

Summerswood Behaviour Policy

Our job is to prepare our children today, for their world tomorrow.

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1. Relevant legislation, statutory requirements, and guidance.

The following documents are all relevant and may need to be signposted within your behaviour policy.

- [Behaviour in Schools: Advice for headteacher and school staff](#) (DfE, February 2024)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, August 2024)
- [Searching, Screening and Confiscation: Advice for schools](#) (DfE, July 2022)
- [Evaluating behaviour and attitudes; School inspection handbook](#) (Ofsted, September 2024)
- [Keeping children safe in education 2024](#) (DfE, September 2024)
- [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015)
- [Equality Act 2010, Part 6: Education](#) (April 2010)
- [Education and Inspections Act 2006, Section 89](#) (November 2006)

2. Definitions

Summerswood school is a two form entry school in Borehamwood, Hertfordshire, with classes ranging from nursery to year 6.

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a-Valued Behaviour.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Summerswood can be found in Section 7- Detrimental Behaviour.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Summerswood's responses can be found in Section 7c – Responding to Dangerous Behaviour.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Summerswood can be found in Section 7c- Responding to Dangerous Behaviour.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Aims

At Summerswood we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the [Therapeutic Thinking and Relational Practice](#) training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Our school relies on all of its staff behaving in certain ways to achieve its purpose. Our school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

4. Staff training and development

At Summerswood we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a. Induction

- i. *Permanent staff* will be required to read and understand this policy and supporting documents, signing to this effect. Additionally, they will receive training about the school's approach to behaviour from a school leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- ii. *Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see [Appendix 1 & 2](#)), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.
- iii. *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (See [Appendix 1 & 2](#)) before starting to work with pupils. This document explains the principles of our school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader and Therapeutic Tutors at least once annually.

Summerswood Primary School's Therapeutic Thinking Tutors are currently:

Jo Folkes-Jones- HIVE lead

Pamela Young- Assistant Headteacher

Kathryn Mitchell- Deputy Headteacher

A culture of learning and support

At Summerswood we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group, they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following: personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision and engaging with 'drop-in' sessions with the school's Therapeutic Thinking Tutors. .

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague
- Formal training
- Performance review

5. Roles and responsibilities

As part of our commitment to fostering a positive, respectful, and safe learning environment, the roles and responsibilities outlined in this policy form a key element of our Home–School Agreement. This agreement is introduced during each pupil’s induction and is signed by parents, carers, and pupils to confirm their shared understanding of the expectations that support every child’s success. By signing, all parties acknowledge their role in upholding the values, standards, and behaviours that underpin our school community.

a. Governors/Trustees

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1).
- Reviewing this behaviour policy in conjunction with the Headteacher.
- Monitoring the policy’s effectiveness through conversations, feedback and data.
- Holding the Headteacher to account for its implementation.

b. Headteacher

In addition to all elements of Sections 5a, 5c and 5d pertinent to the Headteacher, the Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils’ behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils’ detrimental behaviour
- Reviewing data relating to pupils’ behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 5d (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Summerswood's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 4a)
 - Creation and review of a behaviour curriculum (Summerswood's Pathways to Success)
 - Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Noticing, recognising and praising valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e. Parents and carers

Parents and carers, where possible, should:

- Collaborate with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with a relevant member of staff, likely to be class teacher (first port of call) or a school leader (see 5c- Roles and Responsibilities of the School Leaders)

- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at Summerswood, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour (for example Summerswood Superstars, house points, perfect presentation). Most importantly, it is the noticing and recognition, in the moment, of positive behaviour by our children that has most impact.
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy, likely to be part of the remit of our Pupil Parliament
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour. This may be through (but not limited to) restorative conversations, direct whole class teaching, targeted interventions.
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

6. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

a. Behaviour Policy to include Curriculum (Pathways to Success) – Intent

At Summerswood our key values are: being ready, being respectful and being safe. Each one is linked to feelings the school aims to create (by the actions of pupils, staff and parents) for pupils, and includes brief descriptions of what this looks and sounds like. More detail can be found in the school's behaviour curriculum document -*Pathway to Success*.

