Summerhill School

Behaviour and relationships policy

Member of staff responsible for Policy	Mr Randle Deputy Headteacher – Pastoral Care		
Applies to:	All students and staff (Teaching and non-teaching) at Summerhill School		
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Approval by:	Summerhill School Governors		
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1. Statement of General Principles

At Summerhill School we believe that a true community school is both a 'place' and a set of partnerships between the school and other community resources. Its integrated focus on relationships, young people's growth, family support, social action and community development leads to improved student learning, stronger families and healthier communities. Our combined effort first and foremost, must be to help young people achieve their potential and go on to make a successful contribution to the world.

We have the highest of expectations in all aspects of school life, which are underpinned by honesty, integrity and transparency in the way we do things. We have a smart, fun and colourful school uniform which helps our students to look smart, feel proud and celebrate their house allegiances.

Our ethos is "Success through Caring" and we aim to live this out in all aspects of school life. Relationships are key. We look after each other, we look out for each other and we are courteous in the way we interact with each other. The ethos is underpinned by the following four attributes:

- **Courage** – doing what is right; being truthful; trying new experiences; taking risks in the pursuit of personal development

- **Ambition** – having the highest aspirations and expectations of ourselves and others; being brilliant in all we do and having a belief that anything is possible with the right attitude and hard work

- **Respect** – thinking about the way we interact with others; being considerate to ourselves, others and the environment; responding to expectations and working together in teams

- **Effort** – investing time and energy to achieve success; always giving 100% in everything we do and demonstrating resilience when things are tough

The maintenance of a purposeful, positive learning environment is the most essential factor in the achievement of successful learning and teaching and is fundamental to our policy on behaviour and relationships. Any action, event or pattern of events which undermines the good order of the school community, also undermines the learning process and comes, therefore, within the scope of this policy. This includes not only events which occur in the school but also those events which occur outside in the community or on the way to and from the school, but whose origins and effects are felt within the school community.

This policy is designed to sustain a community in which all share a sense of affiliation and responsibility. Our purpose is to provide guidelines for the behaviour we wish to see from our school community. We seek to enable young people to thrive in a stimulating, well ordered and caring environment in which they can develop into well-rounded young adults who are able to succeed in an internationally changing world.

We recognise that for a variety of reasons adolescents will, at times, go beyond the boundaries of acceptable behaviour. Our first response will always be to establish the causes and reasons for poor behaviour and to look at individual motivation. We will ensure that we have a full picture of the incident or activity and establish the number and role of those involved. Wherever possible we will work in partnership with parents / carers and keep them informed. We will then react with the appropriate support, or sanction, or both, to meet the incident and the needs of the individuals involved. Strategies for support and sanctions are varied and well known across the school community to ensure that students do realise that each action, whether positive or negative, is attached to a consequence. Students are expected to adhere to the same rules set out in this policy when on school trips and off-site events.

The vast majority of our students behave well, enjoy school life and interact appropriately with others. It is fundamental to our approach to discipline to stress this positive behaviour and to encourage it by an appropriate and

all-permeating reward system. This approach creates a positive and supportive ethos with an emphasis on success and achievement.

2. Aims

We take a positive, fair and consistent approach to discipline. A mutually supportive, caring and purposeful atmosphere helps us achieve our aims:

- To promote positive achievement and behaviour in all aspects of learning through our CARE values.
- To behave in a caring and supportive way to others and make a positive contribution to the local and wider community.
- To grow into happy, healthy, confident young people developing the skills for adulthood.
- To become active lifelong learners.
- To promote an understanding of why students misbehave and therefore how they can be encouraged to amend their behaviour.
- To promote restorative approaches.

To help us achieve this vision, we will:

- Provide relevant personalised learning programmes.
- Focus relentlessly on high educational standards.
- Listen and respond to student and parent views and comments.
- Ensure a consistent use of a full repertoire of rewards and sanctions.
- Use developing technology to improve communications between staff and with students and parents.
- Provide staff with quality resources and workspaces.
- Collaborate with other service, businesses and education providers in the community.

3. Student and Staff Rights

The rights of all individuals will be understood and safeguarded. These are:

1. Every student has the right to learn at his or her optimum rate, without being hindered by others.
2. Every student has the right to live each day in the school without fear. Bullying, threats, name-calling, racial or sexual harassment, interference with property, and any other action designed to frighten, humiliate or embarrass are all unacceptable.
3. All staff - teachers and support staff - have the right to go about their work and use their abilities for the benefit of students without unhelpful interference.

The secondary school years are years of profound change for young people; our success is judged by how we deal with issues related to that change. Our chances of success are best served by:

a) Students knowing how they are expected to behave and knowing the consequences of misbehaviour.
b) Staff presenting good models of behaviour themselves and dealing fairly and consistently with any misbehaviour on the part of students.

4. Roles and Responsibilities

4.1 Staff

All adults working in this school are responsible for promoting high standards of behaviour. This should be achieved by:

- The expectation that every teacher will provide well-planned, well-resourced lessons that are accessible to all students, therefore making a considerable contribution to positive behaviour in the classroom.
- Providing a clear, positive example to others of how to behave in any given situation, taking the lead in creating an atmosphere of respect and care in our community.
- Praising good behaviour.
- Correcting poor behaviour consistently and fairly including use of correct language and wearing of appropriate dress.
- Working hard to establish and maintain mutually respectful relationships with students.
- Every member of staff using the agreed system of rewards and sanctions and this will be recorded on Arbor.
- Keeping accurate records of behavioural issues, contact with parents/guardians and actions taken, in their lessons/curriculum areas.
- Enabling students to see that they can make amends for their behaviour and learn from their mistakes using restorative practice techniques.
- Applying sanctions to individuals, the system of sanctions should be applied fairly, firmly and consistently.
- Students should be encouraged to take responsibility for their own actions and their own learning, including apologising, where appropriate.
- Restorative conversations employed to achieve agreement and reparation through dialogue between those involved in an incident where harm has occurred.
- When dealing with instances of poor behaviour, the ultimate aim should be to de-escalate the situation. Staff should endeavour to use all the behaviour management techniques at their disposal.

