

# Somerlea Park Junior School



**Be Kind \* Be Ready \* Work Hard**



**Behaviour Strategy**



**Learners'  
Trust**



# **Behaviour Handbook | Contents Page**

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**Appendix**

**Behaviour Playbook**



# Behaviour | Vision and Values


## How do leaders ensure that this strategy is appropriate for the school?

At Somerlea Park, we have three school rules:



These three rules permeate all aspects of school life and were carefully considered and decided upon by all members of the school community. We believe that by following these three rules, children will be well-prepared for their next stage in life in modern Britain. The school's drivers (ACE) are matched to the school's specific context, and sit at the heart of the school's ethos and mission statement:

Aspiration	Communication	Equality and Diversity
<p>This is embedded through our rule of <b>'Work Hard'</b>.</p> <p>We expect all children to work hard and apply themselves in all aspects of school life.</p>	<p>This is embedded through our rule of <b>'Be Ready'</b>.</p> <p>We ensure that reading and oracy is at the heart of our curriculum to enable children to access all parts of school life.</p>	<p>This is embedded through our rule of <b>'Be Kind'</b>.</p> <p>We expect all children to be inclusive members of our school community, and to recognise and respect diversity.</p>

 Leaders communicate, demonstrate and refer to the vision and values constantly



# Behaviour | Core Principles

## What are the underlying values of this strategy?

As part of our behaviour culture, we believe that:

**Kindness is at the heart of everything we do**

**Behaviour is a form of communication**

**If a child doesn't how to read and write, we teach them.  
If a child doesn't know how to behave, we must teach them how.**

At Somerlea Park, Restorative Practice is part of everything we do.




Restorative Practice is a set of principles and practices that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative Practices are a philosophy and ought to guide the way we act in all our dealings.

It is about a fair process, allowing everyone the opportunity to freely express their emotions; always using fair processes, and encouraging wrongdoers to take responsibility for harming others.

Our primary focus is ensuring that all children feel happy, secure and valued in school; this is closely linked to our whole-school approach to restorative practice, where the emphasis is on creating positive, supportive relationships. Throughout the school day, we incorporate restorative activities that help build a sense of community, but the most impactful element is the language we use. By consistently adopting positive language and positive framing, we nurture a safe environment that benefits everyone, helping children to thrive both socially and emotionally.

 Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



# Behaviour | Culture of High Expectations

How does the underlying culture of this strategy support the school's vision?

Consistent, Explicit, High Expectations



## OUR 3 SCHOOL RULES

At Somerdale Park, all children start the year as

# RAINBOW LEARNERS.

Children earn dojo points for following the three rules below.

### Be Kind



### Be Ready



### Work Hard



100 Dojos

250 Dojos

500 Dojos

Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



# Behaviour | Culture of High Support

**How do the underlying culture of this strategy support the school's vision?**

Our behavioural culture is centred around the statement that:

**Kindness is at the heart of everything we do**

This statement is the cornerstone of both our behaviour and relationships strategy as well as the school's vision and values.



We believe that fostering a culture of kindness cultivates empathy, respect, and positivity. Teaching kindness enables children to appreciate diversity, cooperate with others, and contribute to a harmonious society. This culture is aligned with our British Values of democracy, rule of law, individual liberty and mutual respect. Our culture of kindness promotes inclusion, tolerance, and understanding amongst our children, guiding them to become compassionate and responsible citizens in a diverse society.

