



# **SUMMERHILL ACADEMY**

## **Positive Behaviour Policy**

**Date Implemented: January 2025**

**To be reviewed: January 2026**

## **1. General Philosophy**

At Summerhill Academy, our Core Values include being kind, safe, respectful and learning at all times as part of the Summerhill Community.

These values underpin our behaviour policy and procedures. Please see our Summerhill Behaviour Blueprint (appendix A) and graduated response (appendix B) for detail and further explanation of behaviour procedures

## **2. Introduction**

Summerhill Academy promotes the highest standards of behaviour and conduct, in an atmosphere where all members of the school are valued as individuals. The school believes in the development of status, belonging and esteem. Our Core Values, learning gems, relationship-based approach and the use of Jigsaw PSHE curriculum support the development of this.

## **3. Aims of the Policy**

- To produce an environment in which children and adults feel safe, secure and respected
- To develop a moral framework within which initiative, responsibility and sound relationships can flourish
- To create an ethos where everybody strives to achieve and understands how their behaviours actively promote their achievement
- To enable children to develop a sense of self-worth and a respect for others

## **4. Meta-cognition at Summerhill Academy**

We believe that the best way for children to take responsibility for their own and others' behaviour is to understand what successful learners do. This understanding creates a self-responsibility in which children are challenged to be high quality learners; this in turn leads to excellent behaviour.

To promote this, we use a meta-cognitive approach based on 'Think Like a Learner.' This approach names the different learning behaviours that children need to be successful, as Gem Powers. These are outlined in the description below:

### **Diamond.....being responsible**

- tries to solve his/her own problem rather than relying on an adult whilst recognising which problems are better solved with an adults help
- uses their learning 'toolkit' (different strategies they have been taught) to identify what they need to do when they are stuck
- uses their talk partners/teachers to ask good questions to help move their learning on

### **Sapphire - keeping focus**

- listening to others
- keeping focused despite distractions
- ignoring monster distractions

### **Emerald - being courageous and sticking with it, even when it gets tough**

- brave enough to 'have a go' with their learning even though they know they might make a mistake
- comfortable to make mistakes as they know these help them to learn
- learn from their mistakes and 'bounce back', they stick with it
- remains calm even though they have been upset or angry

### **Ruby - supporting others**

- gives support to others by listening to them and smiling at them
- praises others when they do well
- helps others when they have a problem

### **Amethyst- cooperation and collaboration, learning with a partner or in a group**

- shares ideas with their partner talking and
- listening skills
- takes in turns to listen and then share what they thought
- adds new ideas to their old ones

During a weekly period, each class earns gems towards Gem Time, which is at an appropriate time chosen by the class teacher. Activities during gem time promote social and creative skills.

As a school we recognise that children sometimes make mistakes and actively promote learning from them (Emerald Power.) When a child's behaviour is not meeting expectations, they are supported by their class teacher to understand this and the effect it is having on both their learning and that of their peers. Following teacher input, should the child still not be ready to engage with the learning, the teacher may use the class radio to ask for further support from a teaching assistant.

There are occasions when the member of SLT on duty will be called via their walkie talkie to attend a major behaviour incident to support. Examples of isolated, inappropriate incidents where this may happen include unsafe behaviour, swearing or a pupil throwing an item. Staff will use their professional judgement and SLT support for such incidents. (See Behaviour Blueprint/Graduated response in appendices for more detail on the process).

## **6. Rewards for use of positive learning behaviours**

Each Class earns gems for using during Gem Time.

Staff reward individuals who show positive behaviour for learning with individual **Gem Cards**. These can be taken home to share with parents/carers. Children who have collected all of the 5 Gem cards receive a **Super Gem Award** in celebration assembly.

All staff recognise those children whose contribution to the Summerhill Community is consistently above and beyond minimum expectations by using Summerhill Citizen's time, where nominated children gather with a member of the Senior Leadership Team to discuss their contributions to the community while enjoying a well-deserved treat. The children selected for these events are recognised in celebration assembly so that the community can celebrate their achievements.

Each week a child from each class is awarded a certificate for demonstrating Gem Power throughout the week. This will happen during a celebration assembly and is called **The Gem Learner** certificate.

All adults in school may supplement these awards with certificates and stickers in class or at break times.

During lesson time, children might be asked to show work to SLT, which shows that they have been using the Gem Powers.

## **7. Use of learning powers during unstructured time (break and lunch)**

We expect all pupils to display their learning powers during unstructured times of the day. Lunchtime staff also issue Gems to work towards the class collective pot. These are celebrated in class at the beginning of the afternoon.

### **Our expectations during unstructured times are:**

Children follow our Summerhill Community values of being kind, safe and respectful at all times.

If children are being disrespectful or unsafe, they are supported through use of the playground talk tactics on display throughout the outdoor spaces on site. If children still need further support to return to being kind, safe and respectful, a member of the Senior Leadership Team will be called to provide further appropriate support, in line with the graduated response outlined in Appendix B.

## **8. Serious incidents**

These will be dealt with on an individual basis, for example:

- Violence towards school staff or children (verbal or physical)
- Repeated breaches of the Academy Behaviour Policy
- Extreme, unsafe behaviour
- Promoting extremism – Due to the sensitivity, each incident will be dealt with individually.
- Racist / homophobic / disablist / sexist comments or remarks

## **Suspensions**

Where absolutely necessary, the principal can use a fixed-term suspension for a child in response to a serious breach or persistent breaches of the school's behaviour policy. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, a permanent exclusion can be applied. (See Exclusions and Suspension Policy for detail.)

