



Kind | Safe | Respectful | Learning

## Summerhill Academy Behaviour Policy 2025/26

At Summerhill Academy, our Core Values of **Kind, Safe, Respectful and Learning**, underpin our approach to developing a culture of positive behaviour in school

### Introduction

We are committed to promoting the highest standards of behaviour and conduct, through a nurturing and inclusive environment where every member of our community is valued as individuals. We actively promote a culture of respect, belonging and personal development. We believe that strong, positive relationships are the foundation of a successful learning environment. Through our Core Values, metacognition gems, relationship-based approach and Jigsaw PSHE curriculum, we nurture the social, emotional and academic development of every child. When appropriate, we place particular emphasis on restorative practice and reintegration, ensuring that all children are supported to repair relationships and re-engage with their learning. This is in the best interests of all children and of the Summerhill community.

### Aims of the policy

- To support a safe, inclusive environment where children and adults feel secure and respected.
- To develop a moral framework that promotes responsibility, empathy and the development of trusting relationships.
- To create an ethos where everybody strives to achieve and understands how their behaviours actively promote their achievements.
- To enable children to develop a sense of self-worth and respect for others.
- To prioritise relationship building and provide structured reintegration support following incidents, ensuring every child has the opportunity to regulate, repair and reconnect with their learning

### Metacognition at Summerhill Academy

At Summerhill Academy, we believe the most effective way for children to take responsibility for their own behaviour, and to positively influence the behaviour of others, is by understanding what successful learners do. This responsibility allows children to recognise behaviours, develop a sense of self-responsibility and challenge and motivate them to become high-quality learners. This, in turn, supports consistently excellent behaviour across the school.

To promote this, we use a meta-cognitive approach based on '*Think like a Learner*'. This approach teaches the key learning behaviours that children need to be successful. These behaviours are represented through our **Gem Powers**, which provide a shared language for learning and behaviour across the school. Each gem power highlights a specific attribute or mindset that contributes to both academic success and positive social interactions.

### Diamond – Being Responsible



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**Diamond learners** show responsibility by taking ownership of their learning and actions. They are proactive, resourceful, and reflective, knowing when to persevere independently and when to seek support. A child demonstrating Diamond Power:

- Solves problems independently, but understands when it is appropriate to ask for help
- Uses learning behaviours they have been taught to identify how to overcome challenges
- Asks thoughtful questions to deepen understanding and move learning forward

### **Sapphire – Keeping Focus**

**Sapphire learners** demonstrate strong concentration and self-control. They are able to stay on task, even when distractions arise, and listen carefully to others to support their learning. A child showing Sapphire Power:

- Listens attentively to peers and adults, showing respect and engagement
- Maintains focus on their learning, even when there are distractions around them

### **Emerald – Courage and Resilience**

**Emerald learners** show courage by embracing challenges and resilience by persevering through difficulties. They understand that mistakes are part of learning and use them as opportunities to grow. A child demonstrating Emerald Power:

- Is brave enough to 'have a go' – even when they are unsure of facing something new
- Accepts mistakes as part of learning, knowing they help them improve
- Learns from setbacks and bounces back, showing determination and persistence
- Stays calm and composed, even when upset or frustrated, using strategies to manage emotions

### **Ruby – Supporting Others**

**Ruby learners** show kindness and empathy by caring for those around them. They understand the value of positive relationships and actively contribute to a supportive learning environment. A child demonstrating Ruby Power:

- Listens to others and offers encouragement
- Celebrates others success, offering praise and recognition when someone does well
- Helps peers solve problems, showing compassion and willingness to support others in need
- Actively contributes to a supportive school community, making sure everyone feels included, valued and respected

### **Amethyst Power – Cooperation and Collaboration**



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**Amethyst learners** thrive when working with others. They understand that learning is often most powerful when it's shared, and they use strong communication skills to build ideas together. A child demonstrating Amethyst Power:

- Shares ideas confidently and respectfully with a partner or group
- Uses active listening, taking turns to listen carefully and respond thoughtfully
- Builds on other's ideas, combining them with their own to create new ideas
- Works cooperatively, showing patience, flexibility and willingness to learn from others

