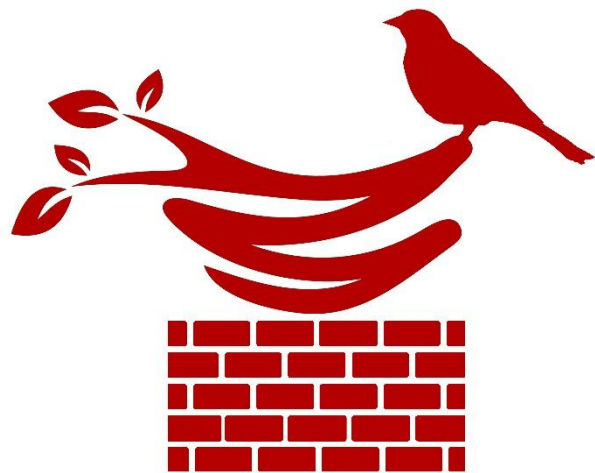


Juniper Hill School

Behaviour Policy



Kindness Enjoyment Achievement

Written by Claire Garnett (Headteacher)
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Statement of intent

Juniper Hill School believes in order to create a school environment where children can thrive emotionally and academically, and take advantage of all we are able to offer, we need to build strong positive relationships. When we meet children's psychological needs, they feel safe and that they belong in our Juniper Community. When our children experience the grown up's co-regulating their emotions, sensations and feelings they are then able to relate well in our school. Having a Behaviour Policy is a statutory requirement, this policy must be read in conjunction with our root Relational Policy. Juniper Hill School is committed to;

-  building positive relationships with our children;
-  showing respect to our children and families;
-  communicating and celebrating differences;
-  celebrating our children's successes, and challenging negative comments we hear the children make about themselves and others;
-  using state dependent interventions, (see root Relational Policy, section 1);
-  increasing felt safety for our children (see root Relational Policy, section 1);
-  using PACE (Playfulness, Acceptance, Curiosity and Empathy) as a way of being;
-  for some children, creating a group of adults who are available to help them, 'Team Pupil';
-  knowing the importance of connection before correction (see root Relational Policy, section 4);
-  relational repair when the children or adults make a mistake;
-  using natural consequences within a specific sequence of engagement we teach our children when they make a mistake;
-  using safety cues, this reduces children's sense of threat, to help them function well;
-  using co-regulation, when children experience co-regulation, they can then self-regulate;
-  increasing structure and supervision if a child is not able to manage a particular context or dynamic yet.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

-  Education Act 1996
-  Education Act 2002
-  Education and Inspections Act 2006
-  Health Act 2006
-  The School Information (England) Regulations 2008
-  Equality Act 2010
-  Voyeurism (Offences) Act 2019
-  DfE (2013) 'Use of reasonable force'
-  DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
-  DfE (2018) 'Mental health and behaviour in schools'
-  DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
-  DfE (2023) 'Keeping children safe in education 2023'
-  DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
-  DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
-  DfE (2024) 'Mobile phones in schools'
-  DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

-  **Relational Policy – Our Root Policy**
-  Home School Agreement
-  Complaints Procedures Policy
-  Special Educational Needs and Disabilities (SEND) Policy
-  Suspension and Exclusion Policy
-  Positive Handling Policy
-  Safeguarding Policy
-  Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

-  Making a statement of behaviour principles,
-  Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
-  Promoting a whole-school culture built on building positive relationships with our children and families.
-  Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
-  Ensuring this policy is published on the school website.

The headteacher will be responsible for:

-  The monitoring and implementation of both our root Relational Policy and the Behaviour Policy.
-  Acting in accordance with the statement of behaviour principles made by the governing body, and having any regard to guidance provided by the governing body.
-  Determining the school rules (see appendix A)
-  Publicising the root Relational Policy and Behaviour Policy in writing to all members of the Juniper Community, families, staff, and children.
-  Reporting to the governing board on the implementation of the root Relational Policy and Behaviour Policy.

The Assistant Headteacher for Inclusion (SENDCo) and SEMH Lead Teacher will be responsible for:

-  Working with the Headteacher to undertake day-to-day responsibilities for the successful operation of the root Relational Policy and the Behaviour Policy to support pupils with SEND / SEMH needs, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
-  Supporting teachers in the further assessment of a pupil's needs and advising on the strategies and interventions.