The school recognises its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEND).

4.2 Head of Department and Directors of Subject

Working together, post holders within departments will monitor student behaviour on a consistent basis, looking for patterns in behaviour and seeking solutions, using information from Arbor, Subject Teachers and Support Staff.
These staff members will always attempt:

- To support their subject teachers and support staff by helping to address behavioural issues.
- To keep students informed about their concerns and further investigate causes of poor behaviour across their department.
- To consult with and feedback to subject staff and support staff.
- To monitor the behaviour of students (positive and negative) within their department.
- To liaise with outside agencies and parents.

4.3 Heads of House and House Officers

Working together, House staff members will monitor student behaviour on a consistent basis, looking for patterns in behaviour and seeking solutions, using information from Form Tutors, Subject Teachers and Heads of Department, these staff members will always attempt:

- To support staff across the School in addressing behavioural issues within their House group.

- To keep students informed about their concerns and further investigate causes of poor behaviour across their House group.
- To consult with and feedback to Form Tutors/subject staff.
- To monitor the behaviour of students (positive and negative) across their House group.
- To liaise with outside agencies and parents.

4.4 The Senior Leadership Team will:

- Promote a culture of achievement across the whole School.
- Monitor the work of all staff and students, reinforcing expectations at all times.
- Follow up on cases of poor behaviour or poor achievement alongside the House team, where pastoral intervention strategies have been exhausted.
- Deal with extreme cases and liaise with parents, as appropriate.
- Act as the lead for all staff in the expectation of good behaviour.
- Support all staff in dealing with poor behaviour.

4.5 Parents and Carers

We expect parents to:

- Support all the policies and strategies that the School uses to keep a positive working atmosphere.
- Ensure that their child(ren) attend the School daily, on time, providing the school with a note to cover any absence.
- Not book holidays during term time; recognising the incurrence of a fine for term time holidays.
- Ensure that full School uniform is worn and that the correct equipment is brought in daily.
- Accept that if a mobile device is found to be in use in the School building it will be confiscated and retained. This also applies for inappropriate clothing and jewellery. These items will be placed in the relevant House office to be picked up by a parent/guardian.
- Inform the School of any issues, including medical needs or allergies that might affect the wellbeing, work, achievement, behaviour or attendance of their child(ren).
- Treat staff and students with courtesy and respect at all times.
- Support the School by monitoring their child's use and access to social networking sites.

- Our contact with parents/carers should be frequent, supportive and helpful. Individual instances of misbehaviour need on occasions to be relayed to parents/carers, but so to must be the more frequent instances of good behaviour. This helps to foster a positive relationship with parents and carers.
- Every encouragement is given to parents to attend the regular parents' evenings, but they should also be encouraged to contact the School whenever necessary. A relevant member of staff will make themselves available. A professional and welcoming approach is vital if the partnership is to flourish.
  Whenever contact is made relevant, accurate and detailed information on the individual concerned will be used to arrive at the best solution for all concerned. It is important that parents ensure the School has the most up to date contact details for their child.

4.6 Students

We expect students to:

- Arrive to school every day and be punctual for the start of the day/lessons.
- Bring the correct equipment including a pencil case, pen, pencil, ruler, rubber, planner, PE Kit, reading book and any books/additional equipment for specialist subjects.
- Work to the best of their ability.
- Wear full school uniform and take pride in their appearance.
- Tell the truth about any incident and be helpful when teachers ask for support.
- Show consideration for all members of the school community and respect for their property, including litter.

- Not to use any mobile devices or device which can access the internet inside the school building unless give permission.
- Not to use any form of social networking to abuse or cause distress to others within the school or community.
- Refrain at all times from bringing the school into disrepute.

5. Praise and Rewards

As we aim to promote good behaviour rather than just prevent or punish poor behaviour, extensive use will be made of praise. Students must not sense or feel that we are only 'catching' them when they are misbehaving. We have whole school strategies for ensuring that good behaviour and achievement is promoted. This is through house/year group assemblies, the meet and greet policy, a rolling programme of classroom observations and drop-ins by Senior Leaders and Middle Managers. Routine good behaviour should not be taken for granted, but regularly recognised and commended.

For example individuals and groups should be praised for:

- Showing Courage (CARE value)
- Showing Ambition (CARE Value)
- Showing Respect (CARE Value)
- Showing Effort (CARE Value)
- Good work.
- Considerate or thoughtful behaviour.
- A positive approach.
- Overcoming difficulties.
- Showing resilience.
- Being determined to succeed.
- Having excellent attendance/improving attendance.
- Going above and beyond – attending lunch time and extra-curricular clubs.

Recognition by staff within lessons takes place in several forms, including:

- Name on the recognition board.
- Post-It note on the desk.
- Subject points.
- Verbal praise and written comments in exercise books.
- Work being displayed.
- Praise postcard home (Department and SLT).
- Phone call/text message home.
- Feel Good Friday Calls.
- Headteacher phone call home.
- CARE Values being awarded.
- Trips, visits and activities.

In addition to these rewards within lessons Summerhill School also implements additional strategies to recognise student achievement (see appendix 1 for rewards blueprint):

Positive Points

The main rewards system that runs across the school is our positive points system.

- Students will be issued positive points in lessons and around school for displaying a variety of positive behaviours.
- Students' points will be totalled up throughout the year.
- Any incidents of poor behaviour will lead to negative points being deducted.
- Every time staff input positive points an email will be sent to the student's parent/guardian.

- Parents/guardians can check their child's points on Arbor at www.arbor
- Positive points will lead to recognition in terms of 4 badges that can be gained within each year group:
  Courage = 400 points
  Ambition = 800 points
  Respect = 1200 points
  Effort = 1600 points
- In addition to this those students with the highest amount of positive points within their year group will be rewarded at the end of each term. This may be in the form of a year group disco, a pizza and DVD night or a trip outside of the school community to a Theme Park such as Alton Towers/Drayton Manor.