**What mechanisms does the school employ to support pupils meet the high expectations?**

**Fostering Positive Relationships between School, Pupils and Families**


**Routines - Consistency and Predictability (Social Norms)**

**Teaching of Behaviour and Routines through Assemblies, PSHE Lessons,**

**Praise and Reward: Celebration Assembly Rewards for The School's 3 Rules**

**Consistent and Logical Consequences (with clear responsibilities)**

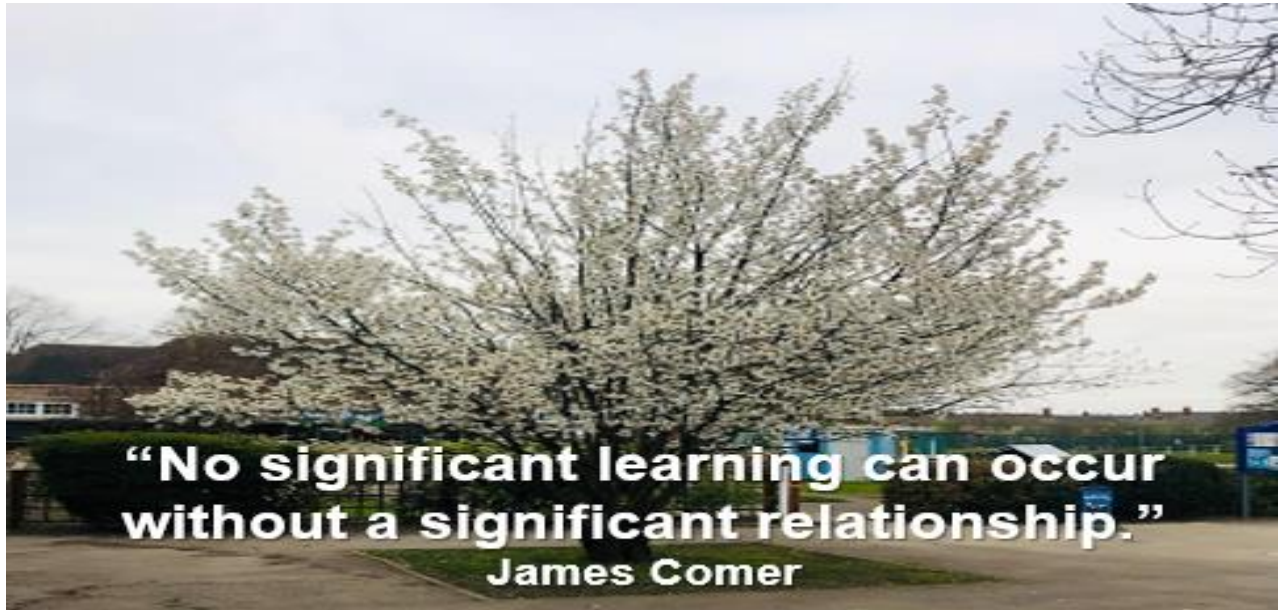
**Group and Individual Bespoke Support**

 Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



## Behaviour | Relationships

How do staff form appropriate relationships with all pupils?




Relationships between Somerlea Park staff, pupils and families are cultivated through open communication, mutual respect and empathy. All staff lead by example, demonstrating care and support for all members of the school community.

Regular interactions, such as class discussions and one-on-one conversations, create a sense of belonging and trust. Collaborative activities, team-building exercises and inclusive practices further strengthen these bonds.

Additionally, resolving conflicts promptly, providing constructive feedback, and celebrating achievements reinforce positive relationships, fostering a supportive and nurturing environment within the school community.

Our Social Norms – the way in which we do things at SPJ – outline the ways in which staff foster these relationships: from greeting children with a warm smile at the door, actively listening to concerns, and providing encouragement and praise every day.

Staff engage in open and respectful communication, and show an interest in children's lives beyond the academics, and create a supportive and inclusive environment.

 Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently



# Behaviour | Rules and Routines

## How are rules and routines established with all learners?


Our Behaviour and Relationships strategy is rooted in established routines and expectations of all members of the school community. These rules are established to create a safe, structured and inclusive learning environment.

Prior to these 3 rules being introduced, all members of the school community were consulted – from children, parents, School Champions to school staff. All stakeholders were involved in the rule-setting process through discussions, explanations, and visual aids to promote a sense of ownership and accountability.

Regular reinforcement and reminders of these rules – and the six steps to success of each rule – help our children to understand the importance of following rules to maintain a positive school community.

These rules and routines are established in the following ways:

- School Behaviour and Relationships Strategy shared with all members of the school community at the start of the academic year with reminders scheduled throughout
- Consistent reinforcement of the school rules by all members of the staff, with reference to the rules posters presented around the school site
- Social Norms taught and practiced on a whole-school and individual-level, and repeated where appropriate throughout the year
- Reinforcement and praise given through weekly Celebration Assemblies
- Restorative Practice – to discuss what went wrong, and how to respond in future instances

 Pupils have a good understanding of rules, routines and consequence systems



# Behaviour | Teaching Behaviour

How are learning behaviour made explicit and taught?



## OUR 3 SCHOOL RULES

At Somerdale Park, all children start the year as

# RAINBOW LEARNERS.

Children earn dojo points for following the three rules below.

### Be Kind



Be polite



Kind Words



Kind Hands



Kind Feet



Be Helpful



Listen to others

### Be Ready



Be on time



Wear full uniform



Have all my equipment



Walk around school calmly



Listen to all instructions



Complete homework on time

### Work Hard



Sitting straight, hands at back of seat, legs on the floor.



