

Summerswood Primary School Behaviour Policy



Review Date: May 2026

Introduction

Good behaviour and discipline are essential if pupils are to learn and teachers are to teach effectively. Our behaviour policy reflects the aims of the school and outlines the agreed ways in which all members of the school community will contribute to the learning environment.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Reinforces positive behaviour
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Set out clearly the consequences for poor behaviour for learners and families

Our Rules

We have three rules that all staff, pupils and visitors follow. These rules underpin all of our values and actions.

- *Ready*
- *Respectful*
- *Safe*

Children

At Summerswood Primary, we expect our children to:

- Follow the school rules at all times
- Treat all members of the school community with respect and compassion
- Help keep the learning environment clean, tidy and organised
- Follow adult instructions
- Take increasing responsibility for their actions

What do staff do?

All Staff

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships.

Day to day, staff will:

- **adopt an ethos of 'address in private, praise in public'**
- **praise children on an individual / group basis**

Making explicit why; which rule they followed or the choice they made.

- **follow the three step response and implement appropriate consequences**

Making explicit why; stating which rule has been broken.

- **be consistent with all consequences**
- **treat each child fairly and with respect and understanding**
- **apply these principles, roles and responsibilities in all areas around school**

Including at breaks and lunchtimes, in the corridors, and transitional times of the day.

- **be a positive role model by demonstrating positive relationships with everyone in school**

e.g. welcoming children at the door, not talking in assembly, saying thank you when children hold the door,

- **add to CPOMS records**

Record any relevant notes if a child seriously misbehaves or presents with consistent or increasingly challenging behaviour.

- **having followed regular procedures and consequences, seek help and advice from a colleague**

e.g. Behaviour Mentor, Phase Leader, Member of Leadership Team

- **liaise with external agencies, as necessary, to support and guide the progress of each child**

e.g. solution clusters, counselling service,

- **report to parents about the child's social and emotional aspects of school life, including behaviour and relationships**

This would usually be the class teacher but may be other staff members when appropriate e.g. 1-1 support teaching assistant

Phase Leaders

Middle leaders are not expected to deal with behaviour in isolation. They stand alongside and support colleagues to show unified consistency to learners. In addition to the points above, they will;

- Be a visible presence in their area of school
- Celebrate staff and learners whose efforts go above expectations
- Encourage use of positive reinforcement
- Use behaviour data to target interventions e.g. cpoms, ELSA, behaviour meetings,
- Support staff when meeting with parents

Senior Leaders

Senior leaders are not expected to deal with behaviour in isolation. They stand alongside and support colleagues to show unified consistency to learners. In addition to the points above, they will;

- Implement this policy consistently across the school
- Be a visible presence around school
- Regularly review provision for learners who fall beyond the range of written policies
- Regularly share good practice
- Support Phase Leaders in managing learners with more complex or entrenched negative or anti-social behaviours

The Headteacher

The Headteacher is not expected to deal with behaviour in isolation. In addition to the points above, they will;

- Support senior leaders in managing learners
- issue fixed-term suspensions to individual children for serious and/or repeated acts of misbehaviour
- arrange managed moves
- permanently exclude a child if necessary

Parents / Carers

The school works collaboratively with parents and carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents and carers if we have concerns about their child's welfare or behaviour – this includes where there is a pattern of regularly receiving warnings.

We expect parents / carers to:

- be aware that we have school rules (communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences

If parents and carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader and then Headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Recognition

Teachers are responsible for celebrating the success of learners in their classroom. They are free to develop their own systems of recognition and praise within their classrooms, based on the overall school principles set out in this policy.

For example:

- marble jar leading to whole class treats
- extended playtime
- free computing time
- extra session on outdoor apparatus
- whole class games

In addition to this, the school has a number of ways of recognising good behaviour from learners.

Verbal Praise - The most valuable recognition of behaviour is positive verbal praise from the teacher. Some children may prefer non-verbal praise.

Recognition Wall - Every classroom has a recognition wall with a focus set by the adult for that day or week. Children whose behaviour demonstrates this focus have their name put on the recognition wall.

