

SUMMERHILL ACADEMY

Positive Behaviour Policy



HISTORY OF POLICY CHANGES

Summer 07	Policy first introduced	Behaviour Chart
May 13	New rewards /sanctions	
	Referral to external agency	
	Homophobic / disablist / sexist comments	
September 14	Sanction clarity Thrive language	
June 16	Gemstone learning powers	

Agreed at:

Signed: _____

Date: _____

Review Date: June 2017

1. General Philosophy

In line with the Cabot Learning Federation aims, vision and values, Summerhill Academy strives to place the following at the HEART of all we do:

Establish	High expectations for all that we seek to achieve
Create	Equity of opportunity, removing disadvantage
Champion the success and life chances of	All children
Furnish pupils and staff with the	Resilience to succeed as lifelong learners
Promote	Tolerance and respect for ourselves, our communities and our environment

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.

Children are expected to be polite and to show respect for other people and property. They are expected to behave in ways which keep themselves and others safe at all times. In class, children should join in the lesson to the best of their ability by listening carefully, answering and asking questions and by taking part fully in activities.

At Summerhill Academy great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. Positive and constructive comments are often written at the end of children's work to recognise effort, improvement and achievement.

3. Aims of the Policy

- 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

- To produce an environment in which children feel safe, secure and respected

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

- 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.

Staff reward pupils who show positive behaviour for learning with individual stickers and/or cards. These can be taken home to share with parents/carers.

As a school we recognise that children make mistakes and actively promote learning from them (Emerald Power.) In order to do this we use a visual chart which is displayed in each class. It is divided into three zones:



At the start of the day, all children will have a name label on 'I am ready to learn.'

Children's names can be moved along the chart using the common language of it. When a child is informed that it is 'time for them to make a choice,' their name will be moved to that zone. 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 use your sapphire power and focus" or "I can see you are frustrated that you have made a mistake. Can I help you to bounce back and have another go?"

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 might make next time. When 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 still not considered 'ready for learning' the child may be asked to return to the partner class with work. If necessary a further discussion can then take place during an unstructured time with a member of SLT. At the teacher's discretion, children who have not used their Gem

Power purposefully and who have been asked to 'reflect' may miss some or all of their Gem Time, (see below point 6.)

There are occasions when a child may be moved directly to "Time to Reflect". Examples of isolated, inappropriate incidents include: unsafe behaviour, swearing, throwing an item. Teachers need to use their professional judgement and SLT support for such incidents.

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 Stickers and Gem Cards. These can be taken home to share with parents/carers.

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 will be displayed on the classroom door and in a public area. There will also be opportunities during these celebration assemblies for children to share and show work they are proud of.

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 key priorities, during unstructured times, are respect and safety. 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' in detention on a subsequent lunch time.

Some examples of unacceptable behaviour that may lead to detention:

- 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

Detentions last for the whole of lunchtime. Children will be asked to 'reflect' on their choices with a member of SLT from 12-12.30. This reflection form will then be posted home. At 12.30 a member of staff will take over and children will be escorted to get their lunch. For the remainder of the detention 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 detentions 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
- Promoting extremism – Due to the sensitivity, each incident will be dealt with individually.
- Racist / homophobic / disablist / sexist comments or remarks

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.