### **Actions for Racist / homophobic / disablist / sexist comments or remarks:**

#### **Stage 1**

Pupil is reprimanded, a member of SLT is informed and a record of the incident is logged. Parents are informed through the reflection sheet described above. Further education specific to the incident may be given through discussion.

#### **Stage 2**

For a repeated offence, parents are invited to a meeting to discuss how to address these behaviours. Actions may include discussing the matter with the Principal or a school councillor in line with the school's equal opportunities policy. This may be followed by external agencies becoming involved e.g. Support Against Racial Incidents (SARI) and Educational Action Challenging Homophobia (EACH) community groups.

## **9. Children with behaviour support plans or pastoral support plans.**

Occasionally, there may be children who have individual plans to support behaviour. These children may have needs that are not covered by this policy and in these cases the children's individual plans take precedent over this policy.

## **10. Child on Child harm**

The school has a separate policy for dealing with incidents of Child-on-Child harm.

## Positive Behaviour Policy - Appendix A

At Summerhill Academy, we recognise that all children have the right to be given an excellent education. We meet the needs of all children so that they can achieve to their highest potential. The key message is that all children be kind, safe, respectful and learning at all times.

All children should be enabled to engage with quality first teaching from their teaching team for the majority of each day. It is also recognised that to meet this goal, some children will need pre-planned additional and different provision tailored to their specific learning requirements (including, but not limited to, Thrive sessions, academic interventions, 1:1 reading, behaviour plans, planned check-ins etc).

On the rare occasion where children need extra unplanned support during the day, we will employ a graduated response system as appropriate to the situation.

In the first instance, a trained member of the LSA/adult support team will intervene to re-engage the child with the learning. There are a range of options available, including in-class support with the learning, a short 'brain-break', or a conversation to unpick the specific reasons why the child is struggling to engage. At all times, the aim will be to re-engage the child with the quality-first provision being provided within the classroom. Teachers should call on the radio for 'Support in \_\_\_\_ class please'. The support adult should enter a brief note on CPOMS to say that support has been given, at the earliest opportunity.

Should the LSA/support adult be unable to re-engage the child effectively, they may call SLT for additional support. Teams should call for 'SLT support to \_\_\_\_ class please'. This action should be added to the CPOMS log from earlier in the process. SLT will call the child's family to let them know that their involvement has been needed. A team meeting will be held at an appropriate time between the teacher, support adult and SLT to review the situation and put any extra measures in place to prevent incidents in the future.

If this is still ineffective, SLT will ask the SENDCo to become involved. At this stage, should the child still be unable to re-engage with the learning in class, it may be appropriate to call home for family support.

Should the above responses fail to bring about a change in the child's level of engagement, the Principal will become involved in the discussion of further options available (in accordance with the Positive Behaviour Policy Graduated Response Pathway).

At all points, the child's best interests are to be at the centre of all considerations – the ultimate aim being to enable the child to learn through the quality-first teaching in the classroom.



All children at Summerhill Academy should be **ready to learn** at all times.



If children are not **ready to learn**, the teacher will intervene early to support them and meet their needs.



If children need extra support to re-engage with the learning, the teacher will call for '**Support in \_\_\_\_ class please**'. (Quick CPOMS log)



If, after support has been given, the child is still not **ready to learn**, the teaching team will call for '**SLT support in \_\_\_\_ class please**'.

This support will still target getting children **back to learning**.

SLT will communicate with families that support has been needed, log as action on CPOMS and arrange a team review meeting to plan next steps.



If specific support is needed from the SENDCo/DSL, SLT will call.

If support is needed from the Principal, SLT will call.



**Kind | Safe | Respectful | Learning**

## APPENDIX B: Academy Graduated Response Pathway

Summerhill Academy Graduated Response Pathway				
<p>All members of the Summerhill Community are expected to be kind, safe, respectful and engaged in their learning at all times. The Summerhill Community is a great thing to be a part of, and Summerhill Citizens need to support this for themselves and others.</p> <p>We understand that children can sometimes find a situation particularly challenging and may become upset, angry, or have a disagreement with a peer or adult. We proactively put measures in place to reduce occurrences of this for all children, but on the rare occasion that it still happens, we have our graduated plan in place to support.</p> <p>This document outlines the steps that may be taken, while understanding that all children are unique and that responses need to be flexible to suit individual needs and circumstances.</p>				
	Kind	Safe	Respectful	Learning
Some examples of the types of behaviours that don't meet the expectations include...	Using unkind words to others Making someone else feel angry or upset Supporting others who are making someone else feel angry or upset	Harming other people Harming the school's physical environment or resources Putting oneself in danger Putting someone else in danger	Not following adult instructions Using discriminatory language Use of swear words or other inappropriate language	Not engaging in learning as instructed Disrupting others' learning through own actions
Graduated response pathway when not following school values of kind, safe, respectful, learning...	Support in class from class teacher, followed by actions outlined in Appendix A of school Positive Behaviour Policy.			
	Internal suspension at Summerhill Academy with SLT/Pastoral Team, with the aim of reflecting on choices, restoration where required, and quick re-integration into learning.			
	Bespoke Behaviour Support Plan created with teaching team, SLT, child and family input. Can include, but not limited to, creation of 'Crisis Curve', support at key times of the day (e.g. breaktime and lunchtime), mentoring sessions, regular check-ins with SLT/family members, timetable adjustments in conjunction with academy Attendance Policy.			
	Fixed-term suspension in accordance with the academy Exclusions and Suspensions Policy			
	Permanent exclusion in accordance with the academy Exclusions and Suspensions Policy			
	For incidents deemed as serious by the principal, such as those involving serious harm to others or the school environment, some of the above stages may need to be put in place immediately, such as a fixed-term suspension.			