



Behaviour Policy

December 2024

At Summerside Primary Academy we want to equip the children with life skills and to help our community learn to understand the consequences and impacts of their actions. We have very high expectations for behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative. Through use of the Zones of Regulation as a method for supporting our pupils to manage their emotional wellbeing and use strategies to help them avoid conflict in the first place. We also believe that by using a restorative process and bringing those harmed by conflict, and those responsible for the harm, into communication, we can enable everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. The school actively builds an ethos which promotes trust, restoration of relationships and looks to repair at every opportunity. We believe that children have the right to feel safe and feel accepted.

We aim to:

- help children grow up into confident, tolerant, considerate young people ensure that everyone at Summerside can listen to others and feel listened to
- show children how to respect themselves and to show others the same respect
- help children to understand the needs of others
- teach children to care for their own belongings and their surrounding environment
- create an environment where education is a partnership between home and school
- be consistent through clear routines and expectations.

We believe that:

- all members of the community should feel safe, happy & cared for in school
- children & adults should be asked what they need in order to get the best out of themselves
- we should 'teach' skills to enable and empower children to make good relationships we must provide systems that will support children & adults if relationships break down
- any behaviour that harms/upsets a child or adult should be addressed and all parties involved should be given the opportunity to put things right

To achieve this; children, staff, parents, carers and members of our community will:

- speak to one another in a calm manner
- work together listen to each other
- tell the truth
- try to understand each other's point of view
- actively seek to build, maintain and repair relationships

It is essential that our behaviour systems help to create a calm, orderly and respectful environment where children can grow in confidence feel safe and are able to learn.

Stay on Green, Aim for Gold:

At Summerside Primary School we use a behaviour system called 'Stay on Green, Aim for Gold'. We work towards standards of behaviour that are based on the basic principles of honesty, respect, kindness, hard-work, consideration, and responsibility. When children are following school golden rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community aims to show this behaviour at all times. The expectations are designed to focus on positive action and choices, rather than what children should not do.

Overview:

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.

- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who regularly follow the rules are noticed and rewarded.
- It is supported by the Zones of Regulation

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.
- Restorative approach used for repairing incidents
- Positive choices - Rewards
- Negative choices - Consequences

How It Works: (See Appendix A, B and C for breakdown of behaviour system)

- In each class there is a prominent 'Stay on Green, Aim for Gold' display with each of the colours represented by a simple piece of matching coloured card. On this display, all children have a card with their name on it.
- Each day, children start with their name on **Green**.
- If children make positive impactful individual choices, they are celebrated by placing their colour bronze, silver or gold into the chart and rewards are given (Please see Appendix for list of behaviour rewards).
- If children make negative behaviour choices, they are warned by placing a blue card in their named card holder.
- Continuing or serious negative behaviours will result in the child's name being changed to the yellow or red areas of the display and the subsequent sanctions actioned.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards Green (and then towards Gold).
- Whilst it is generally unlikely for children to reach Red, any child who reaches Red or beyond in a day will receive support from the Learning Mentor to help them make better choices in their behavior.
- There are a number of behaviours which are deemed severe enough for an automatic Serious Red (even if the pupil had been on Green/Silver/Gold).

These include:

- Violent and aggressive behaviour
- Discriminatory language
- Bullying
- Physical harm
- Sexualised Behaviour

All Yellow, Red & Serious Red incidents will be logged and records kept in order to track behaviour of individuals – this will be logged on Arbor.

Children with specific behavioural needs:

- We recognise that some children have specific needs with regards to their behaviour.
- For those identified with SEND, the system may be altered and adapted to meet their needs.
- In these cases their Individual Education Plans and Individual Behaviour Plans will indicate the actions planned to address and support their needs.

Peer on Peer abuse:

The school prioritises cultivating a safe and respectful environment amongst pupils and ensures that all pupils are aware that the school adopts a **zero-tolerance** stance on peer-on-peer abuse of any kind.

The school promotes respectful interactions amongst pupils, and all staff model appropriate and respectful behaviour. Staff will take care to avoid normalising harmful behaviour, particularly harmful sexual behaviour, e.g. by refraining from the use of phrases such as 'boys will be boys' or describing such behaviour as 'just having a laugh' or 'part of growing up'.

