



## **SUMMERHILL ACADEMY**

### **Positive Behaviour Policy**

**Date Implemented: January 2019**  
**Updated: September 2020**  
**January 2021**

## 1. General Philosophy

Summerhill Academy is a school where we:

Care and Include  
Support and Trust  
Inspire to Aspire

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 an atmosphere where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and self-discipline. Learning gems, Thrive Approach and the use of Jigsaw PSHE curriculum support the development of this.

### All members of the academy community are expected to...

Be safe  
Be responsible  
Be respectful  
Be ready to learn

## 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 and tolerance 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 make mistakes and actively promote learning from them (Emerald Power.) When a child behaviour is not meeting expectations they are informed that it is "**time to make a choice**". A discussion will then take place that describes the unwanted behaviour being observed and the choices they will have to make in order to be ready to learn again.

E.g. "You are talking. I need you use your sapphire power and focus" or "I wonder if you might feel frustrated that you have made a mistake. I will help you to bounce back and have another go."

Following time to make a choice, if a child is unable to make the appropriate choices they will be asked to take '**time to reflect**' within their classroom space or directly outside of the classroom on a dedicated table (COVID-19 adjustment). During this time, they will have a reflection sheet to enable them to consider which choice they will make in the future. Once complete, a discussion will take place regarding the reflection sheet and the teacher will decide whether the child is 'ready to learn,' again. If they are not ready the learning mentor will be called via the walkie talkie and will they will work alongside the child in class, using Thrive based language and restorative approaches to restore and re-engage the child in their learning.

There are occasions when the member of SLT on duty will be called via their walkie talkie to attend a major behaviour incident. 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 for the process).

## 6. Rewards for use of positive learning behaviours

Each Class earns gems for using during Gem Time, at a time during the week, chosen by the class teacher.

Staff can 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.

SLT recognise those children whose behaviour is consistently above and beyond minimum expectations by using "**Hot Chocolate awards**". The children selected for these events have their names read out in celebration assembly and a Hot Chocolate event is held once a term for all children who have received this award (COVID-19 adjustment)

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 Celebration** certificate.

Class teachers may supplement these awards with certificates and stickers in class.

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 cards. These are celebrated in class at the beginning of the afternoon. There is a lunchtime super gem award certificate and celebration for those children who have collected 5 gem cards which happens once per term.

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

Be safe

Be responsible

Be respectful

Be ready to learn (through your play)

If children are being disrespectful or unsafe, they are removed (via the SLT member on duty/learning mentor being called on the walkie talkie) from the playground and taken to a designated calm place where they can 'make choices' to change and or resolve a situation. Upon further investigation which may involve mediation, children may be asked to 'reflect' on a subsequent lunch time or may receive an internal lunchtime exclusion.

Some examples of unacceptable behaviour that will lead to internal lunchtime exclusions:

- Foul language and swearing
- Gesturing
- Violence, including fighting
- Racist / homophobic / disablist / sexist comments (also see below for reporting).
- Damaging property
- Peer on peer abuse
- Behaviour that puts others safety at risk

Internal lunchtime exclusion last for the whole of lunchtime. Children will be asked to 'reflect' on their choices with a member of SLT from, during the exclusion member of staff escort children will to get their lunch. For the remainder of the exclusion a child might be encouraged to engage in restorative actions. For example making a letter or card of apology. Other restorative justice techniques might be used e.g. two children who disagreed over a game may be encouraged to play a game together establishing and sticking to rules.

If a child were to receive three internal lunchtime exclusions in a term, a meeting with parents/carers will be arranged to discuss a personal support plan or play plan which will be regularly reviewed.

## **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

## **Principal Report**

Children who have engaged in a serious incident will be placed on Principal report for a period of at least one week. Children on Principal report have their behaviour monitored at the end of every session and report to the Principal Team at lunchtime and the end of each day. The decision to keep a child on Principal Report or remove them from Principal Report is reviewed by the Principal at the end of each week. Principal reports are shared with parents/carers weekly. If a child on Principal Report behaves in an unacceptable way whilst on report their parent/carer is called immediately and asked to come into school for a meeting on the same day.

## **Exclusions**

The principal can fixed term exclude individuals 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 exclusion 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.

### **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. Bullying**

The school has a separate policy for dealing with incidents of bullying.

## **11. Monitoring of behaviour**

Class teachers will alert their phase lead if a child had reflected more than twice in a week. Phase leaders will work with the class teachers to review the behaviour seen and implement appropriate support.

Phase leads will monitor the progress of the children discussed and if incidents of reflection continue the phase lead and SENCo will support the class teacher in creating an individual behaviour or pastoral plan.

These plans will be shared the with child's parent/carer. These plans will be reviewed by the class teacher/SENCo and the parent/carer and child weekly. They will consist of clear targets for improved behaviour and actions to be taken by the school. The targets and actions can be altered to meet the needs of the child at each review. If significant improvements in behaviour are not seen after 6 weeks on the plan then the class teacher will refer the child to the senior leadership team for additional support.