READY Pupils

- Arrive on time, in appropriate uniform
- Have the correct equipment and are prepared to learn
- Follow instructions first time

- Settle quickly and stay focused on tasks
- Show a positive attitude to learning



Staff

- Plan and prepare engaging lessons
- Start lessons promptly
- Collect pupils promptly from break time and lunch time
- Dismiss pupils promptly at the end of the school day
- Provide clear instructions and expectations
- Be organised and consistent
- Support children to be learning-ready (emotionally and academically)
- Communicate, where appropriate, relevant information to parents and/or carers

Parents / Carers

- Ensure children arrive on time and ready for school
- Collect children from their classrooms on time
- Support routines at home (sleep, breakfast, homework)
- Communicate relevant information to school
- Encourage positive attitudes to learning
- Support school policies and expectations
- Keep up to date with the school events via the school calendar and school newsletter

RESPECTFUL

Pupils

- Use polite language and good manners
- Active listening to others and recognising the need to take turns to speak
- Treat others kindly and fairly
- Look after school property and resources
- Accept and celebrate differences and include others
- Follow adult instructions diligently and calmly
- Apply the new learning from Pathways to Success learning

Staff

- Model respectful language and behaviour
- Treat all pupils fairly and consistently
- Listen to children and value their views
- Maintain professional relationships with families
- Promote inclusion and equality
- Adhere to the Actions & Responses Pathway (Appendix 5)

Parents / Carers

- Speak respectfully to staff, pupils, and other parents
- Model positive behaviour to children
- Support school decisions and processes
- Raise concerns calmly and through appropriate channels
- Respect school rules, staff time, and procedures

SAFE

Pupils

- Follow school safety rules and routines
- Move safely around the school
- Use equipment properly
- Feel comfortable in telling an adult if something feels unsafe
- Keep hands, feet, and objects to themselves
- Make safe choices online and offline
- Allow adults to manage behaviour

Staff

- Maintain a safe learning environment
- Follow safeguarding and health & safety procedures
- Supervise pupils appropriately
- Respond promptly to concerns
- Teach children how to stay safe
- Adhere to the Actions & Responses Pathway (Appendix 5)
- Plan trips and ensure relevant risk assessments are carried out
- Adhere to the relevant school policies

Parents / Carers

- Reinforce safety messages at home
- Ensure safe travel to and from school
- Follow site safety rules (parking, gates, entry systems)
- Share safeguarding or welfare concerns
- Support online safety guidance
- Ensure children are exposed only to age appropriate online content
- Be responsible for the online content child are accessing

b. Behaviour Curriculum – Implementation

i. *Recognising and celebrating valued behaviour*

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Summerswood we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. We will seek opportunities to additionally recognise and celebrate valued behaviour.

There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at Summerswood are likely to include some of the following (more detail can be found in the school's behaviour curriculum document/Pathway to success):

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel, use of the recognition boards in the classrooms, house points and stickers)
- Contact with home: postcards, phone calls, invitation to visit school
- Celebration awards: Summerswood Superstars, Perfect Presentation, Pathway to Success postcards.
- Celebrating and recognising taking on responsibility, for example School Ambassadors.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

ii. *Pathway to Success/Behaviour Curriculum*

Pathway to Success is a bespoke curriculum written by us for our children to explicitly teach, rehearse and model our expectations of behaviour in Summerswood. Please refer to Summerswood Primary School Behaviour Curriculum – Pathways to Success.

c. Behaviour Curriculum – Impact

The routines, skills and behaviour expectations are embedded to support children to leave our school as future citizens who are able to be part of a successful community. In other words, *our job is to prepare our children today for their world tomorrow.*

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation

- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the CPOMS system used by Summerswood.
- Termly reviews of celebrations and recognitions through parent's evenings and pupil progress meetings.
- Regular discussion in year team / key stage / pupil progress meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through debrief, school Parliament meetings, PSHE lessons, circle times etc

7. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. This includes behaviour that occurs in school, outside of school and online. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Summerswood, we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy:

[Special Educational Needs and Disability Policy December 2025](#)

[SEN Information Report 2025-26](#)

Adults should respond to detrimental behaviour with the aim of reducing it without judgement and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

