Summercourt Academy

Behaviour and positive relationships policy

Review date: January 2023

1. Aims and Expectations

This policy's aim is to foster an environment where every member of the academy community feels valued and respected, happy, safe and secure.

The academy aims to:

- provide consistency in our approach to understanding and managing behaviour
- ensure high standards of behaviour are in place, allowing all learners to make good progress
- foster a partnership between all members of the academy community to promote high expectations of behaviour

'Managing behaviour should be a teaching opportunity'

At Summercourt Academy, all behaviour is understood as communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to work to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

This policy is based on a Trauma Informed Schools UK (TIS) approach and is intended to promote good relationships, enabling people to work together with the common purpose of helping everyone learn. This policy supports the school community in allowing everyone to work together in an effective and considerate way to support the social and emotional needs of our children and thus nurture positive behaviour.

At Summercourt, we expect every member of the school community to behave in a considerate manner towards others. To support this and to provide clarity for all, Summercourt Academy has three simple expectations:

Be ready
Be respectful
Be safe

Our expectations underline our understanding that positive, trusting relationships enable learning. Pupils spend time exploring, in an age appropriate way, what the expectations mean through a variety of ways e.g. stories, discussions, drama, photographs, dance, art, Jigsaw PSHE, TIS activities, forest school, educational trips etc. In this way, every child in the school knows the standard of behaviour that we expect from our pupils.

We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

Summercourt Academy welcomes the interest and close involvement of parents/carers and by choosing to send their child to our academy, we expect that parents/carers will support the academy's behaviour policy. If a child's behaviour gives particular cause for concern, parents/carers will be involved as soon as possible. Parents/carers will be invited to work with the Academy in order to support the child to develop appropriate behaviour.

2. Values/Concepts

The expectations are underpinned by a range of values and concepts which are discussed, explained and taught through direct teaching, assembly content and through behaviour modelled by adults.

An example of the values and concepts we teach can be found on our termly curriculum maps.

3. What we do

A series of strategies will be used to identify, assess and meet the needs of children, following a plan, do, review cycle. For pupils with special educational needs and/or disabilities, the behaviour expectations and associated sanctions will reflect their specific needs based on their identified areas of need.

Where there is a need due to social circumstances, such as family difficulties, bereavement, housing etc, the Wellbeing Support Advisor will be able to offer support to families and signpost to further help.

Where there is a need due to an unidentified learning difficulty, the SENCO will follow the procedures of identification of a SEN as outlined in the Special Educational Needs Policy.

Where there is a need due to an emotional difficulty or trauma in a child's life, we may refer to additional intervention such as Trauma Informed Schools practitioner advice, appropriate outreach or groups focusing on social skills and emotional literacy.

We will:

- Explicitly teach our expectations and the limits of acceptable behaviour as a whole school approach
- Provide high quality learning in PSHE using a developmentally progressive scheme of work (Jigsaw)
- Support children's development in understanding their own role in learning
- Provide clear and consistent routines for children to feel safe and to remove uncertainty (see below)

- Positively promote good behaviour by noticing these moments and giving explicit feedback and praise, reinforced with reward (see section 5)
- Support children who test accepted boundaries through developmentally appropriate responses or sanctions (see section 6). These will be delivered 1:1 to ensure that there is no 'public shaming' of a child
- Celebrate success throughout the school community
- Respect the experience and feelings of all children, including those for whom learning and development is more challenging due to specific individual needs
- Work positively alongside parents/carers in an open and respectful manner when additional support is required and communicate positive outcomes for their child/ren

We recognise the importance of positive comments, respectful interactions and role modelling for the children.

The school expects all adults - staff, parents/carers, and visitors - to employ this in our relationships with each other, as well as with our pupils.

4. Routines

A consistent and orderly school day provides a supportive environment in which all children can learn to manage their feelings, emotions and behaviour. It will foster opportunities for children to learn and remove many barriers to learning.

We believe all members of staff at Summercourt Academy have a duty of care and should strive to provide and maintain;

- A tidy, supportive, stimulating and celebratory environment
- An organised learning area which meets children's basic needs and enables independence in self-support, e.g. a readily available range of resources
- Consistent, timetabled routines for the day which reduce lost learning time and are clearly understood by the children. Punctual break times and lunches which are well managed by adults who are on duty. When changes to class routines are needed, the children will be given notice of this in advance, whenever possible.
- Transitions (movement) around the building are conducted in an orderly and calm manner.
- Pod assemblies are provided as a time for reflection, learning, celebration and exploration. Adults to model expected behaviour and manage that of the children in a calm and consistent manner.

A copy of your child's class timetable will be available from the class teacher, on request.

5. Rewards

Positive behaviour is recognised and praised, as it is important to develop an ethos of positivity, kindness and cooperation as an academy wide ethos. We use a range of ways in which we praise children at Summercourt Academy.

Verbal praise

All adults will verbally praise children who are observed following the academy's three expectations (be ready, be respectful, be safe). As these expectations set the tone for life in the academy and beyond, a verbal recognition will be used to positively reinforce them at every opportunity. At this point a Summercourt Academy Token may be awarded (see below).