The school will ensure that wider societal factors that exacerbate the problem of peer-on-peer abuse are reflected in its approach to creating a preventative culture. This means that individuals who are more likely to be abused, e.g. girls or LGBTQ+ pupils, or who are at increased risk of acting as a perpetrator in abusive situations, e.g. due to abusive home situations or anger management issues, are given additional support from an early stage.

All incidents are dealt with in line with our behaviour policy, recorded on Arbor and the appropriate action is taken.

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use a fixed term exclusion for a child. This may be for half a day, a whole day or, in exceptional cases, for a maximum of 2 weeks, to maintain the well-being, health and safety of all our community. In some cases, it may be necessary to permanently exclude a child. Only the Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies tried or for extreme behaviour. On the child's return parents/carers will be required to attend a reintegration meeting with their child and a member of SLT before the child can re-join their class.

The Restorative Approach

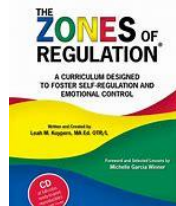
At Summerside Primary Academy everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

1. What happened? Drawing out each person's story one at a time.
2. What do you think and feel about that? What each person was thinking at the time, before and since.
3. Who has been affected and how? Who has been harmed/affected and how?
4. What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.
5. What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Zones of Regulation



The aim of the framework is to support children to develop social, emotional and sensory self-regulation. It is an integration of several different approaches including The Incredible 5-Point Scale, Social Thinking, Alert Programme, and was developed by an Occupational Therapist. She identified self-regulation as a common need among all children.

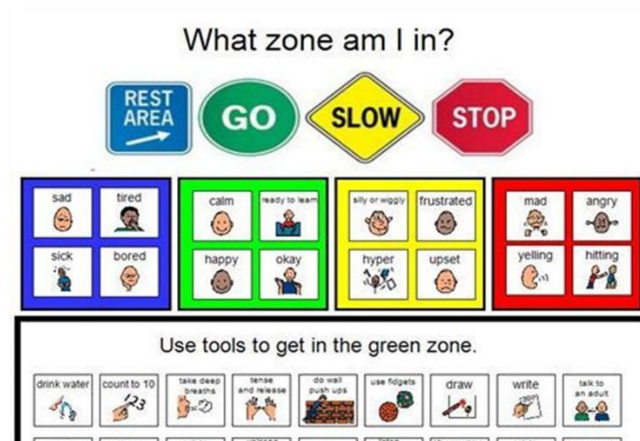
Aims of the programme:

- Way to identify and communicate feelings / zones in a non-judgemental way
- Understand the different feelings, sensory needs and thinking patterns that result in a child shifting from one zone to the next
- Learn tools to stay in or move between different zones
- Develop an individualised toolbox
- Recognise triggers and when to use tools
- Recognise others emotions and the impact of one's behaviour on others

The Four Zones: Our Feelings & States Determine Our Zone – states of alertness and emotions

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone. This is not expected in school. In this zone a person may feel out of control and needs to use tools to keep them safe (breathe, take a break, calm jar, music)
- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. This zone might be expected at break time or trips. Calming tools will help to reduce energy levels back to the green zone ready to learn.

- The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored. This zone requires energy and alerting tools (e.g. stretch, drink water)



Key Aspects:

- All zones are acceptable
- Using a class iPad, children will enter school and put themselves in the Zone that they are feeling, they are able to change this at certain points throughout the day
- We make others feel comfortable and safe when we are in the expected zone at the expected time
- Important to practise skills in the green zone so the child is prepared to cope with the other zones
- Make comments out loud e.g. this is really frustrating me and I can feel I am in the yellow zone. I need to use a tool to help me calm down
- Share how a child's behaviour is impacting the zone you are in
- Try not to reward the child for being in the green zone as this is not always the expected zone
- Praise attempts at moving/staying in zones even if they are not completely successful
- Support children to use their Tool kit for managing their feelings.

Rewards:

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour.

Wherever possible we aim to have positive interactions with a child rather than negative interactions. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would

praise another child who is sitting still on their chair in order to remind the first child of the correct choice; check the first child has stopped and then praise them for making the correct choice.

We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

Whole Class Rewards:

- Every class has a whole class reward system which ends in a class treat if they reach the total number of points.
- At the end of each day if all children stay on green, this will contribute 1 point towards the classes reward system.
- If five children gain bronze in a day, this will contribute 1 point towards the classes reward system.
- If three children gain silver in a day, this will contribute 1 point towards the classes reward system.
- If 1 child gets gold in a day, this will contribute 1 point towards the classes reward system.