- i. Some detrimental behaviours may not be unusual at Summerswood and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for

equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order and are clearly identified within the school's *Actions and Responses Pathway* (Appendix 5):

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
 - Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
 - Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
 - Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
 - Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
 - Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
 - Recognising and connecting with the behaviour - E.g. *I can see that you're feeling annoyed right now but I need you to...so that we can talk about what's happened..*
 - Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. E.g. *Adam, put the pen down on the table. Thank you.*
 - Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. E.g. *Adam, shall we talk here or in the corridor?*
 - Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. E.g. *Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
 - Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined in 7ai. In addition, adults may need to:

- Intervene – providing opportunities to regulate (consider the use of the 5 point scale), opportunities to seek support/reflect with a trusted adult/time out of the dynamic. Re-establishing expectations/creating opportunities for check ins as part of continued support.
- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:
 - Re-teaching valued behaviour during the lesson, undertaken where possible away from other pupils
 - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
 - increasing adult input / supervision for a defined period of time
 - use of limited choice; (e.g. ‘we are all sitting quietly now; will you sit quietly on your chair or mine?’)
 - increasing / adapting praise and celebration of valued behaviour when it is displayed

Following any incident of detrimental behaviour, pupils will be supported to reflect on their actions and repair harm caused. This may involve a written reflection or a guided discussion with a trusted adult. Where other pupils are affected, they will receive an age-appropriate summary of how the behaviour has been addressed to ensure transparency, closure, and restoration of positive relationships.

b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

- i. Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool can be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations. Where appropriate, this action will form part of the weekly ECM (Every Child Matters) meetings held by SLT and relevant teaching staff.
- ii. Groups of pupils - the school’s senior leaders are responsible for regularly monitoring detrimental behaviour across the school. This information will be used to inform practice and develop strategy.
- iii. Where analysis indicates that a pupil requires further, targeted intervention, the school will adopt a graduated approach (see Appendix 7). This process recognises that behaviour is a form of communication and ensures that support is implemented in a structured, cyclical manner of assess, plan, do and review. As part of this approach, an individualised *therapeutic plan* will be developed in collaboration with the pupil, their family, and relevant staff. The therapeutic plan will clearly

outline identified needs, hypothesised functions of behaviour, agreed strategies, reasonable adjustments, and intended outcomes. It will also specify the roles and responsibilities of adults working with the pupil and include regular review points to evaluate impact and adapt provision accordingly. This ensures that interventions are responsive, proportionate, and centred on supporting the pupil to regulate, engage, and succeed within the school environment.

c. Responding to dangerous behaviour

Dangerous behaviour is defined as: any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility. This includes behaviour that occurs in school, outside of school and online. Dangerous behaviour places the safety and wellbeing of others at risk and requires immediate adult intervention and support.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following areas (these are non exhaustive), for which there are specific considerations in addition to those detailed in the previous paragraph.

- i. **Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Summerswood and the school will always take action to address it. A full description of the school's response can be found in [Appendix 2](#).
- ii. **Prohibited items.** These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and those staff duly authorised have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. More detail about searching and confiscation can be found in [Appendix 3](#).
- iii. **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be

considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Summerswood and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using the school's CPOMS system, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Summerswood we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / Pathway to Success curriculum, weekly values assemblies, modelling anti-discriminatory behaviour. More detail can be found in the school's Equality Policy. Summerswood Primary School's Equality Statement can be found within the Child Protection Policy:

[Child Protection Policy](#)

iv. **Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):

- non-consensual sexual activity
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- sexting
- upskirting
- sexual assault

These behaviours are never acceptable at Summerswood and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school's response to child-on-child abuse, in addition to those outlined in 7ci, 7cii, 7ciii and 7cv can be found in the Child Protection policy

[Child Protection Policy](#)

v. **Physical violence.** Any behaviour that involves physically hurting another person—including hitting, kicking, pushing, or any other form of aggressive physical contact—is considered a serious breach of expectations at Summerswood. Serious threats of physical violence towards any adult or child at Summerswood will always be treated as a significant breach of our behaviour expectations. Threatening behaviour that causes fear, intimidation, or risk of harm is never acceptable and will result in immediate, proportionate action to safeguard all members of the school community. Physical violence is never acceptable, and the school will always take immediate and proportionate action to ensure the safety and wellbeing of all pupils. All incidents involving physical aggression will be recorded by senior leaders using the school's CPOMS system, monitored by the Headteacher, and reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Summerswood, we work proactively to prevent physical violence by teaching pupils how to manage conflict, regulate emotions, and build positive relationships through the PSHE curriculum, behaviour curriculum/Pathway to Success, and daily modelling of respectful, safe

behaviour by all staff. Further information on expectations and responses can be found in this behaviour policy.