Subject Point
A subject point is awarded in every lesson to those students who show good behaviour, punctuality, effort and make the required progress within lesson (in-line with staff expectation). Subject points are logged on Arbor via the class register.

A 'Feel Good Friday' phone call home
Staff are encouraged to make a phone call home on a Friday for a student that they feel deserves recognition. The recognition could be for a number of reasons, such as completing an excellent piece of home learning, attending an extra-curricular club or helping a peer. All positive phone calls home are logged on Arbor.

Senior Leadership Team and Department Postcards
Postcards are awarded by subject teacher and members of the Senior Leadership Team for a wide variety of aspects throughout the school day including;

- Excellent work.
- Showing the School CARE values.
- Going above and beyond.
- Completing an excellent piece of homework.
- Showing improvement in academic progress.

In addition to these rewards, students will also be recognised and rewarded during:
- Half termly / termly assemblies for showing excellent behaviour, attendance, punctuality, effort, for being Ready, Respectful, Safe or showing CARE values.
- House assemblies for their contribution to their house.
- End of year Rewards Evening.

Attendance Rewards
Summerhill School actively promotes and rewards students who achieve good attendance and punctuality.
There are a variety of rewards for excellent and improved attendance. For example, a fortnightly year group raffle for all students with 100% attendance and a year group trophy which is handed to the form with the best attendance each week.
Additional rewards are awarded at the end of each term for improved, excellent and 100% attendance. This is celebrated at year group assemblies at the end of each term.

Student's positive behaviours will be logged on Arbor and Form Tutors can monitor and review these weekly.

6. Expectations of Students

The context of expected behaviour is based around all students being ***Ready – Respectful – Safe*** and all students must be made aware of what is expected of them in the School (see appendix 1 for student blueprint).

At all times and in all places during the school day students should:

a) Be polite and show care and consideration for others.
b) Listen and respond positively to directions or requests made by teaching and support staff.
c) Respect and care for the physical environment, including the school building, its equipment and resources, and the property of other individuals.
d) Demonstrate self-control and self-discipline.
e) Not bring onto school site excessive amounts of sugary products including energy drinks, sugary drinks, fizzy drinks or sweets. Bringing excessive amounts of these items onto the school site may result in confiscation.

Before the school day students should make sure that they bring to the school everything that will be needed for the day - the correct books, writing equipment (pen, pencil, ruler, rubber, knowledge organiser/planner) P.E. kit etc. A full list is available on the school website.

In lessons, students should follow the procedures set out below.

At the start of lessons Students should:

a) Arrive on time – apologise and explain if late.
b) Enter the room sensibly and go straight to workplace.
c) Get out all necessary equipment ready for work.
d) Remain quiet while the teacher takes the register, which is a legal requirement.
e) Remain focussed on the engage starter activity.

During lessons Students must:

a) Be silent when the teacher talks to the whole class.
b) Never annoy or distract classmates.
c) Raise a hand to attract the teachers' attention, when questions or problems arise.
d) Remember that eating, chewing or drinking anything but water are not allowed.
e) Electronic devices, mobile phones or any sort of games must be turned off and put away (Confiscation is appropriate if this rule is broken).
f) Remain seated according to the seating plan unless required to move by the teacher.
g) Leave the class only when given permission and a note by the teacher.
h) Ensure all homework is completed and handed in on time.

At the close of lessons Students should:

a) Pack away only when the teacher says so.
b) Tidy the work area to ensure it is clean and tidy for the next lesson/class.
c) Stand behind the chair until dismissed by a member of staff.
d) Leave the room in an orderly fashion when given permission by the teacher, after all chairs or stools have been put away tidily, so that the room is in good order for the next class.

After the School Day:

Students should take home all that will be necessary for completing home-learning. Although not in the direct care of the school, students are reminded through their form time, Global Learning lessons and assemblies about their role in the wider community outside of the school hours.

Around the School site:
Students must keep to the following rules which constantly reinforce ***Ready, Respectful, Safe***:

a) When moving about the school walk sensibly and quietly on the left – avoid causing congestion – never run or shout.
b) Always do as instructed by teaching or support staff.
c) Only play safe games at brunch or lunch-time, and never hurt, threaten or embarrass others – treat people with respect.
d) Put litter in a bin. Any food or drink bought from the canteen must not be consumed inside corridors.
e) Smoking and vaping on school premises is strictly forbidden.
f) Wear the correct school uniform (to, from and within the school) with a bag large enough (not a pouch/man bag) to carry books and equipment. Students must provide a note from home for any items of uniform they do not have/is not correct.
f) Remove, coats, hoods, hats and gloves when inside the school building.
g) Do not consume/bring to the school any sweets or energy drinks.

Behaviour off site:

When students are not on the premises and not under the lawful control or charge of a member of school staff, for instance when clearing students from the site at the end of the day, the staff retain the authority to impose sanctions, as stated in the ***Education and Inspections Act 2006***. Section 89(5) of the Education and Inspections Act 2006 is relevant. Non-statutory advice on maintained schools' powers to discipline outside of the school are set out in Behaviour and Discipline in Schools – A Guide for Headteachers and School Staff (2012)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

Furthermore, the school will make staff, students and parents aware of the fact that the law empowers Headteachers, to such extent as is reasonable, to impose sanctions for the poor behaviour of students when they are off the school site (which is particularly pertinent to cyberbullying).

The behaviour of students outside the physical site can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the School's Behaviour Policy.

