



*"I have come so that they may have life and have it to the full."* John 10:10

# Behaviour Policy

## Spring 2026

<b>Policy Review Details</b>	
This policy will be reviewed in line with our policy review schedule.	
Date of Issue: Spring 2026	
Governor Signature	Headteacher Signature <i>Sarah Brown</i>
Date of next review: Spring 2027	

## Version Control

### Change Record

Date	Author	Version	Reason for Change
Autumn 2019	J Whittaker	New	Change of school leadership
Autumn 2021	J Whittaker	2	Include stages of behaviour appendix for clarity for staff as means of discussion of sanctions with pupils.
Spring 2022	J Whittaker	3	<ul style="list-style-type: none"><li>• Included Epworth emblem</li><li>• Summerseat emblems changed</li><li>• Shine awards included due to reviewed vision and values</li></ul>
Spring 2023	J Whittaker	4	This policy should be read in full as there are significant changes. Following training and consultation, 'Good to be green' has been removed as the main approach. Restorative practice and relationships forms the basis of the revised policy.
Spring 2024	J Whittaker	5	Updates to guidance documents – most recent Changed link for confiscation, screening and searches to reflect updated DfE guidance. Put a link to DfE guidance and removed specific references to this within the body of the policy. Increased focus on ALL staff being responsible for managing behaviour. Some additions in this section. CPoms policy added as point of reference Addition of Behaviour on a Page appendix
Spring 2025	J Whittaker	6	Updated guidance section as appropriate to match updates to wider documentation Inclusion of 'Habits for Learning' / removal of 'Behaviour on a Page' This provides more detailed explanation of expectation of children and staff in regards behaviour and matches current practice

			Inclusion of visual version of 'Stages of Behaviour' Review of Stages of Behaviour, with a few additions
Spring 2026	S Brown	7	Updated dates.

## Summerseat Methodist Vision & Values

At Summerseat Methodist Primary, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.

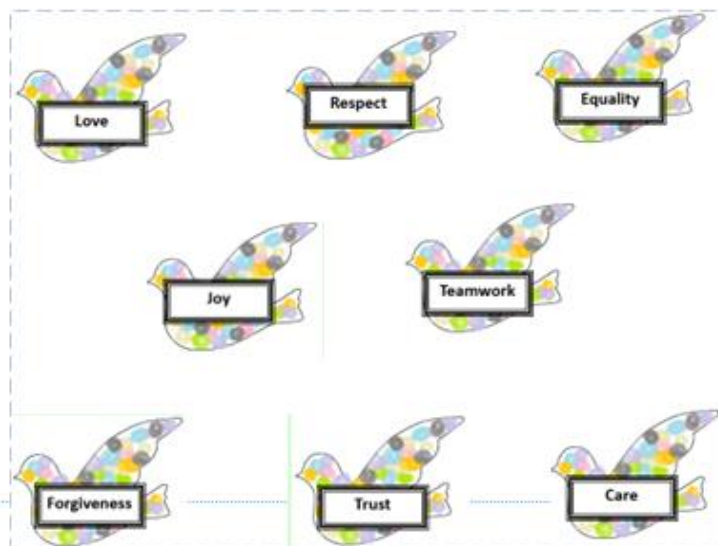


“I have come so that they may have life  
and have it to the full.”

John 10:10

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: joy, teamwork, love, respect, care, trust, forgiveness and equality.

Both vision and values can be summarised in: ‘Believe, Achieve, Shine with Love, Respect and Equality.’



## Safeguarding Statement

At Summerseat Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

## Rationale

Summerseat Methodist Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We base our behaviour approaches on clear, specific expectations which can be seen in our School Rules, Habits for Learning and also underpinned by our Christian values.

At the heart of our behaviour policy is respectful and caring relationships. At Summerseat, we create an ethos of teamwork where love and care for each other, whatever our differences, are expected and celebrated. We ensure all children know they belong within our caring community. These relationships are fundamental to our approach and rooted in our school values.

## Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils and is grounded in positive, respectful relationships
- Support children in managing any conflict in a positive manner and give them the tools to do this through life
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

## Definitions

At Summerseat, we have created a 'Stages of Behaviour' document and also a 'Pictorial Stages of Behaviour' document which can be found in the appendices. The aim of this is to

provide an open and transparent list of possible misbehaviour and the potential response to behaviour that could be used which would be discussed within a restorative approach. This clarity is for the benefit of children, parents and staff and supports consistency of response whilst being applied sensitively.

**Misbehaviour** is defined as:

- › Disruption in lessons, in shared areas between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Shouting out / Interrupting
- › Distracting others / Affecting other pupil's learning
- › Ignoring instructions
- › Pushing in line / running around school
- › Rudeness
- › Inappropriate remarks i.e. name calling
- › Answering back to an adult
- › Damaging school's / pupil's property

*This is behaviour at stage one and two of the 'Stages of Behaviour' appendix four.*

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Persistent verbal abuse to a member of staff or child
- › Physical abuse to any member of staff or child
- › Abusive remarks linked to the Equality Duty
- › Fighting / Violence
- › Leaving school without permission
- › Throwing objects with intent to harm
- › Repeated refusal to follow tasks
- › Stealing
- › Sexual violence / Sexual harassment (including: sexual comments, sexual jokes or taunting, online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of inappropriate images)
- › Vandalism
- › Racist, sexist, homophobic or discriminatory behaviour
- › Bringing inappropriate items into school

*This is behaviour at stage three onwards of the 'Stages of Behaviour' appendix four.*

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

With the children we use STOP:

Several Times On Purpose  
Start Telling Other People

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which should be read in conjunction with this policy.

## Roles and responsibilities

### The governing body

The governing body is responsible for:

- Reviewing and approving the behaviour principles: Golden Rules / Values
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's rules, values and habits for learning
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log on CPoms is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **The SENDCO is responsible for:**

- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- As part of the SLT, collaborate with the LAB, headteacher and the pastoral lead, to determine the strategic development of behavioural and SEMH policies and provisions in the school, including interventions and in-class support.
- Supporting teachers in assessing children's SEMH needs and advising on the effective implementation of support. Where deemed necessary, pupils will have an individual behaviour plan best suited to them and their individual needs – informed by parents, teachers and SENDCo. (Although our approaches are aimed to be appropriate for all children)

### **Teachers and ALL staff members**

We have a collective responsibility for discouraging and responding to any incidences of misbehaviour and celebrating positive behaviour.

If members of staff witness any unwanted behaviours, they support the children involved following the school's discipline and behaviour procedures, involving a Senior Member of staff as appropriate to provide support or appropriate sanctions. All staff must follow the agreed positive behaviour management policy and stages of behaviour, logging on Cpoms as required. All staff support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of misbehaviour.

Staff are responsible for:

- All members of staff, volunteers and support staff are responsible for consistently, persistently and insistently implementing this policy and ensuring that all pupils do too.
- Follow the Habits for Learning (expectations for all adults) consistently.
- Creating a calm and safe environment for pupils with consistent routines and expectations in line with this policy.
- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and Pastoral team and where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum, including using Habits for Learning and ensuring individual plans are followed.
- Through the PSHE curriculum ensure pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills.
- Ensure dedicated time each week is in place to teach behaviour, e.g. reviewing and modelling the Habits for Learning, i.e. practising transitions.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Analyse trends and use the ADPR process to adapt plans over time to see an increased improvement in intended outcomes. Keep SLT and SENDCo updated on outcomes.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Recording behaviour incidents promptly on CPoms and alerting senior leaders
- Challenging pupils to meet the school's expectations – never walking past any unacceptable behaviour anywhere in school by anyone

## **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Pupils**

Pupils are responsible for:

- Managing their own behaviour both inside school and out in the wider community.
- Their social and learning environment and agree to report any behaviour to staff which is not in line with the school's positive behaviour policy, vision and values.
- Follow the Habits for Learning consistently.
- Arrive at school on time.
- Follow and respect classroom rules and procedures
- Show respect for the opinions and beliefs of others.
- Demonstrate self-regulation both within and outside the school environment (i.e., residential and school trips, sporting events).
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

## School behaviour curriculum

From the time children join us at Summerseat, we explicitly teach the school rules and values through the PSHE curriculum and collective worship. Rules and values are also reinforced in interactions throughout the day. The rules and values demonstrate our high expectations and commitment to creating a culture that promotes excellent behaviour.