Individual Rewards: (see Appendix B – Behaviour ladder)

- Green – child is given positive praise
- Bronze - child is given positive praise
- Silver – child is given positive praise
- Gold – child receives a Gold leaf, which will be sent home. A copy of the leaf will go up on the Golden Leaf Tree. They also get the opportunity to have a go on the 'Golden Cycle'
- Every week there is a Success Assembly for Key Stage 1 and 2. Each week a child in every class is recognised in the award assembly for their good work, positive learning attitude and behaviour or growth mindset. Children who receive 'Star of the Week' will also have the opportunity to go on the 'Golden Cycle'

Outside Class and Playground Positive Behaviour Management:


The Behaviour system, 'Stay on Green, Aim for Gold' continues whilst out of class.

Outside the Classroom:

- All members of staff will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Playground behaviour - all adults must be vigilant to address 'tensions' through restorative conversations before they result in incidences.
- All adults must deal with incidents appropriately following the principles of 'Stay on Green, Aim for Gold' and use of restorative approach.
- Children must approach relevant staff outside on the playground when other children make poor choices and not come into the school building.
- Serious incidents will be referred to SLT/Learning Mentor.
- All significant incidents must be reported to class teacher.

Appendix A:

Visual Guide to Stay on Green, Aim for Gold

	Colour	Rewards/ Consequences
	<u>GOLD</u>	<ul style="list-style-type: none"> - Gold Leaf – one on the tree and one sent home - Golden Cycle - 2 Gold in class in a day – contributes 1 point towards class reward system
	<u>SILVER</u>	<ul style="list-style-type: none"> - 3 Silvers in class in a day – contributes 1 point towards class reward system
	<u>BRONZE</u>	<ul style="list-style-type: none"> - 5 Bronzes in class in a day – contributes 1 point towards class reward system
	<u>GREEN</u>	<ul style="list-style-type: none"> - Whole class on Green in a day – contributes 1 point towards class reward system
	<u>BLUE</u>	<ul style="list-style-type: none"> - Noted down on weekly behaviour chart – 3+ blues in one week = missing Monday AM break with Learning Mentor - Restorative conversation if applicable
	<u>YELLOW</u>	<ul style="list-style-type: none"> - Self-reflection sheet filled in - 2+ yellows in one week = missing Monday AM break with Learning Mentor - Class teacher notifies Parent/Carer - Restorative conversation if applicable
	<u>RED</u>	<ul style="list-style-type: none"> - Sent to Phase Leader - Self-Reflection sheet filled in - Restorative conversation if applicable - Sent to Phase Leader’s classroom for the afternoon (Class Teacher to provide work) - 1+ reds in one week = missing Monday AM break with Learning Mentor - Learning Mentor monitors behaviour for rest of the week - Phase Leader notifies parent/carers
	<u>SERIOUS RED</u>	<ul style="list-style-type: none"> - Sent to Assistant Headteacher - Self-Reflection sheet filled in - Restorative conversation if applicable - Sent to Phase Leader’s classroom for the afternoon (Class Teacher to provide work) - All playtimes and lunchtime missed that day (or next if in the PM) – supervised by the Phase Leader/ Assistant Headteacher - Assistant Headteacher arranges in-person meeting with parent/carers

Appendix B:

Rewards for Appropriate Behaviour	Order of Consequences		
Green	1	BLUE	<ul style="list-style-type: none"> • Verbal warning
Bronze	2	YELLOW	<ul style="list-style-type: none"> • Second warning • Class teacher notifies Parent/Carer. • Reflection sheet • Phase Leader & Learning Mentor handed Reflection sheet (filed and recorded on Arbor)
Silver	3	RED	<ul style="list-style-type: none"> • Sent to Phase Leader to complete a Self-Reflection Sheet • Afternoon spent in Phase Leader's classroom • Phase Leader to speak to Assistant Headteacher & Learning Mentor • Reflection form recorded on Arbor • Learning Mentor to monitor behaviour for rest of week. • Phase Leader informs Parent/Carers
Gold	4	Serious Red	<ul style="list-style-type: none"> • Sent to Assistant Headteacher. • Assistant Headteacher call parents – meeting in person to discuss behaviour. • Internal Red (in another class) for half a day. • All playtimes and lunchtimes missed that day – supervised by the Head or Deputy Head • Support work plan put in place by Learning Mentors. • 3 Internal Reds in a half term = 1 day exclusion.