7. Failure to Meet Expectations

7.1 Staff Responses to Misbehaviour

Students can expect the following types of response from staff for misbehaviour. For minor, day-to-day misbehaviour, a student may be:

a) Warned verbally.
b) Given a consequence (C1 – Verbal Warning, C2– 20 minute detention).
c) Moved to another seat.
d) Given an alternative task.
e) Detained during a break time/lunch time/end of the day.
f) Required to attend a restorative conversation (C3).
g) Phone call home/contact home/parental meeting

For something more serious, or if misbehaviour continues, students may be:

a) Subject to a C3 – 40-minute detention, C4 - Removal by 'Parking' to another classroom and then C5 – removal from 'Parking' classroom by Senior Leadership Team or On Call Team if poor behaviour continues.

b) Placed on report by the Head of Department, House Team or Form tutor.
c) Removed to another group for a period of time.
d) Have brunch or lunch-times supervised.
e) Be isolated within the Restorative Practice Room from some or all lessons for a period of time.
f) Be referred to a senior member of staff.

If negative behaviour still continues students may be involved in one of or a number of the following interventions:

a) Placed on report, with parents' involvement by Department or House Team.
b) Become the subject of a detailed subject-by-subject enquiry held by the House Team.
c) Attend a meeting in school between House Staff and the students' parents.
d) Attend a meeting in school between a Senior Member of Staff and the students' parents.
e) Attend a meeting in school between the Headteacher/Governors and the students' parents.
d) Referred to another professional or external agency (e.g. an educational psychologist or a mentor) to try to discover the cause of the problem, with an outcome deemed appropriate for that child.

Most students behave well most of the time, but they must be aware that if they do misbehave, it will not be ignored. Staff will always take appropriate action. This action will vary according to the seriousness of the misbehaviour.

7.2 Behaviour Management Stages and Consequence System

7.2a In the Classroom

Verbal Warning	**Verbal Warning**
C1	**Verbal Warning**
C2	**20 Minute Detention and restorative conversation**
C3	**40 Minute Detention and restorative conversation**
C4 – Parked	**'Parked' within Department - 60 Minute Detention and Restorative Meeting with staff member/HOD**
C5 – On-Call	**Removal from 'parking' by SLT/on call duty rota – Immediate isolation, appropriate sanction applied including restorative conversation**

If a student reaches a C3 within a lesson for any reason as a direct result of their poor choices with their own behaviour they will complete a restorative conversation with that teacher during their 40-minute next day detention. If their behaviour persists, they may be removed from the lesson and 'parked' in another department classroom for the remainder of the lesson.

If the student has to be removed from the room in which they have been 'Parked', a member of the Senior Leadership Team/On Call Team will remove them and they will be isolated for the duration of that period, where an appropriate sanction will be implemented.

Please note: Staff reserve the right to escalate through stages for very serious incidents

Referrals: (within classroom and around school site)

An **incident/log** may be entered onto Arbor for a one-off incident of poor behaviour that is deemed more severe than a C3/C4 which occurs in lesson time, on school site or wider community. This referral will be dealt with by House Teams and appropriate sanctions/interventions will be put in place. Staff will enter this referral on Arbor and should enter it before the end of the School day for it to be dealt with as promptly as possible by the House Team.

A **department referral** may be entered onto Arbor when a member of staff has tried numerous interventions with a student (restorative detentions, contact home for example) and have seen no improvement in behaviour and therefore requires support from their Head of Department/Director of Subject. This referral will be dealt with by the Head of Department/Director of Subject and appropriate sanctions/interventions will be put in place. Staff will enter this referral on Arbor and should enter it before the end of the School day for it to be dealt with as promptly as possible by the Head of Department/Director of Subject.

Report: Form Tutors, House groups and Department
Where there is repeated poor behaviour and low-level disruption, the subject teacher should, place the student on a subject teacher report

1. The subject teacher will have an RJ conversation with the student about the impact of their behaviour on theirs and others' learning (support may be necessary from the HoD or DoS)

2. The student and teacher will agree 3 targets for the next lesson. The report card will be completed and placed in the student's book to go on the desk in front of the student at the start of each lesson so they can be reminded of their targets

3. The teacher will phone home and discuss the targets with parents

The report will be reviewed after 6 lessons or 2 weeks (whichever is sooner) when one of the following will happen:

a. The student's behaviour improves and comes off report – phone call home
b. The student's behaviour shows some improvement, but need to stay on report – phone call home
c. The behaviour has not improved or got worse – a referral will be made to the HoD/DoS

If poor behaviour and low-level disruption persists a HoD or DoS should, place the student on a DoS/HoD report.

1. Director of Subject/Head of Department report. DoS/HoD discusses targets with the student
2. DoS/HoD phones home explaining the situation has been escalated to them
3. The report card again stays with the student and the DoS will review every 3 lessons
4. The report will be reviewed after 6 lessons or 2 weeks (whichever is sooner) when one of the following will happen:
    a. The student's behaviour improves and comes off report- phone call home
    b. The student's behaviour shows some improvement, but need to stay on report – phone call home
    c. The student's behaviour shows no improvement – parental meeting

Where repeated or behaviour and low-level disruption persists a DoS or HoD will refer the student to the house team via the house referral (Above). The information regarding that student will be analysed across subjects and the Head of House, may place the student on a further pastoral report. This may include:

a. A Punctuality report
b. Tutor Report
c. A targeted Behaviour report
d. Senior Leadership Report

Pastoral reports will be monitored by house teams and relevant intervention and sanctions will be implemented in line with the behaviour policy.

7.2b Within the School (in lessons, around the school site and within the community)

Mobile Phones/electronic devices

- Mobile phones / electronic devices must be switched off and put away before entering the school building. The phone / electronic device must be safely stored and not seen inside the school building during the school day unless given permission by a member of staff.
- If a student is found with their mobile phone out of their bag/pocket inside the school building it will be confiscated and handed in to the relevant House office.
- The message 'See it, Hear it, Lose it' will be displayed around the school and students will be reminded of this in assemblies, form time and lesson time.
- The first time a student's mobile phone is confiscated a 60-minute detention will be set, the phone will be returned to the student at the end of the day, any time after that first occurrence it will be confiscated until parents can collect the device and a further 60-minute detention will be set. The relevant member of staff will be responsible for logging mobile phone confiscations on Arbor.
- If a student refuses to follow the instructions/rules with regards to mobile phones then the member of staff should enter a 'C4-referral' on Arbor.
- Speakers/air pods/headphones are included within all of the above guidance.