Following any incident of dangerous behaviour, pupils will be required to reflect on their actions and take steps to repair any harm or risk caused. This may involve a written reflection or a guided conversation with a trusted adult to ensure they understand the seriousness of the behaviour. Where other pupils were involved or impacted, they will be provided with an age-appropriate summary of how the behaviour has been addressed to promote transparency, reassurance, and the restoration of safety.

Senior leaders, under the direction of the Headteacher, will ensure that all responses to behaviour align with statutory and non-statutory guidance, including *Keeping Children Safe in Education (KCSIE)*, *Behaviour in Schools (2024)*, and the *Suspensions and Permanent Exclusions guidance*.

Their actions will reflect current safeguarding duties, legal responsibilities, and recommended best practice for managing behaviour, maintaining safety, and supporting pupils. In circumstances where behaviour raises safeguarding concerns or may constitute a criminal matter, the school will share relevant information with the police as appropriate and make referrals to children's services when necessary, in line with national safeguarding and statutory expectations

d. Permanent Exclusion

The Headteacher reserves the right to enact a permanent exclusion where the seriousness of an incident, or the persistent nature of behaviour, meets the threshold outlined in statutory government guidance. In line with the *Suspensions and Permanent Exclusions* guidance for maintained schools, academies, and pupil referral units in England, the Headteacher holds the authority to permanently exclude a pupil when it is deemed a necessary and proportionate response to safeguard pupils, staff, or the wider school community, or when other behaviour management strategies have been exhausted.

Permanent exclusion will always be considered a last resort and will be carried out in accordance with statutory requirements, including communication with parents/carers, the governing board, and the local authority.

8. Links to other policies and documents

Below is a list of the policies held by the school that work together to ensure pupil behaviour is effectively managed and the needs of all pupils are met. These documents complement the school's Behaviour Policy by providing additional guidance, procedures, and safeguarding measures that support a consistent, safe, and inclusive environment for all members of the school community.

- [Suspensions and Exclusions](#)
- [Safeguarding](#)
- Curriculum, teaching and learning (Summerswood Standards)
- Behaviour Curriculum (Pathways to Success)
- [Equality, Diversity, and Inclusion](#)
- [Special Educational Needs and Disability Policy December 2025](#)

- [SEN Information Report 2025-26](#)

Appendix 1: Behaviour Principles

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Summerswood we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
 - Physical
 - Emotional
 - Mental
 - reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix 2: Anti-bullying

The flow chart below outlines the process the school follows when responding to any report or concern related to bullying. It provides a step-by-step visual guide showing how staff gather information, assess the situation, implement appropriate actions, and monitor outcomes to ensure all pupils feel safe and supported. This diagram is designed to help pupils, parents, and staff understand the school's consistent, thorough, and child-centred approach to addressing bullying concerns.

Bullying Response Procedure

This procedure ensures that all concerns about bullying are responded to **promptly, consistently, and safely**, in line with DfE guidance *Preventing and Tackling Bullying* and Hertfordshire County Council expectations. It applies to all forms of bullying, including online, physical, verbal, relational, and prejudice-based bullying.

Definition of Bullying

Bullying is:

- **Deliberately hurtful behaviour**
- **Repeated over time**
- **Where there is a real or perceived power imbalance**
- **Where the targeted pupil finds it difficult to defend themselves**

A **single serious incident** (e.g., hate language, assault, online harassment) is still investigated and recorded, even if it does not yet meet the "repeated" threshold.

If a pupil, parent or school adult raises concerns of bullying between pupils at our school, the following response must be followed.