To complete all work set



Beautiful presentation



Try your best



Achieve targets



Believe in yourself

100 Dojos

250 Dojos

500 Dojos

●●●● Staff teach learning behaviours and promote strategies that reinforce positive behaviour management, alongside managing misbehaviour



# Behaviour | Rewards

## How are learners who maintain high expectations rewarded?

At Somerlea Park, we have a system of rewards in place to promote the highest expectations of our pupils. We encourage, praise and reward positive behaviour through a variety of rewards which run through the school.

### Individual Rewards

At times, praise may be given individually, either verbally or in the form of a sticker, or alternatively in a message home using our online messaging platforms of SeeSaw or ParentMail.



### Headteacher Awards


Pupils may be invited by their class teacher to share their work with the Headteacher – Headteacher stickers, certificates, messages home or additional dojos may be awarded.

Additionally, pupils may share their written work to earn their pen license for working hard to ensure neat, joined writing in the Nelson font style. Certificates and school pens can be awarded.



### Celebration Assembly

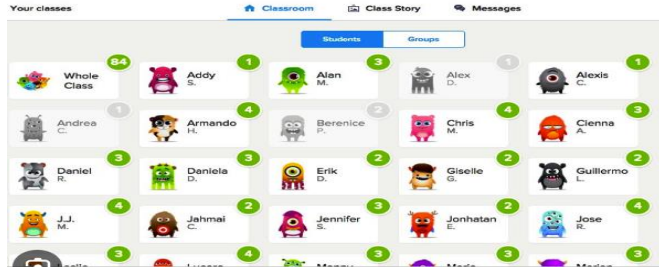
On Fridays, our whole school assembly is dedicated to celebrating children who have been noticed around school following our three school rules. All class teachers and HLTAs each choose a pupil who has been seen being kind, being ready and working hard. These pupils receive a 'Star of the Week' certificate as well as 'Star of the Week' sticker.

 Pupils or groups who demonstrate 'good' behaviour are celebrated and praised



# Behaviour | Rewards

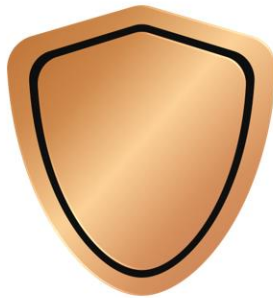
How are learners who maintain high expectations rewarded?



Class Dojo is an online reward system which can both add and remove dojo points. When pupils demonstrate any of the three school rules, they are rewarded with Dojo Points via Class Dojo. Where a pupil's behaviour does not follow the three rules, dojo points will be taken away. All members of staff have access to Class Dojo.



**Rainbow**



**Bronze**



**Silver**



**Gold**


100 Dojos

250 Dojos

500 Dojos

At Somerlea Park, we have a tiered reward system. As children earn dojo points, they move up the reward system, earning shield badges they will wear as part of their school uniform.

With each stage, comes new rewards and incentives. It is the expectation that all pupils will earn their Bronze Badge by the end of the academic year.

 Pupils or groups who demonstrate 'good' behaviour are celebrated and praised



# Behaviour | Rewards

## How are learners who maintain high expectations rewarded?



**Rainbow**

All pupils start the year as a 'Rainbow Learner'.

We expect all pupils from Year 3 to Year 6 to be able to achieve and sustain this level.

A 'Rainbow Learner' is someone who follows the rules and who comes to school ready to learn. They do not interrupt learning; they understand and contribute to a positive learning environment. They work hard to show they are following the 3 school rules.



**Bronze**

Once a 'Rainbow Learner' has earned 100 dojos, they become a 'Bronze Learner'.

A 'Bronze Learner' is someone who consistently follows the school's rules, needing very few reminders. We expect all children in KS2 to work towards and achieving their Bronze badge by the end of the academic year.



**Silver**

Once a 'Bronze Learner' has earned 250 dojos, they become a 'Silver Learner'.

A 'Silver Learner' is someone who knows what he or she must do to be a successful learner and they work hard towards achieving this for themselves. They follow the 3 rules without needing any reminders and are keen to contribute to a positive learning environment.




**Gold**

Once a 'Silver Learner' has earned 500 dojos, they become a 'Gold Learner'.

A 'Gold Learner' is someone who has demonstrated their ability to always follow the school's rules, never needing any reminders, and who is always keen to contribute to a positive learning environment.

A 'Gold Learner' is a pupil who understands what makes a successful learner, and they work hard to achieve this for themselves as well as helping others to do the same.

 Pupils or groups who demonstrate 'good' behaviour are celebrated and praised



# Behaviour | Rewards

How are learners who maintain high expectations rewarded?