There is a focus in the EYFS and KS1 on understanding the rules through story and these are visited / revisited in depth. They remain a focus in KS2 but by this point they are typically embedded. In KS2, the focus is around the stages of behaviour document. Autumn term PSHE units include rules and anti-bullying throughout the school through the Jigsaw programme. Collective worship also has a focus on teamwork or community in the first part of the autumn term where rules for living together happily and harmoniously are a focus and reinforce the work completed in class.

Anyone joining us later in school, spends time exploring rules and expectations with their teacher.

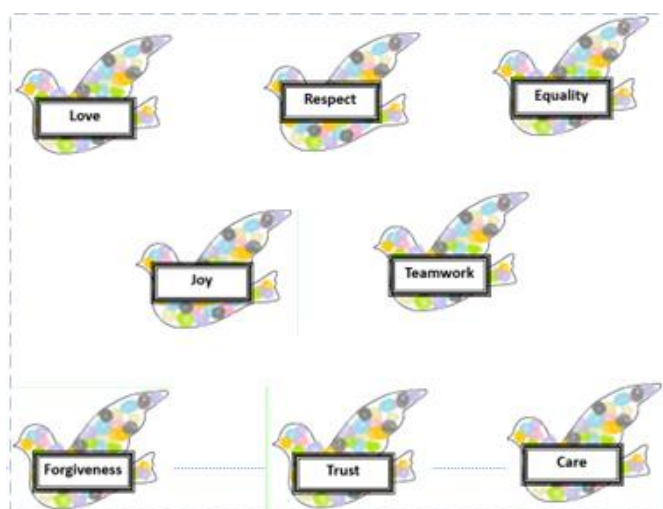
Our values are a lived experience in school with classes being assigned a core school value and school values explored on a two-year cycle with each value a focus for a half term. These articulate what we expect of our children and complement the school rules.

### Our Golden Rules are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

We use visuals to support understanding wherever possible.

### Our School Values are:



# At Summerseat we:



Throughout school, we have some specific programmes / resources that are used as part of our curriculum with the children to ensure they are able to meet our behaviour expectations and are prepared for life beyond Summerseat:

- Golden Rules Animal Stories – Picture books that show the Golden Rules in action – *These are aimed predominantly at EYFS / KS1*
- Habits for Learning - At Summerseat Methodist Primary School we are consistent, persistent and insistent on high expectations for all children. We use our Habits for Learning as our firm foundations for expectations for all, although we understand that some of our children may need further practice to embed and follow the expectations. Habits for Learning which can be found in the appendices.
- No Outsiders – a picture book approach to teaching aspects of the equalities act. *This is a whole school focus in spring 1 but each class has identified stories to explore this throughout the year.*
- Think Equal – an EYFS picture book approach to teaching aspects of the equalities act
- Real Love Rocks – A resource / programme promoting children and young people's rights to healthy, consensual and safe relationships with peers, partner, their family and across their community. It explores exploitation. *This is an upper key stage two programme that children cover in summer 2.*
- Online Safety – Most of this is delivered through Purple Mash, our main approach to the computing curriculum, however, we deepen and extend this through additional opportunities planned each term. *Children across school complete work on online safety every half term. We recognise that online safety is a particular risk for our children and work to mitigate against this through priority within our curriculum. We Education for a Connected World to enhance this as outlined in our Computing Steps in Learning.*

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

In addition to demonstrating positive in school, we expect children to refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

## Responding to behaviour

### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the school rules and values

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Following the practice of 'deliberate botherdness' (Paul Dix – Botherdness needs to be a deliberate daily act that is built into the routine... It is relationship building.)

### Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### Responding to good behaviour

We believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. It can also provide an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour may be rewarded with:

- House points and end of term rewards for the winning house
- Non-verbal rewards such as a thumbs up sign or a smile
- Verbal Praise
- Showing work to another teacher and/or Head Teacher
- Stickers, stamps, star charts.
- Certificates - end of term certificates and good conduct awards.
- Nomination of 'Shine Awards' and 'Values Certificates' at the end of each week
- Communicating praise to parents via a phonecall, message given in person at the beginning or end of the day or written correspondence
- Displaying work
- Positions of responsibility
- Whole class rewards such as a popular activity

## **Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Children will be invited to take part in a restorative conversation. Using the restorative approach, staff will ask a series of questions:

*What happened?*

*Who was hurt?*

*What could we do differently next time?*

*What can we do to make it right?*

*Resources are available to support these conversations.*

During this conversation we expect honesty and reflection. Sometimes this conversation can happen straight away but sometimes following a 'cooling off' period.

When giving / agreeing behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Time out / Stop & Think sheets (sometimes to be taken at break or lunchtime – see appendix 1-3)
- A verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom

- Suspension
- Permanent exclusions, in the most serious of circumstances

*More detail on the sanctions that may be used is given in the 'Stages of Behaviour' document to guide staff to be consistent and fair.*

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **Positive Handling**

Positive handling / reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- > Causing disorder
- > Hurting themselves or others
- > Damaging property
- > Committing an offence

Incidents of reasonable force must:

- > Always be used as a last resort
- > Be applied using the minimum amount of force and for the minimum amount of time possible
- > Be used in a way that maintains the safety and dignity of all concerned
- > Never be used as a form of punishment
- > Be recorded and reported to parents in line with positive handling policy

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **Confiscation, screening and searches**

Whilst we hope this would not be required confiscation, screening and searches would be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- > Taking part in any school-organised or school-related activity (e.g. school trips)
- > Travelling to or from school
- > Wearing school uniform
- > In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- > Could have repercussions for the orderly running of the school
- > Poses a threat to another pupil
- > Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Zero-tolerance approach to sexual harassment and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will ensure that all incidents of sexual harassment and/or violence or discrimination are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Please refer to our child protection and safeguarding policy for more information.

## **Serious sanctions**

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff and this is only ever used for a maximum of two days.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class and put in a personal plan to support needs.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil using CPoms.

### **Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher in consultation with the CEO and Chair of Governors and only as a last resort.

Please refer to our exclusions policy for more information.

## **Responding to misbehaviour from pupils with SEND**

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These are typically included in their Assess, Plan, Do, Review Support Plan or through an Individual Behaviour Plan.

These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for longer periods of time
- Adjusted seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform expectations linked to sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones / time out / nurture spaces) where pupils can regulate their emotions during a moment of sensory overload.

## **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account the individual needs of the child.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from external partners to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- > Reintegration meetings
- > Daily contact with a key member of staff
- > A daily behaviour report

## **Pupil transition**

### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › Restorative practice
- › Relational based approaches
- › The proper use of positive handling (*training will be in place for staff*)
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## Monitoring arrangements

### Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Anonymous surveys for staff, pupils and parents on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by senior leaders.

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Local Advisory Board at least annually, and behaviour data each term.

## Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Positive handling policy
- › Mobile phone policy
- › Anti-bullying policy
- › Accessibility policy
- › SEND policy
- › Cpoms Policy

- > **Appendix 1: Time out KS2**
- > **Appendix 2: Time out KS1**
- > **Appendix 3: Stop and Think Sheet**
- > **Appendix 4: Stages of Behaviour**
- > **Appendix 5: Pictorial Stages of Behaviour**
- > **Appendix 6: Habits for Learning**





# Time-Out Sheet KS1



Name: \_\_\_\_\_

This is what happened today...