Step-by-Step Response to Bullying Concerns

Stage 1: Immediate Response (Same Day)

Listen and reassure

- Take all reports seriously.
- Thank the pupil for speaking up.
- Avoid dismissive language ("just teasing", "falling out").
- Explain that information may need to be shared with key adults to keep them safe.
- Ensure notes are taken and are factual, using the exact words used.

Record the concern

- Log the incident on the school's system (e.g., CPOMS) before the end of the day.
- Include date/time, location, individuals involved, factual description, pupil's own words, witnesses.
- Mark as "bullying" and tag any other relevant category

Ensure immediate safety

- Separate pupils if needed.
- Provide a safe space for the targeted pupil.
- Follow first aid or safeguarding procedures if required.
- If there is any indication of hate-based bullying or significant harm, inform the DSL immediately.

Inform key staff

- **Notify the class teacher and phase leader.**
- Notify the DSL if there is any safeguarding element.
- Anti-Bullying Champion & Headteacher need to be tagged in the CPOM of all alleged bullying cases.

Stage 2: Investigation (Within 1–2 School Days)

Gather information

Use the **question prompts** to support with the following:

- Speak separately to the reporting pupil, alleged perpetrator(s), and witnesses.
- Use open questions ("Tell me what happened").
- Review previous behaviour logs for patterns.

Decide the classification

Class teacher, Phase lead and SLT to determine whether the case is:

- **Confirmed bullying**
- **Alleged bullying – under investigation**
- **Peer conflict/other behaviour** (still addressed, but not recorded as bullying)

Record the decision and rationale.

Inform parents/carers

- Contact parents/carers of both the targeted pupil and the alleged perpetrator(s) within 1–2 school days.
- Share the school's next steps without disclosing confidential information about other children.
- Provide a named contact for updates.

Summarise on the 'bullying incident record'.

Stage 3 & 4 Support for Targeted Pupils (Victims)

Stage 3: Immediate Support to be agreed with the class teacher and parent

Emotional support

- Provide regular check-ins with a trusted adult using the [booklet](#) provided.
- Validate feelings and emphasise that bullying is never the pupil's fault.
- Offer pastoral or wellbeing support where appropriate.

Additional planned next steps for the class teacher to implement

- Adjust seating, groupings, or playground arrangements.
- Increase supervision in identified hotspots.
- Agree a simple help-seeking plan (who they go to, where they can go).

Stage 4: Ongoing Support

Review meetings- to be recorded on the 'bullying incident record'

- Hold a review after 1–2 weeks, then as needed.
- Ask explicitly whether the pupil feels safer and whether further incidents have occurred.
- Record outcomes and actions.

Additional support

- Provide further pastoral interventions if needed.
 - For SEND pupils, review whether reasonable adjustments or additional support are required.
- Refer to external services if there is ongoing emotional impact, following safeguarding procedures

Stage 5 & 6 Response for Pupils Who Bully (Perpetrators)

Stage 5: Behavioural Consequences

Apply proportionate sanctions in agreement with the class teacher and parents

Sanctions may include:

- Loss of privileges
- Restorative conversations
- Behaviour reflection tasks
- Internal exclusion
- Fixed-term suspension (for serious or repeated incidents)

Consider aggravating factors such as hate-based language, physical harm, or online dissemination.

Restorative work (when appropriate)

- Only when the targeted pupil feels safe and willing.
- Facilitated by a trained adult.
- Focus on responsibility, impact, and future behaviour—not forced apologies.

Stage 6: Education and Support for Change

Individual behaviour intervention- to be done on an Early Prognosis and completed by the class teacher.

- Explore underlying causes (peer pressure, emotional regulation difficulties, and unmet needs).
- Provide targeted support: social skills, empathy training, emotional regulation, mentoring.
- Involve the SENCo if SEND or SEMH needs are identified.

Parental engagement

- Meet with parents/carers to share concerns and expectations.
- Agree a **behaviour contract** with clear targets and review dates in the format of a [check in book](#)
- Emphasise accountability and learning, not labelling.

