



Behaviour Policy

1. Introduction

This Behaviour Policy outlines the expectations, systems, and support structures for pupils at Sunshine Education Centre. It includes our approach to positive behaviour, emotional regulation, relationship building, and a full integrated Anti-Bullying Policy.

We recognise that many pupils attending Sunshine Education Centre have experienced challenges, trauma, SEND needs or difficulties managing emotions. Therefore, our approach is trauma-informed, relational, consistent, and restorative.

2. Vision & Values

Sunshine Education Centre aims to create an environment where all pupils:

- Feel safe, valued, and respected
- Develop positive relationships with staff and peers
- Build skills for self-regulation, resilience, and pro-social behaviour
- Can access learning without disruption
- Are supported to overcome barriers and experience success

Our values are:

Respect – Inclusion – Self-belief – Enthusiasm

3. Behaviour Principles

At Sunshine Education Centre, behaviour is supported through:

- Strong, trusting relationships
- Predictable routines and boundaries
- High expectations delivered with empathy
- Trauma-informed language and de-escalation
- Restorative approaches to repair harm
- Understanding that behaviour is communication

We explicitly teach:

- Emotional awareness
- Conflict resolution
- Social communication skills
- Repairing relationships
- Keeping ourselves and others safe

4. Creating a Positive Climate

4.1 Environment

- Consistent routines and visual supports
- Calm, sensory-friendly classrooms
- Safe area for regulation
- Clear expectations displayed and taught

4.2 Relationships

- Key worker system for daily wellbeing
- Staff model respectful, calm language

- Adults provide co-regulation and positive reinforcement

4.3 Recognising Positive Behaviour

We recognise and celebrate positive behaviour through:

- Verbal praise
- Reward systems and sticker charts
- Recognition boards
- Certificates and weekly celebrations
- Individualised reward plans where needed
- Positive communication with home

5. Behaviour Expectations

Pupils at Sunshine Education Centre are expected to:

- Follow staff instructions
- Speak and act respectfully
- Keep hands/feet/objects to themselves
- Allow others to learn
- Ask for help when needed
- Use safe choices online and offline
- Take part in restorative processes when harm occurs

Expectations are taught explicitly and re-visited regularly.

6. Managing Behaviour

6.1 Early Interventions

Staff use:

- Non-verbal cues
- Redirection
- Movement or sensory breaks
- De-escalation scripts
- Emotion coaching
- Quiet conversations

6.2 If behaviour escalates

Staff will:

1. Stay regulated and calm
2. Use limited, supportive language
3. Offer choices and time to respond
4. Move others if needed to maintain safety
5. Guide the pupil towards regulation

7. Consequences & Restorative Practice

Consequences are:

- Proportionate
- Linked to the behaviour
- Explained clearly
- Aimed at learning, not punishing

Examples:

- Restorative conversation
- Completing missed learning
- Reflection sheets
- Social skills coaching
- Temporary loss of privilege with a chance to repair

- Parent/carer contact
- Temporary suspension/exclusion

Restorative work involves:

- Understanding what happened
- Exploring emotions
- Recognising impact on others
- Rebuilding relationships
- Agreeing next steps

8. Reasonable Adjustments

Pupils with SEND or SEMH needs may require:

- Adapted expectations
- Extra processing time
- Emotion-regulation plans
- Alternative communication systems
- Timetabled sensory breaks
- Individual behaviour support plans
- Nurture-based interventions

9. Use of Regulation Spaces

Sunshine Education Centre provides calm spaces where pupils can:

- Regulate emotions
- Use sensory tools
- Speak with a trusted adult
- Reduce anxiety

The aim is to support regulation, not punish behaviour.

10. Physical Intervention:

Only used when:

- A pupil is at risk of harming themselves
- Others are at risk
- Serious property damage is occurring
- All other de-escalation options have been exhausted

Incidents are:

- Logged
- Reviewed
- Shared with parents/carers
- Analysed to inform future planning

Positive handling may be used as a last resort and only when a pupil's behaviour presents a risk of harm to themselves or others. In such circumstances, appropriately trained staff may implement a 2:1 approach to ensure the safety, dignity, and wellbeing of the pupil and those around them. Any use of positive handling will be reasonable, proportionate, and in line with agreed procedures, with the minimum force applied for the shortest duration necessary. Incidents will be recorded, monitored, and reviewed to support ongoing safeguarding and the development of effective behaviour strategies.

11. Anti-Bullying Policy (Integrated)

Sunshine Education Centre does not tolerate bullying in any form.

11.1 Definition

Bullying is behaviour that is:

- Repeated
- Intentional
- Harmful
- Based on a power imbalance

Forms include:

- Physical
- Verbal
- Social/exclusion
- Online/cyber
- Prejudice-based

11.2 Prevention

We prevent bullying through:

- PSHE curriculum (respect, friendships, online safety)
- Regular circle time/social communication sessions
- Relationship-focused practice
- High adult supervision
- Daily key-worker check-ins
- Rewarding kindness and pro-social behaviour

11.3 Reporting Bullying

Pupils: can report concerns to any staff member or key worker.

Parents/carers: can report by phone, email or in person.

Staff: record all reports the same day and alert senior staff where needed.

11.4 Responding to Bullying

Support for the pupil experiencing bullying:

- Safety planning
- Pastoral and emotional support
- Key-worker check-ins
- Restorative conversation (if appropriate)
- Parental communication

Support for pupils displaying bullying behaviour:

- Restorative meeting
- Behaviour coaching
- Mentoring
- Social skills support
- Reasonable consequences
- Parental meeting
- Individual support plans where needed

11.5 Recording and Reviewing

All bullying concerns are:

- Recorded on the behaviour/safeguarding system
- Monitored by the DSL and senior leadership
- Reviewed for patterns across time

12. Partnership with Parents/Carers

Sunshine Education Centre works closely with families to:

- Share expectations
- Communicate concerns early
- Celebrate positive behaviour
- Develop consistent support strategies

13. Staff Training

All staff receive ongoing training in:

- Trauma-informed practice
- De-escalation strategies
- Restorative approaches
- SEND and SEMH needs
- Safeguarding
- Preventing and responding to bullying

14. Monitoring & Review

This policy is reviewed:

- Annually
- After major incidents or behaviour trends
- Following statutory updates
- With input from staff, pupils, and families

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