### **Opal Power – Oracy and Communication**

**Opal learners** use their voices with confidence, clarity, and purpose. They understand that speaking and listening are powerful tools for learning and connection. Drawing on the principles of **Voice 21**, Opal Power helps children develop the oracy skills they need to express themselves effectively, collaborate with others, and deepen their thinking. A child demonstrating Opal Power:

- Speaks clearly and confidently, using appropriate tone, volume and pace for different audiences and purposes
- Listens actively and respectfully, responding thoughtfully to other's ideas
- Uses talk to explore, clarify and extend their thinking, both independently and in group discussions
- Builds on other's contributions, using sentence stems and structured talk to develop shared understanding
- Reflects on own speaking and listening, identifying strengths and areas for development

### **Rewards**

Each week, classes work together to earn gems towards gem time – a dedicated session chosen by the class teacher at an appropriate time. Activities during gem time promote social interaction, creativity and a sense of community, reinforcing the values represented by gem powers.

Every day, teachers actively recognise children who demonstrate the qualities of our gem powers through Gem Cards. One child is nominated for each gem, celebrating those who have displayed positive learning behaviours throughout the day.

Children who collect all five Gem Cards are awarded a Super Gem Certificate during our end of term celebration assembly.

### **Celebration Assembly**

Every week, the whole school comes together for a Celebration Assembly to recognise and reward positive behaviours and achievements. During the assembly, children are awarded certificates in three key areas:

- Reading Certificate – for showing enthusiasm, progress or a love for reading.
- Summerhill Citizen – for demonstrating our Core Values within the school community.



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- Gem Certificate – for consistently demonstrating one of the learning behaviours linked to our Gem Powers.

Our celebration assemblies celebrate academic success, but also the values and behaviours that help children grow as independent learners and positive members of the community.

### Behaviour Support

At Summerhill Academy, we recognise that children sometimes need support to make positive choices, and school is a safe and nurturing environment within which children are able to learn these valuable life skills with the support of experienced professionals. We actively promote learning from these experiences, particularly through the development of Emerald Power. When a child's behaviour does not align with our Core Values of kind, safe, respectful learning, class teachers provide support to help the child understand the impact of their actions on their own learning and others.

If a child requires a more in-depth level of support, teachers may use the class radio to call for further support from the year group Teaching Assistant. TAs provide immediate, familiar support to help the child regulate and re-engage with their learning. If further support is needed, or if the behaviours become more concerning (unsafe actions or inappropriate language), the team will call for support from the Senior Leadership Team. A member of SLT will then attend and support. This graduated response ensures that support is timely, appropriate and consistent, helping us to maintain a calm, purposeful learning environment.

If a child becomes dysregulated, we will support them to **regulate** and feel calm and safe, before any discussion takes place. Once calm, we **relate** by connecting with the child through empathy and understanding, rebuilding trust and emotional safety. Following this, if appropriate, we can **reason**, helping the child reflect on their behaviour, understand its impact and consider positive choices for the future. Finally, when the child is ready, we support them to **restore**, where they are given the opportunity to repair relationships, re-engage with learning and re-integrate into the classroom with the appropriate support.

When not in class, expectations for children's behaviour and conduct still rest on our Core Values of being kind, safe and respectful, supported by trained and experienced adults. When support is needed, children and adults can access the Playground Talk Tactics which provide a framework for appropriate resolution of any situations that may occur. If necessary, additional resource can be called upon through the use of the radios.

There will be occasions when children's individual needs require a bespoke approach. There are a number of reasons why this may be the case, including but not limited to requirements outlined in an Education Health Care Plan (EHCP), a special educational need or due to other individual circumstances. For these children, a bespoke individual behaviour plan may be formulated with the input of professionals, the child and their family, to ensure that children can be appropriately supported as kind, safe, respectful learners in the Summerhill community.



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Any cases deemed by the Senior Leadership Team to be serious in nature will also be dealt with on an individual basis, for example:

- Child-on-child harm
- Violence towards school staff (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

Where absolutely necessary, the principal may authorise the 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.)