Caught You Being Great - Children who display good behaviour during the day can be given a 'Caught You Being Great' token – this is to tell them that an adult has recognised their positive behaviour.

Golden Time - Golden Time is a whole class celebration for positive behaviour taken at a time decided by the teacher.

Note to Parents - As the staff member feels appropriate, a note will be sent to parents to tell them about a good example of behaviour from that day.

Sharing with Leaders - Children who have re-engaged with learning or have produced high quality work can be sent to a member of the leadership team to share their work.

Summerwood Superstar - Celebration assembly is every Friday and allows children to share what they have succeeded with that week. They are given a certificate from their class teacher that they can take home.

Consequences

At Summerswood, we recognise that children need firm, clear and consistent boundaries to ensure that all children are able to learn in a calm and purposeful learning environment and that happy, healthy relationships are able to flourish.

3 Stage Response

To enable staff to manage behaviour with consistency, all staff follow the 3 stage response.

1. Name – Ready, Respectful, Safe – expectation

e.g. John, respectful listening in class

Take Up Time

2. Name, I need you to ... - Ready, Respectful, Safe – expectation – so you can...

e.g. John, I need you to show respectful listening so that you can learn in this lesson

Take Up Time

3. Name, if you choose not to... - Ready, Respectful, Safe – expectation – you are choosing to ...

e.g. John, if you choose not to listen respectfully, you are choosing to work next door until lunchtime

Following this 3 stage response it is expected that the vast number of incidents of poor behaviour will be addressed in the classroom. Below is the school's consequence ladder that lists line management responsibilities for behaviour across the school and likely appropriate consequences. This is to ensure all learners, families and staff are clear on consequences for poor behaviour.

Low Level Disruption

Challenging

Serious

Very Serious

Major

Low Level Disruption – managed by the class teacher

e.g. Talking, not staying in their seat, making noises,

Actions may include:

- Redirection to seat or alternative seat in classroom
 - A reminder of behaviour
 - Moving position when lining up
 - Staying in the classroom to finish work
 - Informal conversation with parents
-

Challenging – managed by the class teacher

e.g. Continued low level disruption, distracting others, refusing to complete work,

Actions may include:

- Redirection another classroom
 - A reminder of behaviour expected
 - Moving position when lining up
 - Staying in the classroom to finish work
 - Tidying up classroom
 - Informal conversation with parents by class teacher
 - Privilege ban e.g. removal from football club, apparatus
 - Behaviour reflection form completed by the child (added to CPOMS)
 - In class individual behaviour chart (with parents informed)
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Serious – managed by class teacher with Behaviour mentor / SLT

e.g. physical aggression, persistent refusal to work, damage to property, swearing, persistent disruptive behaviour, acting in an unsafe manner

Actions may include:

- Behaviour reflection form completed or reflection activity (added to CPOMS)
 - Playground time-out – child with Behaviour Mentor or member of SLT
 - Escorted to a member of SLT – if behaviour continues or escalates, then to HT
 - Letter or phone call home and/or meeting with parents (class teacher and/or SLT member)
 - Internal suspension (to be decided by Phase Leaders / SLT)
 - Behaviour report card
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Very Serious – managed by Behaviour Mentor and/or with SLT

e.g. repeatedly leaving the classroom, repeated physical aggression towards staff or pupils, persistent bullying, creating a health and safety risk,

Actions may include:

- Meeting with parents to discuss ways to respond
 - Internal suspension
 - Lunchtime/playtime suspension
 - Possible fixed term suspension
 - Possible withdrawal from next trip/event
 - Pastoral Support Programme
 - Involvement of other agencies
-

Major – managed by HT

e.g. extremely dangerous behaviours, persistent challenge to authority, physical abuse to staff, possession of prohibited items

Actions may include:

- Fixed term suspension
 - Permanent exclusion
 - Any remedy the HT and/or governors deem necessary
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Therapeutic Thinking

Summerswood Primary school is a therapeutic thinking school. We focus on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health. Providing a trauma-informed approach to behaviour.