Uniform

Governors and staff ask for your active support in maintaining high standards of dress and appearance.

Extremes of fashion in dress and hairstyle are not acceptable. Anyone whose dress or appearance is not considered suitable for school will be asked to change it within a reasonable time frame set at the discretion of the School.

- Navy blazer with House colour lining and House colour school logo
- Full length tie in House colour with fine navy and grey stripes (tie must reach waistband)
- White collared shirt that can be buttoned up to the neck and is of a length so that it is kept tucked in at the waist. School shirt must be suitable to wear with a tie.
- Navy jumper with House colour trim around the neckline (optional). Hoodies are not permitted on school site.
- Mid grey formal trousers or skirt.
- Skirt and trousers must be tailored and not jersey, stretchy or tight material. Skirts must be pleated and an appropriate length, no shorter than 6cm above the knee.
- Black polishable school shoes (no heels, suede, canvas or logos) are to be worn.
- Tights should be black or grey in colour, socks should also be black or grey in colour.
- Head scarves should be dark in colour (Black, Grey or Blue).
- Students should not have extreme hairstyles or unnatural hair colours.
- Students with long hair need a 'bobble' or other way to tie it back for practical activities
- Whilst lockers are available in school, students will need to carry their homework and books to and from school. We recommend a rucksack style bag worn across both shoulders. The bag should be large enough to hold an A4 folder. Man bags/pouches are not allowed.
- If a student arrives to School/Form wearing incorrect uniform the Form Tutor will have a conversation with the student, make a relevant input on Arbor and make contact home where applicable.
- Ongoing issues around incorrect uniform will be monitored by the Form Tutor and House Team.
- Coats, hoods, hoodies, hats and gloves are not allowed to be worn inside the school building.
- Hoodies, pouches/man bags, caps, bandanas and balaclavas are not allowed on the school site and these items will be confiscated by staff and taken to the relevant house office. Parents will be contacted and a time to collect the item will be arranged.

Reasonable adjustments

Summerhill School acknowledges the importance of making reasonable adjustments to support the comfort, health, and inclusion of all students. Students with special educational needs (SEN), sensory sensitivities, or medical conditions may wear alternative uniform items where appropriate, as agreed upon with the school's

SENCO or pastoral team. Similarly, during periods of adverse weather—such as extreme heat or cold—students may be permitted to adapt their uniform, such as wearing PE kits, removing blazers, or adding additional warm layers, wearing appropriate footwear during snow days, provided these remain in line with the school's standards for appearance and appropriateness. *All adjustments aim to ensure student well-being while maintaining a consistent and respectful school identity. All adaptations to uniforms in periods of adverse weather will be communicated by the school.*

Protective clothing for practical lessons

To ensure the safety of the children and the protection of their clothing in practical lessons, the following are necessary:

PE KIT

- Summerhill branded navy PE polo shirt with colour panels on the side.
- Summerhill branded house colour/navy reversible long sleeved PE top (optional)
- Under armour/skins for under PE polo shirt/shorts (Optional)
- Summerhill navy PE shorts
- Summerhill branded navy PE leggings
- Navy football socks
- White sports socks
- Summerhill branded navy PE tracksuit bottoms (optional)
- Trainers (suitable for running)
- Studded football boots
- Swimming cap (any colour) for students with hair longer than shoulder length
- Swimming – Girls/boys - One-piece swimming costume/shorts (Navy or Black)
- GCSE PE students are expected to wear an alternative T-shirt for moderation purposes (if chosen as an option).

All items above can be bought from Sports shop Kingswinford, if you have any issues with kit please contact the Pe department directly.

Jewellery

Students are permitted the below jewellery:

- A pair of stud earrings (only one earing per ear) only.
- No piercings in any other area.
- A wristwatch
- A small ring without protrusions (one only)
- No other jewellery may be worn.
- Students may wear a small amount of makeup.
- False nails or nail extensions are not permitted as they are a health and safety and hygiene issue in some lessons (For example, PE and food technology).
- All jewellery must be removed at the start of all PE lessons, no matter the activity.

Equipment

Form Tutors will do regular equipment checks and will flag any concerns to house teams Team via Arbor. Students are expected to bring the below equipment to school on a daily basis:

- School bag
- Pencil case
- Two black, one blue and one red pen
- Two HB pencils, sharpener and eraser
- Ruler

- Glue stick
- Scientific calculator
- Colouring pencils and highlighters
- Compass and protractor
- A water bottle

A more detailed equipment list can be found on our school website.

7.3 Restorative Practice and Detentions

Summerhill School is a fully restorative practice school. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits including increased attendance, reduced exclusions, improved achievement and a reduction in class disruption.

Restorative practice helps resolve issues at its lowest level before escalation with the premise that we educate our students in their conduct at the same time as ensuring they are reflective of their actions.

The simple questions listed below are a key classroom management strategy, that is quick assertive and reflective, which helps maintain teacher/student relationships.

1) What happened?

2) What were you thinking at the time?

3) Who has been affected by this? In what way were they affected?

4) What needs to happen to put things right?

5) What would you do differently next time?

To deal with incidents of poor behaviour the school uses a mixture of restorative meetings with teaching staff, departmental detentions, year group detentions and Senior Leadership Detentions. Staff enter restorative meetings and detentions using Arbor.

- Restorative meetings and detentions will take place at break, lunch and after school and can occur the same day or the following day. (Please see appendix 3 for guidance on restorative practices).
- Parents/carers will be notified via Arbor if their child has a detention after school.
- After school detentions will run for a duration of 20 minutes up to 60 minutes.
- Detentions will commence at 2.50pm and the restorative conversation will be held with the teacher who set the detention and or with HoD or DoS member of staff and supervised by SLT.
- Full details of these procedures can be found in appendix 2, which also shows escalation procedures for failure to attend a restorative meetings or detentions.
- If a student is absent on the day of their detention then it will be rearranged for the next available date.
- Students who continue to defy the schools restorative meetings and detention procedures may have time in the Restorative Practice Room, Internal Isolation room or may face a Fixed Term Exclusion.