Appendix C:

Definition of different colours for ‘Good to be Green, Aim for Gold’

Serious Red	Red	Yellow	Blue	Green	Bronze	Silver	Gold
Violent and aggressive behaviour	Build-up of minor incidents after being placed on ‘Yellow’	Build-up of minor incidents after being placed on ‘Blue’	Calling out after a first warning	Engaged in lessons and work	Consistently showing ‘Green’ behaviour throughout the day.	Consistent good choices/acts of kindness when already on ‘Bronze’	Consistently behaving well over a longer period of time
Discriminatory language*	Swearing	Rough play in the playground	Off topic conversations during lesson time	Sharing	Making numerous contributions to class discussions	Outstanding work and effort	For producing excellent work of a high standard
Bullying	Damaging school property	Being repeatedly rude to adults	Answering back	Good manners	Producing a good piece of work and persevering	Consistently producing good work and working hard	Amazing Big Write
Physical harm	Persistent refusal to follow instructions	Not telling the truth	Lack of effort	Following Steps to Success	Being a good role model		
Sexualised Behaviour	Stealing		Purposefully excluding others during group work	Answering questions	Showing good problem-solving skills		
*Discriminatory language includes: racist and homophobic language and insulting someone’s gender, belief or disability			Disrupting carpet sessions	Looking at the speaker during whole class discussion	Being kind		

					Being helpful to others		
					Good input during carpet sessions		

Electronic Devices – Searching and Deletion Policy

The Headteacher will need to authorise those staff who are allowed to carry out searches.

The Headteacher has authorised the following members of staff to carry out searches for and of electronic devices and the deletion of data / files on those devices: the Headteacher, the Deputy Headteacher, the Assistant Headteacher, and, in their absence, the person left in charge of the school.

Members of staff authorised by the Headteacher to carry out searches for and of electronic devices and to access and delete data / files from those devices should receive training that is specific and relevant to this role.

Specific safeguarding training is required for those staff who may need to judge whether material that is accessed is inappropriate or illegal.

Pupils who bring mobile phones must pass on to the class teacher at the beginning of each day and collect just before home time.

Authorised staff (defined in the responsibilities section above) have the right to search for such electronic devices where they reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

- Searching with consent - Authorised staff may search with the pupil's consent for any item, ensuring that we ask for permission first.
- Searching without consent - Authorised staff may only search without the pupil's consent for anything which is 'prohibited' (as defined in Section 550AA of the Education Act 1996)

In carrying out the search:

- The authorised member of staff must have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.
- The authorised member of staff should take reasonable steps to check the ownership of the mobile phone / personal electronic device before carrying out a search.
- The authorised member of staff should take care that, where possible, searches should not take place in public places e.g. an occupied classroom, which might be considered as exploiting the student / pupil being searched.

- The authorised member of staff carrying out a search of a pupil's clothing must be the same gender as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they too should be the same gender as the pupil being searched.

There is a limited exception to this rule:

Authorised staff can carry out a search of a pupil of the opposite gender including without a witness present, but **only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.**

Extent of the search:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear (outer clothing includes hats; shoes; boots; coat; jacket; gloves and scarves).

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks and bags.

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.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Use of Force – force cannot be used to search without consent for items banned under the school rules regardless of whether the rules say an item can be searched for.

An authorised member of staff finding an electronic device may access and examine any data or files on the device if they think there is a good reason to do so (i.e. the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school code of conduct).

The examination of the data / files on the device should go only as far as is reasonably necessary to establish the facts of the incident. Any further intrusive examination of personal data may leave the school open to legal challenge. It is important that authorised staff should have training and sufficient knowledge of electronic devices and data storage.

If inappropriate material is found on the device it is up to the authorised member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police. Examples of illegal activity would include:

- **child sexual abuse images (including images of one child held by another child)**
- **adult material which potentially breaches the Obscene Publications Act**
- **criminally racist material**
- **other criminal conduct, activity or materials**

Members of staff may require support in judging whether the material is inappropriate or illegal. Care should be taken not to delete material that might be required in a potential criminal investigation.

The school also considers their duty of care responsibility in relation to those staff who may access disturbing images or other inappropriate material whilst undertaking a search. Seeing such material can be most upsetting and make arrangements in place to support such staff accordingly.

Policy Review date:

December 2024