Recognition boards

Each class/pod will have a recognition board. Any child showing application of a value/concept will have their name added to the display. This will provide another opportunity for positive recognition and reinforcement of the school values and expected behaviours in a celebratory manner, shared with class peers.

Summercourt Academy Tokens

All children will be recognised for their own positive contributions however, for those children who, at the discretion of the adult, go over and above the expectations, a Summercourt Academy Token will be awarded to the child. The token will then be added to a class/pod container, marking the child's contribution to creating our ready, respectful and safe community. (One adult will touch the tokens and place them in the container).

Once the class container is full, the class will receive a whole class reward. **This reward will be for all children as they will all have been positively praised and have added to the class reward at some point. Any poor behaviour choices will have been dealt with separately and at the time of the incident.**

The whole class/pod reward is designed to foster a sense of teamwork and community within each peer group. Discussions and voting for what the reward may be, will support the teaching British Values of 'democracy' and 'rule of law'. Having a goal to work towards will help to focus children on their behaviour choices. This will allow for focussed teaching on how and why the children reached this goal and focus on their achievements, as a team.

All adults will verbally award tokens 'in the moment'. It is important that a child knows why they have received the reward token and so a brief positive explanation of the reason must be offered by the adult, it is important that the child feels a sense of achievement and pride from this outcome.

Summercourt Academy Tokens should be awarded regularly and consistently by every member of staff, verbally, when children are displaying the academy expectations and values. For example:

- Showing respect for themselves and others by: greeting members of staff, walking through the school in a calm manner, wearing correct and neat uniform, helping a member of staff, contributing to the community.
- Showing friendship, helping others, being kind to other children such as helping a classmate who is stuck in class or hurt in the playground, being a 'buddy' to a new or more vulnerable/shy child.
- Showing responsibility by recognising when to do the right thing, even when difficult e.g. reporting an incident, taking their personal feedback on board and achieving their targets and displaying their best efforts in lessons.

This list is not exhaustive and there are many ways a child may receive a Summercourt Academy Token.

Certificates

Certificates are awarded by class/pod teachers to celebrate individual academic achievements; these will be emailed to parents/carers.

These will include:
Maths Master Award
Wonderful Writing Award
Summercourt Star Award
Head Teacher's Award

6. Sanctions

It is important that all behaviour is recognised as communication and yet, when necessary a developmentally appropriate sanction may be required in order to address the reasons for, and outcomes of, the behaviour displayed.

The following are examples of responses that can be used if a child is disruptive during lessons. As previously outlined, the choice of sanction given by an adult will consider a child's emotional development and any known specific needs.

- **Verbal Reminder:** Member of staff reminds the child of the given instruction quietly and calmly and, if necessary, talks to the child about why they are not following it and to ascertain any difficulties or misunderstanding.
- **Moved to another area in the class/pod:** The child is moved away from distractions and given the opportunity to follow instructions and complete their work.
- **Loss of play time:** The member of staff speaks to the child to explain why the behaviour does not meet the academy expectations. The child remains in their learning space during the next period of play completing or continuing the learning

which was disrupted. It is important that the same adult supports during this 'time in'.

It is important for very young children to still have time to play, so the playtime sanctions will be used sparingly when managing the behaviour of EYFS and KS1 children.

If a child's behaviour is the cause of greater concern or the above approaches do not work, the following options will be considered:

- Phone call with parents/carers arranged to discuss ongoing concerns regarding a child's behaviour. The severity and frequency of incidents will be shared, and next steps will be discussed.
- Use of supportive nurture provision within the pod provision will be considered to provide a child with learning centred on PSHE, Trauma informed school approach and creative learning. This could be a short term measure or become a part of the child's ongoing weekly timetable.
- Other approaches such as small group outdoor learning may be used where appropriate.
- Risk assessment completed.

Developmentally appropriate responses to a dysregulated child.

Below is a list of example responses which may be deemed appropriate for a child in a state of dysregulation. The child's developmental understanding, the nature of the incident and other influencing factors will be considered when a response is required.

- Reflection time away from the group within the room or outside with an adult from the class/pod to 'cool down'
- An opportunity for the child/ren's voice to be heard
- 'Time in' with an adult to discuss behaviour choices
- Access to Trauma Informed School activities
- Discussing with the child what should have happened and what they would do differently another time.
- If possible, the child will be supported to apologise. If this is not possible, the adult will voice the apology on their behalf, modelling good practice.

It may be that for some pupils a phased return will be more successful- a slow build up back to full time to ensure we are mitigating against risk. A reduced timetable may also be implemented to enable pupils to be successful, while they adjust to the new routines and expectations. This will also support pupils who are not currently 'school ready' despite reasonable adjustments.

More serious sanctions

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using

exclusion as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is persistent or serious.