7.4 Restorative Practice room

- Students taken to the Restorative Practice room during a lesson will remain in there until the end of the school day and any amendments to this will be made by the House or Senior Leadership Team.
- Students may also spend time in the Restorative Room if it is deemed an appropriate sanction by the House Team due to a referred incident.
- Staff will complete a referral entry on Arbor as soon as possible after the incident but this must be completed by the end of the school day.
- Room rules are clarified with the students and they must work in silence, but may seek help by raising a hand. As with an external exclusion, work is set by departments, but a bank of appropriate work is also available in the room and all students have access to Century Tech and Satchel one. During their period of time in the Restorative Practice Room students will do a reflective piece of work based around the key aspects of Restorative Practice and the theory of 'Accept, Correct, Learn.' Students may also have the opportunity to do some target setting. Students are not allowed to leave the room unless escorted by a member of staff.
- Mobile phones must be turned off and handed in for the entire duration of time in the reflection room.
- Students have access to the café and lunch facilities, however, students will have lunch at an alternative time.
- The Restorative Practice Room day ends at 3.10pm however, students who have been referred to the RP room for poor behaviour will complete a 60-minute detention after school to give opportunity for restorative conversations to take place with the relevant member of staff.

7.5 Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

2. Power to search without consent for 'prohibited items' including (but not a definitive list):

    - Knives and weapons
    - Alcohol
    - Illegal drugs and drugs paraphernalia
    - Stolen items
    - Tobacco and cigarette papers/e-cigarettes
    - Fireworks
    - Pornographic images
    - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
    - Any item banned by the school rules which has been identified in the rules as an item which may be searched for

7.7 Power to use reasonable force

The legal provisions on school discipline also provides members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.
The Headteacher and authorised school staff may also use such forces as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

7.8 School suspension or Permanent Exclusion

When other attempts have failed, or if any incident of misbehaviour is extremely serious the Headteacher may impose a suspension or a permanent exclusion. Any such action will be in accordance with statutory regulations and local authority guidelines, ensuring that the rights of the student concerned and his or her parents are safeguarded.
(*See: School suspensions and Permanent Exclusions guidance - June 2012 and updated 12th April 2022)* *https://www.gov.uk/government/publications/school-exclusion*
If an incident has taken place outside of the school's jurisdiction, the Headteacher may decide that it is in the interests of the individual and the school community for the student to be educated off site for a certain period, subject to review at regular intervals.

7.9 Punctuality

7.9a Punctuality to the School

There is an expectation that students will arrive on time for school each day, the School day starts at 8.40am, students are expected to be on school site at 8.30am to ensure a smooth start to the day. If a student is late the Form Tutor or period 1 teacher will record the number of minutes late on the register.

- Any student late without contact from parents/guardians will sit a LOST (Loss Of Social Time) detention at breaktime and/or lunchtime on the same day.
- If the student fails to attend they will be issued a 40 minute after school detention by the relevant House Team.
- Head of House will oversee all data with regards to punctuality to School and will be responsible for liaising with appropriate staff in terms of any intervention or support needed.
- If punctuality to School becomes a persistent concern the Head of House may put in place a number of interventions (parental contact or meeting, targeted report, daily student contact, lesson drop-ins).
- If these interventions do not help to see an improvement in punctuality to School, sanctions such as Restorative Practice Room or suspension may be used.

7.9b Punctuality to lessons

Students are expected to arrive to lessons on time and apologise to the member of staff, providing an explanation for their lateness. It is also an expectation that students move about the School site sensibly, quietly, on the left hand side, avoiding causing congestion, never running or shouting to ensure they arrive to their lessons on time.

- If a student arrives to a lesson late without a valid reason or note from another member of staff, their teacher will input the number of minutes late onto the register.
- The Form tutor will check punctuality to lessons data weekly for the previous week via Arbor.
- The Form Tutor will have student contact during Form Time with any students who are showing a concern in terms of punctuality to lesson. The Form tutor may also contact home at this point.
- Heads of House oversees all punctuality to lesson data and will be responsible for liaising with Form tutors where student need to go onto an Form Tutor/Punctuality report.
- If punctuality to lessons does not improve whilst on Form Tutor/Punctuality Report the Head of House will become involved and may put in place a number of interventions (parental contact or meeting, targeted report, daily student contact, lesson drop-ins).
- If these interventions do not help to see an improvement in punctuality to lesson, sanctions such as Restorative Practice Room or suspension may be used.

8. Responding to misbehaviour from students with SEND

At Summerhill, we are committed to creating a safe, inclusive, and respectful learning environment where all students can succeed. In line with the SEND Code of Practice: 0 to 25 years (2015), the Equality Act 2010, and the Children and Families Act 2014, we recognise our legal and moral duty to make reasonable adjustments for students with Special Educational Needs (SEN). These adjustments are made to support equity, not to lower expectations.

We maintain high standards of behaviour for all students, including those with SEN. While we acknowledge that some behaviours may be linked to underlying needs or difficulties, we do not excuse or condone harmful, disruptive, or unsafe behaviour. Instead, we work with the student and wider team to understand and address the root causes, support behaviour change, and repair relationships through restorative approaches.

8.1 High Expectations with Flexible Support

All students are expected to follow the school's behaviour code, but we recognise that students with SEN may need differentiated support to meet those expectations. Reasonable adjustments will be made to ensure students are not unfairly disadvantaged, but expectations for respectful conduct, safety, and learning remain in place for all.

Examples of reasonable adjustments include:

- Alternative ways of accessing or understanding behaviour expectations
- Personalised routines, visual supports, or sensory regulation tools
- Additional adult support during key times
- Tailored de-escalation and recovery strategies
- These adjustments are designed to help students achieve positive behaviour.