Responding to Group Bullying

Identify roles

Record pupils as:

- Ringleaders
- Active followers
- Bystanders
- Defenders

Tiered response

- **Ringleaders:** stronger sanctions + intensive individual work
- **Followers:** sanctions + group work on peer influence and empathy
- **Bystanders:** education on safe "up stander" behaviour
- **Defenders:** recognition and support

Whole-class intervention

- Use PSHE/RSHE, circle time, or assemblies to address themes (e.g., name-calling, online behaviour).
- Reinforce class charters and school values.
- Consider external workshops if needed.

bullying incident record		
Pupils involved:	Date of initial report:	
Initial report and summary	Review	Outcomes and further next steps
<i>Summarise the findings from the initial report and the stage 2 investigation.</i> <i>Ensure this is a factual account.</i>	Date of review: Who is involved in the review:	Date of review: Who is involved in the review:
	Notes from review: <i>(include pupil voice from all parties involved)</i>	What has improved?
This is agreed to be: <ul style="list-style-type: none"> - Confirmed bullying - Alleged bullying, under investigation - Peer conflict/ other behaviour Agreed by who:		Is there anything further that needs to <u>be done</u> ?
Agreed next steps:	Agreed next steps:	Agreed next steps:
Agreed by parents: Signed:	Agreed by parents: Signed:	Agreed by parents: Signed:

Appendix 3: Searching and confiscation

- i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.
- ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
- iii. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7cii. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.
- iv. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.
- v. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.
- vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- vii. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- viii. Any search by a member of staff for a prohibited item listed in section 7cii and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- ix. Parents will always be informed of any search for a prohibited item listed in section 7cii that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.

Appendix 4: Mobile phones

Mobile phones may be brought to school; however, once pupils enter the building, phones must be handed immediately to the delegated adult and may not be used during the school day. Parents and carers will be held responsible for ensuring their child does not access inappropriate online content outside school and for supporting the school in promoting safe, responsible online behaviour. Pupils will be held to account for any inappropriate behaviour conducted through messages, social media, or other online platforms, and such behaviour will be addressed in accordance with the responses to behaviour outlined in Section 7 of this policy.

The guidance from the DfE regarding mobile phones can be found here: [Mobile phones in schools - February 2024](#)

Appendix 5:



ACTIONS AND RESPONSE PATHWAYS



Actions



Responses



Valued Behaviour

- Use good manners
- Be kind to others
- Look after school property and resources
- Accepting of others
- Follow instructions
- Complete work neatly and carefully
- Be proud of our work
- Positive attitude to learning
- Move around our school environments safely
- Be safe online
- Work hard and do not give up

- Non- verbal recognition from class adults
- Verbal recognition from class adults
- Stickers from the Headteacher
- Pathway to Success Postcard
- Summerswood Superstars certificates
- Additional roles and responsibilities in school (Ambassador)



Detrimental Behaviour

- Talking over instruction
- Not attempting work
- Interrupting others
- Lack of care for equipment or environment
- Refusal to follow instruction
- Distracting or disrupting others

- Class staff to respond with:
- Verbal reminders
 - Non-verbal intervention
 - Proximal praise
 - Check in with the pupil, including recognising and connecting with the behaviour
 - Limited choices
 - Refocus the pupil
 - Move to an alternative space in the classroom

READY-RESPECTFUL-SAFE



ACTIONS AND RESPONSE PATHWAYS



Actions



Responses



Further Detrimental Behaviour

- Frequent detrimental behaviour listed above
- Offensive language
- Rudeness to others
- Repeated disruption to others learning
- Invading personal space
- Physical aggression
- Verbal aggression
- Withdrawal
- Internal truancy

Class staff to respond with:

- Opportunity to regulate and co-regulate
- Use of pupil's 5 point scale
- Opportunity to check in with trusted adult
- Re-teaching of expectations from Pathway to Success
- Protective consequence
- Loss of break time to conduct educational consequence (reflection & restorative conversation, proportionate to incident)

Outcomes must include:

- Restorative conversation, reflection sheet may be used
- Meeting with parents
- Likely to require CPOMS log



Dangerous Behaviour

- Significant verbal aggression
- Use of racist language
- Bullying
- Physical aggression resulting in harm
- Bringing prohibited items into school

Class staff to investigate the severity of the incident. Outcomes may include;

