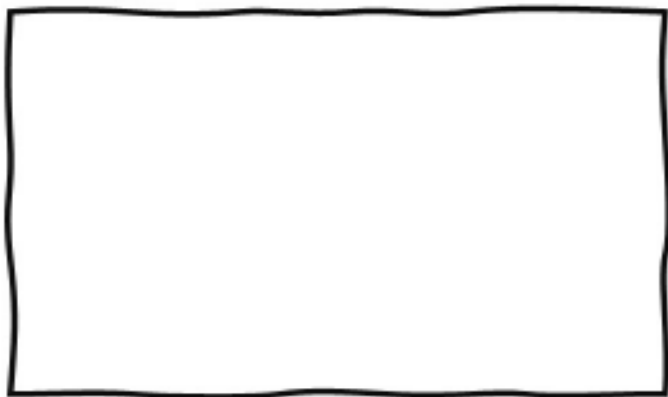
			
Mad	Embarrassed	Annoyed	Tired
			
Worried	Scared	Jealous	Surprised

I chose to:

							
say bad words	not tell the truth	hurt someone	be disrespectful	destroy property	not follow directions	not be safe	run

Write about what happened and the choices you made:

1. What happened?



2. What were you thinking about at the time?
How did it make you feel?



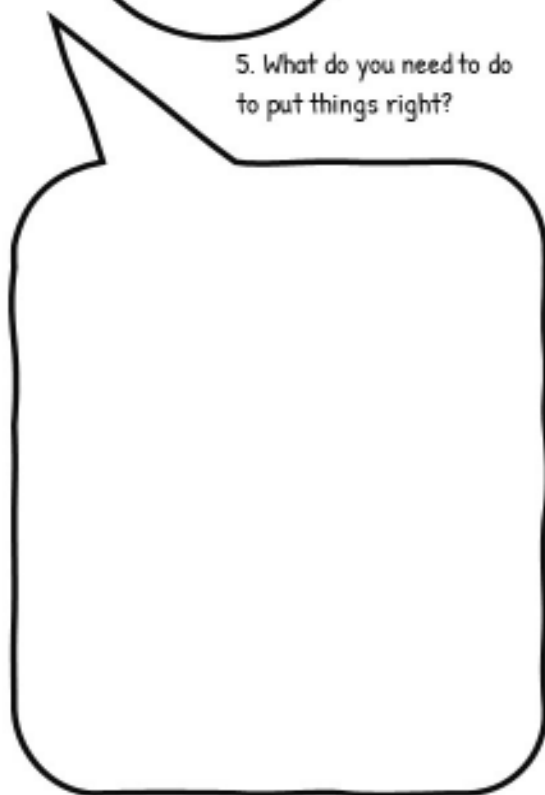
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



 Sunnyside Academy Safe Space Log 					
Pupil's Full Name:					
Date:		Time entered Safe Space:		Time Left Safe Space:	
Incident Form Completed	Yes	No	NB: if the Safe Space was used with a pupil who has a Behaviour Support Plan with Safe Space as a planned strategy, only Safe Space log should be completed. If this was an unplanned use, a serious incident report should be completed also.		
Behaviours requiring the Safe Space (What happened prior)					
Risk to self:	Describe e.g. biting self, head banging, climbing etc.		Risk to others:	Describe e.g. hitting, kicking, biting etc.	
Were Team Teach techniques used to enter the Safe Space?			Yes	No	
If so which techniques were used..... (Tick/Circle all relevant)					
Caring C Guide Redirection	Single elbow standing escort	Single elbow seated	Dis-arming	Small person responses: Beanbag Kneeling Deadweight	
5 Minute Monitoring Log					
5 minutes	10 minutes	15 minutes	20 minutes	25 minutes	30 minutes
35 minutes	40 minutes	45 minutes	50 minutes	55 minutes	60 minutes
Safe Space monitoring key					
K=Kicking, Pu=Punching, T=Throwing themselves around, S=Swearing, B=Biting themselves, SI=Self injury, U=Unsettled, IB= Inappropriate behaviour Sh=Shouting, Sc=screaming, L=Laughing, H=Headbutting, R=Rocking, Pa=Pacing, TT=Talking to themselves.					
Comments					
Signed by Staff Member Observing:			Date:		
Other Staff Present/Witnesses:			Date:		

Appendix K - Examples of rewards

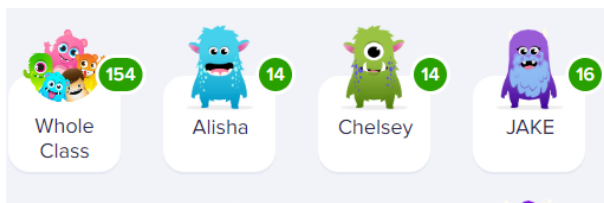


Positive Notes Home

Bronze, Silver, Gold
Awards



Dojo Points



Stickers



Recognition Boards



PACE

PACE stands for **Playfulness, Acceptance, Curiosity, and Empathy**. It is a therapeutic attitude developed by **Dr. Dan Hughes**, primarily for use in **Dyadic Developmental Psychotherapy (DDP)** and parenting/working with pupils who have experienced trauma, attachment difficulties, or developmental challenges.

Each component promotes emotional safety and connection:

- **Playfulness:** Using a light, joyful tone to reduce defensiveness and build trust. It helps make difficult moments more approachable and strengthens the relational bond.
- **Acceptance:** Unconditional acceptance of the child's inner experience, separating their feelings from their behavior. It communicates, "You are okay, even if your behavior is not."
- **Curiosity:** A non-judgmental interest in the child's internal world—asking, "I wonder why..."—to help the child explore their thoughts and feelings without fear of punishment or rejection.
- **Empathy:** Deep, compassionate understanding of the child's emotions. It helps the child feel seen, heard, and emotionally held.

Goal: PACE creates a safe, secure emotional environment that fosters connection, regulation, and healing.

VRFs (Vital Relational Functions)

Vital Relational Functions are **core emotional and relational capacities** that caregivers and therapists use to **meet the emotional needs** of a child or client. These were further elaborated in DDP by clinicians like Dr. Dan Hughes and others.

VRFs support healthy development and emotional regulation and include:

1. **Regulation:** Helping the child manage intense feelings or dysregulation.
2. **Attunement:** Emotionally tuning in to the child's state and responding appropriately.
3. **Validation:** Affirming the child's internal experience without judgment.
4. **Containment:** Providing emotional boundaries and support that help the child feel safe.
5. **Co-regulation:** Supporting the child in regulating emotions by staying connected and calm.
6. **Mentalization:** Understanding that the child has a mind of their own, full of thoughts, feelings, and intentions.

Goal: VRFs help build **secure attachment** and promote **emotional growth** by ensuring the child feels understood, safe, and connected in relationship.