8.2 Adapting sanctions for pupils with SEND

All students are expected to follow the school's behaviour code, but we recognise that students with SEN may need differentiated support to meet those expectations. Reasonable adjustments will be made to ensure students are not unfairly disadvantaged, but expectations for respectful conduct, safety, and learning remain in place for all.

Examples of reasonable adjustments include:

- Alternative ways of accessing or understanding behaviour expectations
- Personalised routines, visual supports, or sensory regulation tools
- Additional adult support during key times
- Tailored de-escalation and recovery strategies

These adjustments are designed to help students achieve positive behaviour

8.3 Restorative Practice and Responsibility

Restorative practice is embedded across our school as a key approach to managing conflict, repairing relationships, and fostering accountability. For students with SEN, restorative conversations and activities are adapted to be developmentally and cognitively appropriate. This may involve:

- Pre-teaching the language and concepts of repair and empathy
- Using visuals or social stories to support understanding
- Facilitating structured restorative dialogues with trusted adults
- Providing preparation and follow-up to ensure full understanding and reflection

We believe that restorative practice plays a vital role in helping students with SEN learn from incidents, feel heard and supported, and maintain positive relationships with peers and adults. Rather than exclusion or isolation, our focus is on repair, reintegration, and relational connection.

8.4 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 specialist teachers, an educational psychologist, medical practitioners and/or others, 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/carers to create the plan and review it on a regular basis.

8.5 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

8.6 Consistency, Fairness, and Safeguarding

All behaviour will be considered in context, but decisions will be guided by fairness, safety, and the welfare of the wider school community. While reasonable adjustments will always be considered, persistent or serious breaches of the behaviour policy will be addressed in line with our graduated response. Safeguarding, wellbeing, and the right to learn in a calm and safe environment apply to all students.

8.7 Staff Development

Staff are trained to understand SEN-related behaviours and to implement reasonable adjustments with consistency and care. This includes training in trauma-informed practice, restorative approaches, and inclusive behaviour management.

9. Bullying

The School will not tolerate bullying of any description. All members of the School, teaching and support staff, will never accept or ignore any form of bullying and will always see that appropriate action is taken against the perpetrator/s. Staff will listen to and act whenever an alleged case of bullying is brought to their notice and record incidents appropriately using the schools systems.

Bullying can take various forms and can be any combination of the following:

- Physical
- Verbal
- Emotional
- Homophobic
- Racial
- Cyber

Our aim is to prevent bullying through promoting a caring atmosphere across the School.
Where bullying occurs, our aims are:

- to support the victim, and to restore self-esteem and confidence;
- to deal with the perpetrator(s) in a non-bullying way, unravelling the issue so that he or she is less likely to bully again;

In reported cases, an appropriate member of pastoral staff will be involved from the beginning of the process, and parents/carers will be involved too. The Senior Leadership Team may also be involved in more serious incidents.

Strategies we employ to lessen the likelihood of bullying include:

- Raising awareness of bullying through the curriculum, Form time, Global Learning lessons and assemblies;
- Regularly encourage the idea that the right thing to do is to tell – that this is not "grassing" or "snitching" – to ignore is to condone;
- Patrol key areas of the grounds and buildings through the duty system;
- Promote student self-esteem;
- Ensuring staff are role models of caring behaviour.

10. Racist Incidents

Will always be treated seriously. We will:

- Never accept or ignore any form of racist behaviour
- Always ensure that the appropriate action is taken
- Ensure that stakeholders listen to and act on an alleged case of racist behaviour
- Always refer these incidents on the school information system to enable the statutory monitoring of these incidents by the relevant member of the Senior Leadership Team.

For detailed guidance please see the School's ***Equality and diversity objectives.***

11. Sexual abuse

Will always be treated seriously. We will:

- Never accept or ignore any form of sexual abuse
- Always ensure that the appropriate action is taken
- Ensure that stakeholders listen to and act on an alleged case of sexual abuse
- Always refer these incidents on the school information system to enable the statutory monitoring of these incidents by the relevant member of the Senior Leadership Team.

For detailed guidance please see the School's ***Equality and diversity objectives***

12. Monitoring and Evaluation

Our policy should be continually monitored and reviewed and revised as necessary. Monitoring will be led by the Deputy Headteacher (Pastoral Care), the Assistant Headteacher (Safeguarding and Welfare) and supported by the Inclusion Team and Heads of Department/Directors of Subject in the following ways:

- Deputy Headteacher (Pastoral Care) to provide SLT with regular departmental data.
- SLT will link with their designated Directors of Subject/Heads of Department to analyse the events within the department.
- Directors of Subject/Heads of Department will support their subject teachers where appropriate.
- SLT will meet with the safeguarding and inclusion teams regularly to analyse data.
- SLT will meet regularly with House Teams to analyse data and ensure consistency of approach.

There are some relatively objective indicators which can be used, including:

- Number of positive points, Rewards, C1,2/3/4s and Referrals;
- Number of unauthorised absences from school;
- Amount of internal truancy;
- Number and nature of incidents reported to Form Tutors, Director of Subject/Heads of Department and SLT.
- Number of internal Isolation/or suspensions;
- Analysis of incidents of different ethnic backgrounds and gender;
- Proportion of students in appropriate dress;
- Clearly more subjective and as important, is the professional view of staff, and the feelings of students (staff pulse).
- Are things running smoothly?
- Is the School a happy and settled place?
- Do any students or staff feel threatened or ill-at-ease?

Documents to read in association with this policy**:**

Children act 1989
United convention of the Rights of a Child 1991
Safeguarding Vulnerable Groups Act 2006
SEND Code of Practice HM Government 2014
Keeping Children Safe in Education (2022)
Sexual violence and Sexual Harassment between children (2018)
UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Health & Safety Policy
Anti-bullying and prejudice Related Incidents Policy
Safeguarding and Child Protection POlicy
Mental Health Policy
Equality Policy

Appendix 1 – Student Behaviour Blueprint

Ready - Respectful - Safe

Summerhill School: Success through caring

Uniform:

Students are expected to wear all school uniform and provide a note from home for any items of uniform they do not have/is not correct.