Next time I should...

Sign and date \_\_\_\_\_



# STOP AND THINK SHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What happened?

Write who, what, why and when the problem/incident occurred.

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How could I have prevented the problem/incident?

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In the future I will...

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Head Teacher's comments:

Parent Comments and Signature:

## Stages of Behaviour – Summerseat Methodist Primary School

Example Behaviours	Possible Actions / Sanctions	Person Responsible	Response
<p><b>Stage 1</b> - -</p> <ul style="list-style-type: none"> <li>- Interrupting</li> <li>- Running inside</li> <li>- Shouting out</li> <li>- Distracting others</li> <li>- Ignoring instructions</li> <li>- Silly noises</li> <li>- Pushing in line</li> <li>- Bringing in banned items</li> </ul>	<ul style="list-style-type: none"> <li>- Verbal reminder</li> <li>- Second reminder</li> <li>- Moved to another area of the classroom / change of seating position</li> <li>- Warning</li> <li>- Change of seating position</li> <li>- Time out for child to consider actions</li> <li>-</li> <li>- Confiscation of banned item</li> <li>- Restorative conversation</li> </ul>	<p>Class Teacher</p> <p>Teaching Assistant</p> <p>Midday Supervisor</p>	<p><b>Praise the good behaviour of others, labelling the behaviour.</b> e.g. thank you to all of you who are walking along the corridor sensibly. <b>It has a ripple effect.</b></p> <p>You need to ... (speak to me at the side of the room).</p> <p>I need to see you ... (following the agreed routine).</p> <p>I expect ... (to see your table immaculately tidy in the next two minutes).</p> <p>I know you will ... (help Kyra to clean the pen off her face).</p> <p>Thank you for ... (letting go of her hair, let's walk and talk).</p> <p>I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot).</p> <p>We will ... (have a better day tomorrow)!</p>
<p><b>Stage 2</b></p> <ul style="list-style-type: none"> <li>- Persistent and repeated behaviour which affects other pupils' learning</li> <li>- Use of inappropriate remarks i.e. name calling</li> <li>- Walking out of class or away from an adult</li> <li>- Graffiti on books, equipment or furniture</li> <li>- Damaging school's / pupil's property</li> <li>- Repeated refusal to complete learning</li> </ul>	<ul style="list-style-type: none"> <li>- Consider CPOMS log</li> <li>- Message/phone call home to parents.</li> <li>- Missed part of break or lunch time play to complete work or 'Time out' sheet.</li> <li>- Miss privileges / events such as after school clubs</li> <li>- Pastoral support (<i>from another teacher</i>)</li> <li>- Move to a nurture space (Relax &amp; Reflect)</li> <li>- Restorative conversation</li> </ul>	<p>Class teacher</p> <p>Another class teacher</p> <p><i>SLT as support depending on severity</i></p>	<p><b>Connect before Correct</b></p> <p><b>You need to understand that every choice has a consequence.</b> If you choose to do the work, that would be fantastic, and this will happen ... If you choose not to do the work, then this will happen ... I'll leave you to make your decision.</p> <p>Do you remember yesterday when you helped me to tidy up? That is the Luke I need to see today, that is the Luke you can be all the time.</p> <p>I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour, but I believe that you can be a success.</p> <p>I am not leaving; I care about what happens. You are going to be brilliant.</p> <p>What do you think the poor choices were that caught my attention?</p> <p>What do you think you could do to avoid this happening in the next lesson?</p> <p>Luke it's not like you to ... (kick doors/shout out etc).</p>
<p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>- Repeated and ongoing class disruption</li> <li>- Personal or discriminatory</li> </ul>	<ul style="list-style-type: none"> <li>- CPOMS log</li> <li>- Loss of Playtime / Lunchtime</li> <li>- Sent to a senior leader to complete a</li> </ul>	<p>Class Teacher</p> <p>SENDCO</p> <p>DHT / HT</p>	<p><b>Empathetic scripts:</b></p> <p>It looks like you feel_____</p> <p>I wonder if you feel like this because...</p> <p>I understand you may feel...</p>