All members of the Juniper Team, including teaching and support staff

-  See Relational Policy – section 2a

Children will be responsible for:

-  Agreeing to follow the [Home School Agreement](#)

Juniper Families will be responsible for:

-  Agreeing to follow the [Home School Agreement](#)

3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, and/or any illegal behaviour. This will include, but is not limited to, the following:

-  **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
-  **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
-  **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

-  **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
-  **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
-  Possession of legal or illegal drugs, alcohol or tobacco
-  Possession of banned items
-  Truancy and running away from school
-  Refusing to comply with disciplinary sanctions
-  Theft
-  Verbal abuse, including swearing, racist remarks and threatening language
-  Fighting and aggression
-  Persistent disobedience or disruptive behaviour
-  Extreme behaviour, such as violence and serious vandalism
-  Sexting, Sexual Abuse & Harassment
-  Any behaviour that threatens safety or presents a serious danger
-  Any behaviour that seriously inhibits the learning of pupils

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

-  Low-level disruption and talking in class
-  Failure to complete classwork, after support has been given.
-  Rudeness
-  Use of mobile phones and other internet enabled devices without permission
-  Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Juniper is an attachment aware, trauma informed school. We know behaviour is a form of communication. For many of our children, who present with ‘serious unacceptable or low-level unacceptable behaviours’ there are reasons behind the behaviours we are seeing. In all situations we use PACE as a way of being, see section 3 of our root Relational Policy. This helps us to understand what the behaviour we are seeing is communicating, and consider a child’s motives and intentions, looking at both adult and child’s nervous systems, state dependent and developmentally appropriate interventions. We know we need to connect before correct and the importance of relational repair.

4. Staff induction, development and support

All new staff will be expected to read the root Relational Policy and will be provided with training. New members of the Juniper Team will be expected to show the children unconditional positive regard and to invest in building positive, kind, caring, nurturing relationships. Staff will be provided with individual training, where necessary, on the needs of individual pupils. Depending on their position at Juniper, some new staff will become part of a ‘Team Pupil’. (see Relational Policy section 3)

The Juniper Team support each other, new staff will be given a mentor. They can talk to their mentor, or the SENDCo / Headteacher if they need support on building positive relationships. It is important staff ask for help, and we work together to support our children.

All members of the Juniper Community are consulted on root Relational and Behaviour Policy changes.

The Headteacher and Leadership Team will review staff training needs annually, and in response to any issues / incidents that may arise.

5. The Power of Relationships

The power of the positive relationships we build and nurture are at the heart of our behaviour and, root Relational Policy

Relationships are at the heart of all we do. We are aware that in order for children to learn they need to experience safety, security and stability in their relationships.

6. State Dependent Interventions and Consequences

All functioning of the brain is state-dependent. Visceral experiences affect the nervous system and a child's behaviour. Ideally, we want our children to stay in the alert and calm state for most of the day, this means they are well-regulated and in balance, see section 1 in the root Relational Policy.

We talk to the children about how we can calm our nervous systems and to be able to move seamlessly between alert state to calm state during the day. We are preventative using Perry's sequence of engagement, regulate, relate, reason, repair, this is part of our PSHE curriculum and includes work on the Zones of Regulation. This is a core part of the curriculum for the children working in our Nest (SEMH Unit).

Some of our children can become dysregulated quickly, as the adults it is our responsibility to notice, support and use differentiated measures to promote positive behaviour. For some of our children we use a Positive Intervention Plan, this details:

-  the presenting distress / harmful behaviours, including triggers;
-  the social behaviours (connecting behaviours) we wish to see / have;
-  what we will say and do when we see distress behaviours, social behaviours and harmful behaviours.

For some children we use catch me cards. Catch me cards praise positive behaviours. We use consequences when children make a mistake with their behaviour. The consequences used will depend on the context, the state of all those involved, their developmental capacity and their intentions and motives.

See section 3 of the root Relational Policy for more information.

The school strives to achieve behavioural support / change through the Relational Policy, but understands that there may be occasions where consequences must be applied. Examples of possible consequences include:

-  Having to stay in a break and lunch
-  Writing an apology letter
-  Withdrawal from a lesson or school trip

Where the behaviour of a child cannot be managed by the school resulting in significant impact on the learning and / or well-being of other children formal consequences may be taken as per the Suspension and Exclusion Policy.

Positive Handling

The school has a Positive Handling Policy, see Positive Handling Policy for more information.