Equipment: You will need

A school bag, pencil case, 2x black pens, 1x blue pen 1x red pen, 2x HB pencils, pencil sharpener, eraser, ruler, glue stick, scientific calculator, colouring pencils and highlighters, compass, protractor and a water bottle. A bag large enough to fit in all the above and school books.

Immediate Lesson Rewards

Name on the recognition board
Post-It note on the desk
Star of the lesson award
Praise postcard home
Phone call/text message home
Work being displayed
Verbal praise and written comments in exercise books.

Positive Points

Work hard in lessons and around school to earn positive points. Collect points to earn your year group badges.

Courage	400 points
Ambition	800 points
Respect	1200 points
Effort	1600 points

Remember the more positive points you receive the higher the chance of gaining a trip/reward at the end of each term (School Disco, Pizza and DVD afternoon, Alton Towers).

Subject Point

A subject point is awarded in every lesson to those students who show good behaviour, punctuality, effort and make the required progress within lesson.

House Star

Awarded by staff to those students who have made outstanding contribution to their house. Two are awarded per teacher per half-term.

Department Postcard

Work hard in subjects to show outstanding effort, work ethic and progress and receive a department postcard and lunchtime queue pass.

Senior Leadership Postcard

Be awarded a Leadership Postcard as recognition for continued work ethic, progress or behaviour around the school site/community and receive a postcard home and lunchtime queue pass.

Attendance Rewards

Ensure you attend school every day to help your form win the weekly attendance trophy. Remember the form who wins the trophy the most times over the year will be rewarded with a trip at the end of the year.

Keep your attendance at 100% for the chance to win a £10 amazon voucher fortnightly.

Head teacher Phone call

Phone call home made by the Headteacher at the end of each week for exceptional work or contribution towards the Summerhill School Community.

Feel Good Friday Call

Calls will be made home every Friday by members of staff to praise them for their hard work in and around the school.

Student Behaviour Pathway

Verbal Warning	- Not logged but made very clear - Student informed to stop doing the action
C1	- Verbal warning given - Reflect on the warning and improve your behaviour
C2	- 'C2' is issued on Arbor by the class teacher - 20 minute after school detention (Restorative Conversation)
C3	- 'C3' issued to student verbally and entered on Arbor - 40 minute detention – Arbor Message Home – Restorative Conversation
C4 Parked	- Removed to a parking classroom - "Parked" logged on Arbor - 60 minute detention – Arbor Message Home
C5 On Call	- Refusing/removal from parking – Immediate isolation - Serious incident – On Call will collect you and take you to isolation - Detention and / or other appropriate consequence – Arbor Message Home - Restorative Conversation with student, class teacher, and Pastoral Team

Follow instructions – from every adult and prefect

Mobile phones – 'See It, Hear It, Lose It!' 8.40am – 3.10pm

Sweets/energy drinks – not allowed in school

Appendix 2 Restorative meetings and detention escalation

Appendix 3: Restorative Approaches

Summerhill School has a whole school focus on Restorative Approaches, including the use of Restorative language, Peer Mediation/Mentors and Restorative Conversations. The emphasis of all restorative approaches is active participation in a positive and meaningful way, therefore encouraging students to take responsibility for their actions. This leads to:

• A happier and safer school experience
• Mutually respectful relationships
• More effective teaching and learning
• Reduced exclusions
• Improved attendance
• Development of emotional literacy
• Reduction in bullying
• Raised morale through a culture of inclusion and belonging

Aims of Restorative Approaches

To develop:

- An understanding of how a community works to bring about positive relationships
- An understanding of our responsibilities to the communities that we are part of to confront unacceptable behaviour
- PA culture where acceptable behaviour is acknowledged and praised
- Models of restorative behaviour which students can learn from
- Self-regulating communities
- An understanding of the skills needed to communicate with each other and a commitment to developing these
- Emotional literacy and improved relationships as a result

Types of Restorative Approaches

Dialogue - listening, exploring, discussing and responding • Shared language
• Peer mentoring, mediation, facilitation, peer panels, support partners
• Whole School
• Co-constructing classroom agreements or “norms”
• Restorative conversations/statements
• Restorative Justice Conversations and Conferences

Restorative Conversations

Restorative Conversations seek to achieve agreement and reparation through dialogue between those involved in an incident where relationships have affected or broken down. Restorative Conversations have a structured format and certain phrases and styles of language are used to help the student reflect on how his/her actions have impacted on others and how amends can be made. The aim is to facilitate communication and dialogue which restores and promotes reconciliation.

It can be used as a support tool in all aspects of the consequence system with clear agreements being made. Examples of incidents: Bullying, verbal abuse, theft, criminal damage, assault, inter student conflict, teacher—student conflict.

It can also be used following a suspension to resolve the issue and ensure that there is no recurrence of the incident which led to suspension.

Full Restorative Conference

A trained facilitator may feel that a conference could be beneficial in resolving conflict. Relevant information is gathered and the facilitator decides if a conference is appropriate. If so, the format of the conference is explained and a date is then arranged: participants are seen by the facilitator who will also see parents/carers if necessary. At the conference each person in turn is asked how he or she feels about the incident and who has been affected.

Important features of restorative conferencing:

• The facilitator remains neutral
• Admittance should be made that harm has been caused.
• The "wrongdoer" is given a chance to put things right.
• Emphasis is placed on restorations and reparations.
• Some form of reparation made.
• It is seen as a positive experience.
• An agreement is drawn up, all present sign it and are given a copy.

Short Restorative Conference
A short meeting can be used in less formal situations—usually two students or a student and a teacher and the facilitator. The above principles apply.

• It is briefer than a full conference.
• The incident is discussed and the questions asked follow the format of the full conference.

Restorative Language

The language of restorative conferencing can be used in many situations in and around the school with a student whose actions have impacted adversely on another. It can challenge the student to be aware of the effects of his or her actions on others and provide an opportunity to put things right.

Key restorative questions are:

- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things rights?
- How can we do things differently in the future?