**2020 Behaviour Blueprint for Summerhill Academy.**

**Expectations -all members of the Summerhill community will:**

Be safe

Be responsible

Be respectful

Be ready to learn

**Consistencies - all staff support the consistencies by modelling, celebrating and reminding.**

**Fantastic walking** - we all walk around, to and from the building with our hands by our sides and no or low voices.

**Meet and Greet-** we greet each other politely, saying “Good Morning” or “Good Afternoon”.

**What we would see in the classroom**

Teachers and support staff actively using the language of gems in their classrooms. For praise and support.

Every class should have pots of gems. All members of the class should know the tangible outcome that they are working towards (this may be gem time or something else agreed by the class).

All classrooms should have a gem display.

This is the first tier of positive behaviour management- to be successful it needs to mean something to the children and should be used consistently. Our children are competitive- use this! Deliver the language of gems with empathy, care deeply and challenge your children directly.

*Remember*, ALL behaviour is a form of communication and comes from a place of fear, anger, loss or joy.

*Be curious-* use the statement “I’m wondering if you are ok...”

# APPENDIX B: Academy Graduated Response Pathway



Summerhill Academy Graduated Pathway Response to behaviours which do not meet expectations – child version  
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Firstly, the adults will discuss the emotions you are showing, then talk about the thing/s that may have led to that emotion e.g. I am wondering if.... Finally the adult will help you understand how this problem is survivable and can be solved (this may not all happen at the same time). Adults will offer two acceptable choices to keep you safe e.g. your choices are to go to your safe space in your classroom or move to your partner class to calm. You will then be given a period of 'take up time' e.g. you have two minutes to make your choice. The only exception to this is if you are placing yourself or others at risk of immediate harm. In which case we may have to put our hands on you to keep everyone safe.

	Be safe	Be respectful	Be responsible	Be ready to learn	
Example behaviours that don't meet this expectation	<ul style="list-style-type: none"> <li>• Throwing equipment</li> <li>• Hurting other people</li> <li>• Leaving the class without the adult knowing</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Arguing</li> <li>• Not following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Not engaging in fantastic walking</li> <li>• Damaging property</li> </ul>	<ul style="list-style-type: none"> <li>• Disrupting learning through unhelpful talk/noises</li> <li>• Not engaging in learning</li> </ul>	
Consequence graduated pathway	Reflection in partner class or at lunchtime is happened in unstructured time 				
	Internal exclusion with SLT from SA	Partner class for the rest of the learning session/following learning session (time dependent)			
	Internal exclusion at another CLF academy	Reflection with SLT member on behaviour duty – including a telephone call home 			
	Fixed Term exclusion		Internal exclusion with SLT from SA – including a meeting with parents/carers		
	Permanent exclusion	Internal exclusion at another CLF academy			
		Fixed Term exclusion			

## What do I do when...?

### 1. **A child ignores an instruction.**

Remind them that they are not valuing their learning, referring to gems. Repeat the instruction calmly. Then thank them for following your instructions and walk away.

If they still aren't following instructions, they need to be sent to reflect.

"I would really like you to stay in this classroom and at the moment you are not \_\_\_\_\_, therefore you need to reflect on the choices you have made."

### 2. **A child refuses to leave the classroom when asked.**

A **walkie talkie message** is- sent to the adult on behaviour duty

### 3. **A child is being unsafe- verbally or physically.**

A **walkie talkie message** is- sent to the adult on behaviour duty.

If a walkie talkie message has been issued. The child will remain out of class for the remainder of the session or the adult called to support them will remain with them in class, working alongside them to settle them into their learning as appropriate.

### **A child refuses to do their work.**

Ask the child to complete a reflection. Any work not completed should be sent home as homework.

### 6. **A child leaves the classroom without permission**

Send an additional adult (if available) to find the child or send a walkie talkie message to the adult on behaviour duty. The child may then be returned to class to continue their learning or asked to reflect.

### What Happens after reflection?

After a child has reflected the teacher will review their reflection sheet and if the teacher feels the reflection is sufficient the child will return to their learning.

After a child has reflected with the member of staff on duty, the adult on behaviour duty will judge whether they are ready to learn and can therefore return to class. **They will remain out of class, until they are calm and have reflected.**

If a child returns to class, but is not making good choices, they will need to return to working with the member of staff on behaviour duty for the rest of the session (all am or all pm depending on the time of day.) This will result in the parents being contacted.

In this instance the child's work needs to be delivered to the member of staff on behaviour duty- Please note that the adult on duty in the reflection room will not be able to come and get work, it must be sent- it is OK to send another child with this work.

Any work not completed will be discussed with parents and carers to find a way to work together to ensure completion.