7. Sexual abuse and harassment

All forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence, are not tolerated at Juniper Hill School. The school's PSHE curriculum supports [preventing sexual harassment in schools](#). The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the [Child Protection Policy](#)

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

8. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on alcohol, illegal drugs, legal highs and other controlled substances. Where incidents with pupils relate to alcohol or controlled substances occur, the school will seek advice and follow the Child Protection Policy.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Use of Restrictive Interventions Policy. The prohibited items where reasonable force may be used are:

-  Knives and weapons.
-  Alcohol.
-  Illegal drugs and controlled substances.
-  Legal highs/psychoactive substances
-  Prescription medication not prescribed to the child and over the counter medication
-  Stolen items.
-  Tobacco and cigarette papers.
-  Fireworks.
-  Pornographic images.
-  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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Juniper Hill is a smartphone-free school. Only children in Year 5 and Year 6 are permitted to bring in a 'brick' phone if absolutely necessary. Any 'brick' phones must be handed in to the school office on arrival and collected at the end of the day. The same applies to other internet-enabled devices, for example tablets children in our SEMH Unit bring in to support regulation during their taxi journey. The school makes exceptions for children who need to have a mobile phone for a medical reason, for example a child with diabetes.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

-  E-cigarettes and vapes
-  Lighters
-  Aerosols
-  Energy drinks
-  Mobile phones and internet enabled devices

All members of staff can use their power to search without consent for any of the items listed above. Searching children will be considered a last resort, before any search is conducted this will be agreed with a member of the Leadership Team. Parents will be contacted following any search and, in the case where reasonable force is not permitted and the child refuses to co-operate, at the time of the incident.

10. Classroom Environment

Creating a warm, caring environment, where children feel a sense of safety and belonging enables children to thrive both academically and emotionally. We believe each child at Juniper Hill School is important and worthy of our time, energy and patience. Well-managed, orderly, tidy classrooms, with clear structures, routines and boundaries help promote positive behaviours. The Juniper Team achieve this by:

-  getting to know the children in September, learning about them, what are they interested in, what are their hobbies, how do they learn best;
-  using Kagan Classbuilders and Teambuilders weekly to create a cooperative, caring class, where children work together and support each other. Teambuilding and classbuilding create the conditions for learning. When children feel secure and they belong they are settled to learn and free to engage in higher-level thinking;
-  create class rules, set clear routines and promote the school rules, see appendix 1;
-  ensure resources are organised and accessible to the children;
-  plan lessons that are adapted to meet the needs of all children;
-  arrange the classroom in Kagan Teams and consider the best seating arrangement for all children, e.g. some children may need to keep the same seating position all year;
-  using parts language to help build self-awareness and self-control
-  promoting responsibilities within the classroom, e.g. book monitors etc.

11. External Partners and Specialist Agencies

The school recognises that the core purpose of providing alternative provision for pupils who struggle to behave well in school is to successfully integrate them back into their classroom environment. Alternative provision may also be required for pupils with additional needs.

The Assistant Headteacher for Inclusion / SENDCo will engage with external partners and specialist agencies to access additional support when required.

The school is committed to working with external partners and specialist agencies when required to enable our children to receive the support they need to be successful at Juniper Hill School.

12. Behaviour outside of school

We would hope our children would behave in the same respectful way outside of school that they do in school.

Any bullying, including cyberbullying, witnessed outside of the school and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Should it be reported to us a child hasn't behaved well outside of school, we will investigate, and work with the child and their family to understand what happened and why.

Complaints from members of the public about the behaviour of pupils from the school are taken seriously and investigated.

13. How we measure effectiveness

See section 2C of our root Relational Policy. The school will also collect data on behaviour incidences, (stored on MyConcern) and attendance, permanent exclusion and suspension data. This is shared in the Headteacher's termly report to Governors.

The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

14. Monitoring and review

This policy will be reviewed alongside the root Relational Policy by the Headteacher and Leadership Team on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

Appendix A

Juniper Hill School Rules

We show respect and kindness to ourselves
and others.



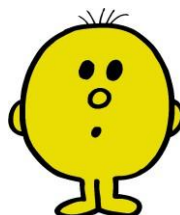
We come to school on time, organised and
ready to learn.



We try our best every day.



We move quietly and carefully around our
school.



Juniper Hill School Playground Rules

We are kind on the playground with our hands and our words.

We don't play with equipment on the playground before school.

We don't play with balls on the adventure area.

We are quiet in the quiet area, we move slowly around.

We keep to our allocated areas.

We line up quietly, and walk into school quietly and sensibly.

At the end of a break, when the 1st whistle blows, we stand quietly, when the 2nd whistle blows, we walk to our line and wait quietly.