<p>comments directed at staff or pupils</p> <ul style="list-style-type: none"> <li>-Swearing</li> <li>- Throwing objects with intent to harm</li> <li>- Hitting, kicking (people or things)</li> <li>- Repeated refusal to follow tasks</li> <li>- Stealing</li> </ul>	<p>'Time Out' / 'Stop and Think' sheet</p> <ul style="list-style-type: none"> <li>- Parents contacted</li> <li>- Consider removal of privilege to represent the school / reward events</li> <li>- Consider some class withdrawal to another class</li> <li>-Consider individual behaviour management plan</li> <li>- Consider referral to outside agencies</li> <li>-Restorative conversation – allow 'cool down' period</li> <li>- Suspension warning</li> </ul>		<p>When I feel ___ these things help me calm down</p> <p>.</p>
<p><b>Stage 4</b></p> <ul style="list-style-type: none"> <li>- Bullying</li> <li>Abusive remarks linked to the Equality Duty</li> <li>- Fighting</li> <li>- Violence</li> <li>- Very serious challenge to authority</li> </ul>	<ul style="list-style-type: none"> <li>-CPOMS log</li> <li>- Meeting with parents</li> <li>- Class withdrawal (max 2 days) by SLT</li> <li>- Miss playtimes / lunchtimes</li> <li>- Removal of privileges e.g. Fixed term ban on representing the school / Visits outside school</li> <li>-Restorative conversation – allow 'cool down' period</li> <li>- Consider suspension</li> </ul>	<p>AHT / HOS / HT</p> <p>External agencies</p>	<p>As stage 3</p> <p><b>Focus on de-escalation</b></p>
<p><b>Stage 5</b></p> <ul style="list-style-type: none"> <li>- Uncontrollable, dangerous behaviour</li> <li>-Being a significant danger to themselves or others</li> <li>-Violence or intimidation directed at any member of school</li> <li>-Leaving school grounds</li> </ul>	<ul style="list-style-type: none"> <li>- CPOMS log</li> <li>- May require an emergency call home to support de-escalation</li> <li>- Head teacher meets with child and parents</li> <li>- Probable suspension for a fixed term</li> <li>- No visits outside school</li> <li>-Ban on representing school</li> </ul>	<p>AHT / HOS / HT CEO / CoG</p> <p>External agencies</p>	<p>As stage 3</p> <p>Focus on de-escalation</p>

	-Extra agency support -Restorative conversation – allow 'cool down' period in nurture space <i>as available</i>		
<b>Stage 6</b> Repeated stage 5 behaviour	- Permanent exclusion from school	HT / CEO / Govs  External agencies	

- All decisions are at the discretion of the Head teacher and based on individual pupil needs.
- All incidents should be managed with restorative conversation.
- **Incidents from stage 3 should always be recorded on CPOMs. Stage 1 and 2 are at staff discretion.**

# Visual Stages of Behaviour

running inside

answering back

shouting out

ignoring instructions

silly noises

pushing in line

banned items

# 1

verbal reminder

2nd reminder

warning

move in classroom

missed part of playtime

time out

graffiti

not working

damaging property

climbing on furniture

leaving class

mean names

# 2

missed part of playtime

finish work

pastoral support

lose privileges

phone call home

move to nurture space

time out

3

 throwing objects	 hitting	 kicking	 kicking doors	 stealing	 pushing	 swearing
 disrespect of an adult					 disrespect child	
 stop and think					 time out	
 phone call home	 miss playtime	 lose privileges	 another class	 SLT support	 move to nurture space	 suspension warning

4

 bullying	 racism	 fighting	 repeated hitting or kicking	 Homophobic insults		
					 miss school events	 suspension
					 miss playtime	 another class



## Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour



# Summerseat Habits for learning



## Moving Around School

- Walk on the **left**
- Move around **quietly** and **calmly**
- Look in the direction of travel
- Always accompanied by an adult when moving as a class
- Pupil at the front holds the door open
- Carry snacks to the playground - no eating in corridors
- T-shirts tucked in (where possible)
- Be **stair aware** - one hand on the rail on the left hand side



## Showing Respect

- Pick items up off the floor
- Hold doors open
- Demonstrate good manners - **please / thank you**
- Address visitors - **Good morning / good afternoon / Can I help you? / Are you having a good day?**
- Allow others to pass on the corridors (give way)



## Taking Pride

- Wear your uniform with **pride**
- **Look after** books and belongings
- Make sure items are stored in lockers and lockers are closed
- Store lunchboxes neatly in the trolley in the hall
- Resources away and chair under table before leaving the room
- Be a positive **role model**
- Take **responsibility** for the habits for learning



## Breaktime & Lunchtime

- Line up **quietly**, in a **single file line, facing forwards** when collecting lunch
- **Eat quietly** having conversations on your table
- **Stay seated** whilst eating unless directed by an adult to move
- **Tidy up** your own plates
- No food to be dropped on the floor



## Positive Interactions

- Make eye contact with adults (if it feels comfortable)
- Say **'good morning'** or **'good afternoon'**
- Say **'please'** and **'thank you'** when asking for something
- **Listen** when others are speaking
- Use **kind words**
- **Respect differences**



## Learning Time

- Sit up straight following correct seating position model
- **Tummies Near Tables (TNT)**
- Speak at appropriate volumes
- Raise your hand to show you would like to speak
- Have the same high expectations with all adults that teach you



## Cues & Stop Signals

- When you hear the clap pattern, respond by copying it.
- **Look at the adult, stop talking and listen for instructions.**
- 1,2,3, eyes on me. / Turn, talk and tell
- Give yourself a tick or fix it quick / Faces back in places.
- **My turn, our turn, your turn.** / Are we fine or should we do it one more time?

**The expectation of all children**



EPWORTH  
EDUCATION TRUST

# Summerseat Habits for learning



## Set the Expectation

- Notice and articulate positive behaviours using a calm voice.
- **Model expectations** e.g tidying up, manners, seating
- Articulate, explain, encourage with a calm tone of voice.
- **Have a presence** in the corridor/around school.
- Address non-compliance **discretely**. **RIP (Restore in private)**
- **Explicitly teach, model and practise expected behaviours regularly.**
- **Teach from feet**, so that movement around the room is routine.



## Positive Interactions

- **Meet, Greet, Connect, Correct, Direct.**
- **Greet at the door at the start of every session.**
- Hold doors open, say thank you.
- Provide **clear and specific instructions.**
- **Thank pupils for their efforts and catch them being good.** **PIP (Praise in Public)**
- **Remember 5 positives to every correction!**
- **Clear communication channels** for self regulation.



## Essential Routines

- Ensure pupils enter **quickly and calmly.**
- Gain attention **quickly and calmly**, using **Clap-Response.**
- **Develop clear routines** for transition points and movement
- **Notice and discretely deal with off task behaviour** and reset.
- **Consistently** follow the school's Behaviour Policy, retaining ownership.
- **Praise in public, restore in private. Always reference Golden Rules & Values**
- Teacher leads the line and checks back so that all pupils are supervised.