- Removal from class dynamic
- Loss of break or lunchtime
- Pupil to be sent to SLT
- Internal suspension
- Possible external suspension

Outcomes must include:

- Reflection and restorative conversation to be recorded using Behaviour reflection sheet
- CPOMS log
- Meeting with parents held with SLT alongside the class teacher

READY-RESPECTFUL-SAFE



SUMMERSWOOD BEHAVIOUR POLICY



OUR POLICY AIMS ONE PAGE GUIDE



At Summerswood we aim to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
 - Maintain a safe, calm environment that enables all pupils to learn
 - Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
 - Explicitly teach valued behaviours, so that pupils make progress
 - Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

ROLES & RESPONSIBILITIES



Governors

- Reviewing and approving the written statement of behaviour principles
- Reviewing the behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

Headteacher

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

School leaders

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Summerswood's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff
- Creation and review of behaviour curriculum - Pathway to Success
- Ensuring staff have access to training or support to develop skills and understanding

READY- RESPECTFUL - SAFE



SUMMERSWOOD BEHAVIOUR POLICY



ROLES & RESPONSIBILITIES



All members of staff

- Teaching and modelling valued behaviour
- Noticing, recognising and praising valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Understanding all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional well-being
- Supporting colleagues to maintain physical and emotional well-being.
- Working in partnership with colleagues and outside agencies where necessary.
- Implementing this policy consistently.
- Adult responses to behaviour, whether valued or detrimental, are to be:
 - Gente and meaningful
 - Considerate of pupils' feelings
 - Predictable and certain
 - Logical and natural
 - Timely and considered

The following behaviours should be recorded and shared with SLT as soon as possible:

- All dangerous behaviours/actions that will result in harm to self and others
- Dangerous behaviours that could lead to significant damage to property
- Behaviour that could be considered criminal

Parents and carers

- Collaborate with the school around support for their child
- Understand and support their child with the school's behaviour policy and reinforce it at home
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with a relevant member of staff, likely to be class teacher or a school leader
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

Pupils

- Will be taught about valued behaviour at Summerswood through Pathway to Success
- Will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school - part of a community
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- Understand how to raise concerns or ask for support.

READY- RESPECTFUL - SAFE



SUMMERSWOOD BEHAVIOUR POLICY



VALUED BEHAVIOUR



Ready

- Pupils**
- Arrive on time, in appropriate uniform
 - Have the correct equipment and are prepared to learn
 - Follow instructions first time
 - Settle quickly and stay focused on tasks
 - Show a positive attitude to learning

- Staff**
- Plan and prepare engaging lessons
 - Start lessons promptly
 - Provide clear instructions and expectations
 - Be organised and consistent
 - Support children to be learning-ready
 - Communicate, where appropriate, relevant information to parents and/or carers

- Parents and Carers**
- Ensure children arrive on time and ready for school
 - Support routines at home
 - Communicate relevant information to school
 - Encourage positive attitudes to learning
 - Support school policies and expectations

Respectful

- Pupils**
- Use polite language and good manners
 - Active listening to others and recognising the need to take turns to speak
 - Treat others kindly and fairly
 - Look after school property and resources
 - Accept differences and include others
 - Follow adult instructions

- Staff**
- Model respectful language and behaviour
 - Treat all pupils fairly and consistently
 - Listen to children and value their views
 - Maintain professional relationships with families
 - Promote inclusion and equality

- Parents and Carers**
- Speak respectfully to staff, pupils, and other parents
 - Model positive behaviour to children
 - Support school decisions and processes
 - Raise concerns calmly and through appropriate channels
 - Respect school rules, staff time, and procedures

READY- RESPECTFUL - SAFE



SUMMERSWOOD BEHAVIOUR POLICY



VALUED BEHAVIOUR



Safe



Pupils

- Follow school safety rules and routines
- Move safely around the school
- Use equipment properly
- Feel comfortable in telling an adult if something feels unsafe
- Keep hands, feet, and objects to themselves
- Make safe choices online and offline

Staff

- Maintain a safe learning environment
- Follow safeguarding and health & safety procedures
- Supervise pupils appropriately
- Respond promptly to concerns
- Teach children how to stay safe