We recognise that due to their individual circumstances some children will fall outside of the standard model described above. For these children we follow the graduated response (see appendix).

We use a number of different resources to help us support these young people, including;

- Individual Behaviour Plans
- Early Prognosis Tool
- Predict and Prevent
- Subconscious and Conscious Checklists
- Anxiety Analysis
- Therapeutic Tree

All of the resources listed above are used as part of an Assess, Plan, Do, Review cycle and are constantly updated to best suit the young persons' circumstances at the time.

In addition to this, the school holds regular Behaviour Meetings with senior leaders to review the provision for individual children or classes. Providing clear, dated next steps to support children, staff and families.

Anti-bullying Appendix

Summerswood Primary School is committed to providing a safe, positive and inclusive environment for pupils, staff and parents/carers. The anti-bullying policy and practice plays an important role in this.

The following principles inform our anti-bullying approach:

- Bullying behaviour is in all circumstances unacceptable.
- All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children.
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- The safety and welfare of the children concerned will at all times be central to the actions taken in response to bullying.
- Anti-bullying approaches will be consistent with preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of difference, the need to cope with difficult individuals and the role of forgiveness.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively. It is our aim that in the resolution of incidents pupils should wherever possible be reconciled.

Factors to help determine if an incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed) **AMBER**
- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

GREEN

- Incident was not bullying on this occasion because it was
- the first hurtful incident between these children
- teasing/banter between friends without intention to cause hurt (should not happen again)
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand (should not happen again)
- activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- Other _____ **Examples**

of hurtful behaviour that can contribute to bullying include:

Verbal unkindness – such as mimicking, putting people down, saying horrid things about family, clothes or appearance, name-calling, anonymous notes and texts, blackmail, and deliberately embarrassing or humiliating others, posting nasty remarks on the internet.

Physical hurtful behaviour – such as hitting, hurting, hair pulling, pushing people around, kicking, deliberately disrupting work or play and extortion.

Indirect hurtful behaviour – such as spreading rumours, isolation, exclusion and getting others to be hurtful or unkind, forwarding hurtful texts, photographs or messages.

Psychological bullying– such as intimidation, threats and looks to make another child feel uncomfortable or fearful.

Where appropriate see also the E Safety Policy.

All hurtful and bullying behaviour is taken seriously, including subtle actions which can build up for individuals over time, eroding self-esteem and building unhappiness or a climate of fear.

The school avoids at all times labelling pupils as either victims or bullies. It is important that pupils who have been the targets of hurtful or bullying behaviours are able to see that this experience will end and that it is not the result of something about themselves that has attracted or deserved such treatment by others. Similarly children who have engaged in hurtful or bullying behaviour will be expected to resolve the matter and change their behaviour. It should be remembered that there is no typical "bully". Many children may use hurtful behaviours from time to time.

Not all hurtful behaviour is bullying, but all hurtful behaviour is unacceptable in school. The following are examples of hurtful behaviour which may not be bullying:

Children may fall out with their friends and engage in hurtful behaviour. Such experiences can be extremely distressing to the individuals involved.

Children may retaliate against the hurtful behaviour of others.

Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school. Where pupils cause harm or distress without intent, the impact of their behaviour will be pointed out and any continuance will be regarded as intentional. Similarly, all unsafe behaviours and unsafe environment issues will be dealt with.

Prejudice related hurtful incidents

Incidents can also sometimes be hurtful because of the use of language, behaviour or ideas that are or may be seen to be related to the identity of the individual on the receiving end. As required by the Equality Act 2010 and recommended by the Home Office and DfE the school is responsive to

"Any incident which is perceived to be racist/sexist/homophobic/transphobic /disablist by the victim or any other person"

The intention in using this definition is not to label individuals as prejudiced, but to take full account of the possibility of such a dimension and to record incidents on a uniform basis. The investigation of any such incident will seek to establish whether the behaviour, language or expression related to any of the protected characteristics (see School Equality and Diversity Policy) was intentionally hurtful. Responses to such incidents will vary, depending on whether the intention was to cause harm or offence. Wherever offence is caused it

needs to be understood and resolved. In all cases resolution will aim to educate and support children and to restore good relations between those with a particular protected characteristic and others.