## Resources

- **Sharp pencils**
- Resources **prepared and ready** before the start of the lesson.
- IT equipment **charged up.**
- All resources to be tidied away before pupils leave the classroom.
- Remember - Keep on TOP - Timings, Organisation, Pace



## Playground

- Staff on duty **engage with pupils** in games and activities **at all times.**
- Ensure **each zone is calm** and pupils are engaging in **appropriate play.**
- Teachers **accompany their class** out onto playground and back inside
- Teacher **always collects** their class.
- **2 whistles** - 1 for stop, second for walk to line. Only blow second whistle once **all children are still.** (In addition, there should be a whistle 5 mins before as a warning play is almost ending and a cue to tidy up equipment)



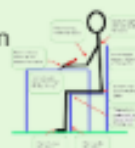
## Environment

- **'The standard you walk past is the standard to accept.'**
- Have an **awareness and pride** in environment.
- **Tidy work spaces** (including teacher).
- **Cared for classroom** (blinds, teacher desks, displays, prayer spaces).
- Cared for communal spaces - storage spaces, hall etc.



## Pencil Grip, Positioning, Posture

- Check for **correct use** of pencil grip (tripod: nip, flip, grip)
- **Left-handed awareness** for resources and seating position
- **Teach deliberate seating posture**
- **TNT - Tummies Near Tables**



**The expectation of all adults**



# Summerseat Habits for learning



## Set the Expectation

- Notice and articulate positive behaviours using a calm voice.
- **Praise in Public PIP** linked to rules and values
- **Model expectations** e.g. moving quietly, trays away, games
- Articulate, explain, encourage with a calm tone of voice
- **Explicitly teach, model and practise expected behaviours regularly**
- Address non-compliance **discretely**. **RIP (Restore in private)**
- Use Restorative cards and scripts - retain ownership - **Does it need passing on to the teacher? Do you need to CPOMs?**



## Expectations - Hall

- Come in quietly, walking and facing the direction of travel.
- Adults close doors to main toilet block on entry - children to ask permission
- Line up quietly, in a single file line, facing forwards when collecting lunch
- Eat quietly having conversations on your table
- Stay seated whilst eating unless directed by an adult to move
- Tidy up your own plates (EYFS / KS1 to be checked first)
- No food to be dropped on the floor
- STOP at the clap, respond. Listen to adult instructions
- Have the same high expectations with ALL adults - remember manners!
- KS1 to sit on the bench quietly when finished. Adult will accompany a table at a time to the door, starting with KS1 and 'Table of the Day'. (A 'Table of the Day' should be selected daily, dismissed first and given House Points.)
- House Captains to support with hall dismissal. Adult or Captain on doors.



## Expectations - Playground

- Staff on duty **engage with pupils** in games and activities **at all times**.
  - Ensure **each zone is calm** and pupils are engaging in **appropriate play**.
  - Adults **stay in assigned zone** to ensure full coverage and no blind spots
  - Adults to **observe** and look for positive behaviour but also any behaviour that may need **redirection & correction**.
  - **Equipment and First Aid box** is set up in advance of first break (Assigned Support Staff & Play Leaders) Encourage Activity
- Zones:** 1. Play zone (Fenced area - timetable) 2. Equipment zone (Near sheds) 3. Games zone (L shape around play zone from church side) 4. Quiet / covered area



## Essential Routine - end

- **Warning**- adult sounds a warning bell or whistle with 5 minutes left as a **warning** play is almost ending and a cue to **tidy equipment**. Equipment is tidied in each zone
- The **whistle is blown for the first time**. This should be loud and long (5-6 seconds) with the adult on duty standing in the middle of the playground so they are visible. The children **stop and stand still** in a relaxed position.
- A **second whistle** is blown and children **line up in designated spaces walking purposefully and quietly**.
- **Teacher always meets the class on the playground**, takes any key messages and walks them back, making sure moving around school Habit is followed.



## Additional Expectations

- Children should go to the bathroom on the way out to the playground so doors can be closed
- Only adults, House Captains and Play Leaders should open doors
- No climbing on fences or furniture
- Do not touch bikes and scooters
- Play leaders will support in the following ways: Game guiders, equipment monitors & special friends - this will be on a rota



## Environment

- **Play equipment must be returned neatly** to the sheds with support from play leaders. **Equipment that goes over will be collected at the end of play**.
- Playground to be **free of litter** and children encouraged to use **litter pickers** to remove any rubbish.

# The expectation at Lunchtime