Parents

- Reinforce safety messages at home
- Ensure safe travel to and from school
- Follow site safety rules (parking, gates, entry systems)
- Share safeguarding or welfare concerns
- Support online safety guidance

Appendix 7:



Therapeutic Thinking Graduated Approach

<p>Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check existing knowledge, skills and understanding. <input type="checkbox"/> Complete pupil induction (routines and valued behaviours). <input type="checkbox"/> Establish a realistic starting point. <input type="checkbox"/> Establish realistic next steps. <input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences. <input type="checkbox"/> Provide guided and supported practice of skills. <input type="checkbox"/> Review progress. <input type="checkbox"/> Refer to Behaviour Policy.
<p>Universal Plus Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Support the pupil in line with policy. <input type="checkbox"/> Monitor and record the impact of policy on progress. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p>Targeted Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from parents/carers and staff. <input type="checkbox"/> Gather information from multi-agency colleagues. <input type="checkbox"/> Ensure collated information informs planning. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p>Targeted Plus Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective consequences. <input type="checkbox"/> Identify educational consequences. <input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious). <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Create a Predict, Prevent & Progress plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p>Specialist Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted and Targeted Plus. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil <input type="checkbox"/> Complete a detailed Therapeutic Plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Review progress. <input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.

Appendix 8:



OUTDOOR ACTIONS AND RESPONSE PATHWAYS



Actions



Responses



Valued Behaviour

Positive plan and co-operation

- Kind to others
- Follow instructions
- Move safely
- Positive attitude towards peers
- Positive attitude towards staff

- Non- verbal recognition from class adults
- Verbal recognition from class adults
- Pathway to Success Postcard
- Summerswood Superstars certificates
- Additional roles and responsibilities (play leaders)
- Share feedback with class teacher

"I noticed you were helping others- did how did that make you feel?"
"Thank you for..."



Detrimental Behaviour

Low- Level disruption

- Talking over instruction
- Interrupting others
- Ignoring instruction
- Name calling
- Showing lack of respect to others
- Showing lack of respect to equipment
- Disrupting other's play

Staff to respond with:

- Calm verbal reminders
- Non-verbal intervention
- Proximal praise
- Check in with the pupil, including recognising and connecting with the behaviour
- Limited choices (you can do _ or _)
- Redirect and refocus the pupil
- Restorative conversation, encourage apology and support re-integration into positive play

"I can see you were excited- what could you do differently next time?"
"Which expectation do we need to remember here?"

READY-RESPECTFUL-SAFE



OUTDOOR ACTIONS AND RESPONSE PATHWAYS



Actions



Responses



Further Detrimental Behaviour

Unsafe play

- Repeated detrimental behaviour that has been responded to previously that day. Invading personal space
- Physical aggression
- Refusal to follow instruction
- Entering spaces without permission
- Throwing items that are not intended to be thrown i.e. grass or sticks

Staff to respond with:

- Stop the activity immediately
- Explain the concern clearly
- opportunity to regulate and co-regulate on a bench for 2-5 minutes
- Complete verbal reflection with an adult before returning to play.
- Possible loss of the rest of the lunch or break time.
- Possible internal suspension the following lunch or break time- to be agreed with class teacher.

Outcomes must include:

- Restorative conversation, reflection
- Likely to require reporting to the class teacher so it can be reported on CPOMS

"I can see you had become unsafe, how can we keep everyone safe next time?"

"I can see you were finding it hard to listen- what was making it difficult?"

"What needs to happen now to make it right?"



Dangerous Behaviour

Physical or intentional harm

- Physical aggression resulting in harm
- Significant verbal aggression
- Bullying
- Sexualised behaviour
- Racism

Staff to respond with:

- Remove child from the situation.
- Inform SLT or class teacher
- Reflective conversation with an adult or on the template

Pass on to class teacher

Outcomes must include:

- Reflection and restorative conversation to be recorded using Behaviour reflection sheet
- CPOMS log
- Meeting with parents held with SLT alongside the class teacher

"What happened from your point of view?"

"How has this affected others?"

"What could you do differently next time?"

READY-RESPECTFUL-SAFE