- If the severity or frequency of incidents is not reduced by the above approaches or if an incident is considered severe enough then, following statutory guidelines, an external fixed term exclusion will be considered. This will be put in place to seek further support for the child, the parents and the academy in managing the child's behaviour in the future. It is the academy's intention that any fixed term exclusions will be of the shortest time deemed possible, in order to seek support and put further measures in place.
- Continued fixed term exclusions may lead to a reduced timetable for the child if it is the academy's belief that a reduced timetable would have a positive impact on the child's behaviour, prior to returning to school full-time as soon as possible. This will be discussed and agreed with the parents prior to its instigation and reported to the local authority. A clear review date will be identified, and increased attendance will always be sought during these reviews.
- Ongoing severe incidents and fixed term exclusions may lead the academy to work with parents to seek a managed move to another primary setting. This may include seeking alternative provision and is an option which would prevent a child being permanently excluded.
- For the most serious behaviour incidents or in the situation where all other avenues of management have failed, a permanent exclusion will be instigated. This will be conducted within the statutory guidance and will be the decision of the Head of School following consultation with the Director of Inclusion or senior member of the Aspire inclusion team.

On occasion, the incident or occurrence may require immediate internal or external exclusion. The following is a list of DfE examples where this may be required. Please note that we will always make reasonable adjustments for all pupils with SEND to fully-support them in meeting our behaviour expectations

a. Persistent, serious or offensive verbal or physical abuse of a child or adult
b. Dangerous behaviour (likely to result in a serious harm or accident)
c. Deliberate damage to property
d. Open defiance
e. Leaving the school site without permission
f. Bringing an illegal or dangerous substance or object into school.

It is important to note that the response or sanction given for any incident does not set a precedent for future responses to similar incidents of behaviour involving other children.

The Head of School will liaise with the Director of Inclusion, or a senior member of the Aspire Inclusion Team, for support and advice regarding any points discussed in this policy.

7. Roles and responsibilities

Throughout the day it will be wholly important to reinforce and model the three academy expectations of 'Be ready, Be respectful, Be safe' at all times. All behaviour can be managed with these in mind.

All staff:

i. Model positive, consistent, professional behaviour at all times
ii. Ensure good routines are in place and consistently applied
iii. Remain calm at all times
iv. Consistently seek out opportunities to reward positive behaviour choices
v. Reinforce and model the three academy expectations at all times
vi. Invest in 'time in' with a child to explain why certain behaviours do not meet our academy expectations
vii. Recognise managing behaviour as a teaching opportunity and not simply a sanction
viii. Be alert to individual needs and if not known, seek support in managing a situation from an adult more closely known to the child

Staff on break and lunch duty:

As above but additionally:

i. Be active and engaged with the children
ii. Be alert to playground areas, times or individual children causing concern
iii. Ensure children line up in a calm orderly manner, ready to return to class and learn

Pod staff

As above but additionally:

i. Ensure consistency of the reward token system
ii. Support break and lunch duty staff when needed
iii. Ensure the academy expectations are visible, taught, referenced and reinforced during lessons
iv. Phone parents/carers for initial contact regarding behavioural concerns of their child/ren.
v. Always have high expectations and support children in achieving them

Wellbeing Support Advisor

As above but additionally:

i. Work with the Head of School to monitor patterns of recorded behaviours (internal/external exclusions) working towards preventing and/or reducing the necessity of them.
ii. Identify areas, children, times of concerns and communicate these to staff as required
iii. Discuss and agree actions in response to monitoring of incidents and individual children as part of safeguarding meetings
iv. Support teaching staff with parental conversations regarding behaviour
v. Liaise with support services to develop provision for individual children

vi. Support parents/carers in helping their child/ren make changes towards positive behaviour

Head of School and Strategic Partner

As above but additionally:

i. Support all staff in implementing this policy
ii. Attend parental meetings when required
iii. Monitor effectiveness of this policy through consultation and regular self-evaluation
iv. Take action to address any areas for development within this policy
v. Make decisions on most stringent sanctions when needed

8. Monitoring and Review

The Head of School monitors the effectiveness of this policy on a regular basis. He/she also reports to the Hub Council on the effectiveness of the policy and its impact on children's personal development, behaviour and welfare.

The school keeps a comprehensive record of concerning behaviour using My Concern.

The Hub Council reviews this policy.

9. Conclusion

It is Summercourt Academy's aim to support children, as a whole-school community and as individuals, in making positive choices in their behaviour by outlining accepted boundaries and teaching children about the outcomes of their actions. We look to foster a happy, nurturing and supportive environment, and develop a strong sense of community in which everyone is valued and has the right to be safe and to learn.

10. References

1. Exclusion from maintained schools, Academies and pupil referral units in England 2012;
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
4. DfE and ACPO Drug Advice for Schools;
5. Use of Reasonable Force;
6. Behaviour and Discipline in Schools;
7. Screening, Searching and Confiscation;
8. Ensuring Good Behaviour in Schools;
9. DfE Dealing with allegations of abuse against teachers and other staff;
10. DFE Keeping Children Safe in Education September 2018;
11. 'When the Adults Change, Everything Changes' – Paul Dix;
12. Trauma Informed Schools training resources.