Strategies for preventing bullying

All incidents considered to be bullying and prejudice related incidents (as defined above) are recorded and monitored. The process for recording incidents is used to inform preventative strategies. Pupils will understand the school's procedures for responding to bullying and know that they are safe.

At all times children's concerns are our concerns. Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, we recognise that children can sometimes be reluctant to seek help, so pupils can report their concerns anonymously by using a worry box. The school's Behaviour Policy details the behaviour standards set within the school.

It is important for children to know that procedures are being followed. In order to encourage pupils to continue to express their concerns, where appropriate, information is shared across the school about hurtful or bullying incidents having been dealt with and resolved.

Activities across the curriculum (largely in Personal, Health and Social Education, R.E. and English) develop pupils' understanding of bullying. Children are taught that each person is special and unique and that differences should be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and in how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to show good witness behaviour by reporting their concerns for others.

Guidance is given to pupils who display behaviour which raises concern.

Procedures for dealing with incidents of bullying and hurtful behaviour All incidents of bullying must be reported and all such reports will be taken seriously. The perspective of the person who feels bullied will contribute to understanding and establishing the seriousness of the incident. When bullying has occurred special actions will follow.

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, significant incidents will involve investigation and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, while ensuring the safety of the child who feels bullied.

The role of all staff in responding to hurtful behaviour is made clear to them as part of their induction, including midday supervisors and teaching assistant. Incidents of bullying (see definition above) observed or reported at play and lunch times will be referred to teaching staff.

Single incidents of hurtful behaviour must be reported to and will be dealt with by the class teacher. (The Headteacher will be kept informed of any incidents dealt with by the class teacher so that s/he holds the overview across the school.) Follow up and ongoing monitoring will be conducted by the class teacher whilst keeping the Headteacher informed at all times, even if it is felt that the matter has been resolved. If the behaviour dealt with by class teachers continues it will be referred to the Headteacher.

All repeated hurtful or bullying behaviour should be reported directly to the Headteacher. Significant incidents will be entered in the serious incidents book and all parents whose children are directly involved will be notified of significant incidents.

Responses to all bullying behaviour will be educative and seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others, the reasons for their behaviour will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways. Those who have been bullied have a right to know that action has been taken.

Persistent bullying – after support & intervention – could result in fixed term or permanent exclusion as a last resort. (See Behaviour Policy)

The Friday morning staff briefing will be used to share any concerns about pupils so that all staff can be alert to any concerning behaviour and the vulnerability of individuals.

The role/involvement of pupils

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community. Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.

Concerns and worries related to incidents and bullying in general may be explored and shared in 'circle time', but pupils will have access to anonymous reporting opportunities through the use of a worry box. The seriousness of making false reports will be explained.

Pupils will be actively involved in anti-bullying developments through the school council, curriculum work and in special initiatives. From time to time pupils may be involved in group support for vulnerable individuals (those who have been bullied and those who have bullied).

The role/involvement of parents

Parents have an important role in actively encouraging their child/ren to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents to work in partnership. To this end it is included in the Home School Agreement.

If parents have concerns about bullying or hurtful behaviour they should take up those concerns with the class teacher, Senior Leaders or the Headteacher as soon as possible.

Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise. While we recognise that parents who are friends may wish to resolve matters informally they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.

Parents are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of the school and of individual children and damage the atmosphere in the school community.

Parents will be informed of any significant incidents involving their children in order to enable them to support their child and the school in seeking resolution and restoring a safe environment for all children.

The role/involvement of governors

The Governing Body supports the Headteacher in all strategies to eliminate bullying from our school, while still recognising that it is likely to occur in school from time to time. It is the responsibility of the Governing Body to monitor and review the anti-bullying policy and its effectiveness. They require the Headteacher to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies.