



SUMMERHILL ACADEMY

Positive Behaviour Policy

Date Implemented: January 2019

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 for an explanation of behaviour procedures (appendix A).

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 on time
Wear correct uniform
Value their own learning
Value others' learning
Make a positive contribution

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 termly period, each class earns gems towards Gem Time, which takes place 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.

Eg. "You are talking. I need you to use your Sapphire Power and focus." or "I wonder if you might have felt 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**" in a partner class. During this time, they will have a reflection sheet to enable them to consider which choice they will make in the future. Before returning to their class, 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 child will go to the “**Reflection Room**” where a further discussion can then take place with the adult on duty.

There are occasions when a child may be asked to go directly to the **Reflection Room**. Examples of isolated, inappropriate incidents where this may happen include: unsafe behaviour, swearing, throwing an item. Staff will use their professional judgement and SLT support for such incidents. (See **Behaviour Blueprint** for the process).

6. Rewards for use of positive learning behaviours

Each Class earns gems for using during **Gem Time**.

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** during Celebration Assembly.

SLT recognise those children whose behaviour is consistently “above and beyond” expectations by using “**Top Table Wednesday**” and “**Hot Chocolate Friday**”. The children selected for these events have their names read out in celebration assembly.

Each week a child from each class is awarded a certificate for demonstrating Gem Power throughout the week. This is awarded during Celebration Assembly and is called **The Purple Leaner** certificate.

Class teachers and Learning Support Assistants 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. Lunchtime staff select children who have gone above and beyond for “Top Table Wednesday”.

Our expectations during unstructured times are:

Making a positive contribution,

Valuing your own play-based learning

Valuing others’ play-based learning

Make a positive contribution through behaving in a respectful and safe way.

If children are being disrespectful or unsafe, they are removed 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
- Forming ‘gangs’
- Behaviour that puts others’ safety at risk

Internal lunchtime exclusions last for the whole of lunchtime. Children will be asked to “reflect”

on their choices with a member of SLT from 12:30. This reflection form will then be posted home. At 13:00 a member of staff will escort children 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 an Academy 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.

Please see below for the Summerhill Academy Behaviour Blueprint, which gives examples of this policy in practise.

2019 Behaviour Blueprint for Summerhill Academy.

Expectations-all members of the Summerhill community will:

1. Wear correct uniform
2. Be on time
3. Value their learning
4. Value other people's learning
5. Make a positive contribution

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. Teachers/support staff will greet children at the classroom door at the beginning of each registration period.

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 might be feeling..."

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 make your way to partner class (this is the classroom opposite) to reflect on the choices you have made. "

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

A **red triangle** is- sent to the adult on duty in the Reflection Room.

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

A **red triangle** is- sent to the adult on duty in the Reflection Room.

If a Red Triangle has been issued. The child will remain out of class for the remainder of the session. When a child is in reflection, they will not be joining their class for playtime or lunchtime.

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

Ask the child to make their way to reflect in a partner class. Any work not completed should be sent home as homework. If they continue to refuse to do their work after reflecting then they should be sent to the Reflection Room.

5. **An additional adult is required for support within the classroom**

Send an **orange triangle** to the Reflection Room or any other free member of staff. The staff member will stay in the room and support with behaviour in situ.

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

Send a **green triangle** to the Reflection Room or another free member of staff; they will report to the classroom and then find the child and discuss their behaviour. 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 in a partner class, the teacher in that class will review their reflection sheet and if the teacher feels the reflection is sufficient the child will return to their own classroom.

After a child has reflected in the Reflection Room with the member of staff on duty, the adult on 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 the Reflection Room for the remainder 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 Reflection Room- 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 sent home.