## What privileges can my child earn?



**Rainbow**



**Bronze**



**Silver**



**Gold**

**100 Dojos**

I can wear slippers in school

I can bring my own pencil case

I can use the scooters at break and lunch time

I can be a classroom monitor

**250 Dojos**

Raffle Ticket for Tea and Cake with Mrs Minshull

I can play football at break and lunchtimes

I can attend weekly Film Club on Friday Lunchtimes

I can go on the Wii on Wednesdays

I can be a Friendship Buddy

I can sit on a bench during assembly

I can be a Reading Buddy at the Infant School

**500 Dojos**

I can be an Ambassador

I can be the voice on the school answer phone

I can answer the class telephone

I can go on the Wii on Tuesdays and Thursdays

I will get a Golden Treat each half-term I am gold



● ● ● ● Pupils or groups who demonstrate 'good' behaviour are celebrated and praised



# What happens if I misplace my badge?

## Behaviour | Rewards

### How are learners who maintain high expectations rewarded?

As part of our 'Be Ready' rule, we expect Bronze, Silver or Gold Learners to proudly wear their badge as part of their school uniform everyday.



Badges should be worn on the pupil's school jumper or t-shirt (lanyards are not acceptable; they are not part of the school's uniform policy and can pose a safety hazard).

We recognise that, on occasion, pupils may misplace their badge. When this happens, pupils and/or parents are able to purchase a **replacement badge** from the Senior Leadership Team Office.

Replacement badges may be purchased on **Fridays only** (to coincide with our Friday celebration assembly).

If a child is awarded a new badge (e.g. moving from Bronze to Silver, Silver to Gold), they will not be awarded their new badge until they have returned their current ranking.


For example, if a Bronze Learner earns 250 dojos and has achieved 'Silver', they must return their Bronze Badge to the Headteacher in order to receive their new Silver badge.

If they are unable to do so, because the badge has been misplaced, they must purchase a new badge as outlined above.

Replacement badges cost £1 to purchase.

**We expect all pupils to take pride in their accomplishments in earning their badges, and to take responsibility for them as part of our rule of 'Be Ready'.**

School badges can be left in school overnight, either with the teacher or in the pupil's tray.

 Pupils or groups who demonstrate 'good' behaviour are celebrated and praised



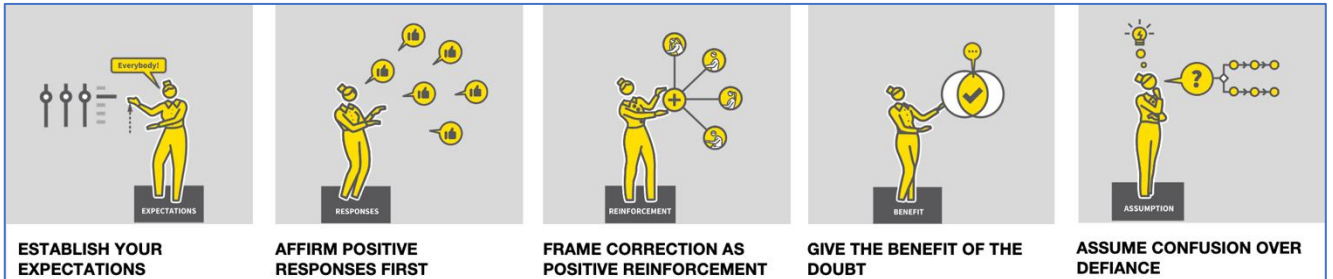
# Behaviour | Praise and Reprimand

How are all staff supported in the principles of 'praise in public' and 'reprimand in private'?

At Somerlea Park, staff are supported in managing behaviour that challenges in a variety of ways. All staff receive in-school behaviour specific training as part of Staff Meetings, Briefings, Appraisal Targets and other bespoke coaching and mentoring offers. Where possible, we operate on 'Praise in Public, Reprimand in Private'.

The below infographics outline the WALKTHRU strategies listed for how to praise in public and how to reprimand in private.

## Praise in Public




Praising in public helps boost children's confidence, self-esteem and motivation. It reinforces positive behaviour, and sets a good example for others to follow.

## Reprimand in Private



Reprimanding a child in private is important as it protects their dignity, avoids embarrassment and allows for a more constructive and meaningful conversation about their behaviour. This helps maintain a positive and respectful relationship between child and staff.

 Leaders model the effective use of public praise and private reinforcement for staff and pupils



How are staff at all levels responsible for behaviour?

# Roles and Responsibilities

### **Pupils:**

- Their own behaviour both inside school and the wider community
- Reporting any unacceptable behaviour to a member of staff
- Working hard to improve their behaviour where needed

### **Staff:**


- Adhering to this policy and ensuring that all pupils do too
- Prompting a support and high-quality learning environment, modelling high levels of behaviour


### **Headteacher:**

- Establishing the standard of behaviour expected by pupils at the school
- Determining the school rules and any disciplinary sanctions
- The publishing and implementation of the Behaviour Policy and making it available to all members of the school community

### **Parents:**

- The behaviour of their child(ren) inside and outside of school
- Supporting the school to manage the behaviour of their child(ren)
- Encouraging their child(ren) to behave well at school

 Staff are held accountable for their part in the maintenance of the school's systems and processes

 Designated leaders and managers have clearly assigned responsibilities for maintaining an effective behaviour culture



## Behaviour | Leader Specific Role


### How do leaders remain visible in the implementation of this strategy?

We believe it is important for all members of the school community, in particular those of the leadership team, to be visible in order to successfully implement a lasting and impactful behaviour and relationships strategy.

Leaders ensure that they are visible to members of the school community by:

- Welcoming children and families to the school on the school gates in the mornings
- Being present in communal areas such as corridors, classrooms and the school hall at key moments in the day (transition time, break time and lunch time)
- Engaging in conversations with pupils and their families, offering praise and feedback where appropriate
- Actively participating in school events, modelling positive behaviour and narration of expectations e.g. “That was a very kind thing to do,” and “What lovely manners – thank you for following our rule of Be Kind.”

By adhering to being visible, and by addressing concerns promptly, leaders demonstrate their commitment to a positive school culture. This visibility and engagement helps build relationships, reinforces expectations and inspires accountability among children and staff alike.

 Leaders engage with staff and pupils on corridors, in the canteen, in classrooms and at the gate



# Behaviour | Dealing with Incidents

What support is available for staff where pupils are struggling to meet expectations?

Level	Support	Who			
Level 1	<p><b>Restorative Conversation</b></p> <p>The school has needed to provide challenge and support for an individual's behaviour.</p>	Class Teacher			
Level 2	<p><b>Multiple Restorative Conversations</b></p> <p>The school has needed to provide challenge and support for an individual's behaviour on multiple occasions.</p>	Class Teacher			
Level 3	<p><b>Parent Phone Call</b></p> <p>The school has needed to inform parents of repeated incidents of poor behaviour.</p>	Class Teacher			
Level 4	<p><b>Formal Parent Meeting</b></p> <p>The school requires further assistance with parents. An informal action plan is put into place relating to the school's behaviour policy and three school rules.</p>	Class Teacher			
Level 5	<p><b>Daily Parental Communication</b></p> <p>Parents are provided with a daily message summarising the pupil's behaviour: this can be through the use of Home-School Books, SeeSaw or in-person conversations at the end of the school day.</p>	Class Teacher			
Level 6	<p><b>Behaviour Intervention</b></p> <p>The pupil is supported by referral to Behaviour Support Services where strategies to support the pupil are offered. The pupil is supported by the school SENCO.</p>	Class Teacher SENCO			
Level 7	<p><b>Individual Behaviour Plan</b></p> <p>An individual behaviour plan is put into place to monitor and support behaviour with research-led strategies. The Individual Behaviour Plan is shared with parents.</p>	Class Teacher SENCO Headteacher			
Level 8	<table border="1"> <tr> <td> <p><b>External Agency Referrals:</b></p> <ul style="list-style-type: none"> <li>• SENCO</li> <li>• CAMHS</li> <li>• Educational Psychologist</li> <li>• Early Help</li> </ul> </td> <td> <p><b>Fixed Term Suspension</b></p> </td> <td> <p><b>Alternative Options:</b></p> <ul style="list-style-type: none"> <li>• Part Time Timetable</li> <li>• Managed Move</li> </ul> </td> </tr> </table>	<p><b>External Agency Referrals:</b></p> <ul style="list-style-type: none"> <li>• SENCO</li> <li>• CAMHS</li> <li>• Educational Psychologist</li> <li>• Early Help</li> </ul>	<p><b>Fixed Term Suspension</b></p>	<p><b>Alternative Options:</b></p> <ul style="list-style-type: none"> <li>• Part Time Timetable</li> <li>• Managed Move</li> </ul>	Class Teacher SENCO Headteacher
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Level 9	<p><b>Permanent Exclusion</b></p> <p>The pupil is not permitted to attend the school.</p>	Headteacher			

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 Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



# Behaviour | Conversations and Consequences

How do consequences support the implementation of the school's behaviour culture?

At Somerlea Park, we recognise that everyone makes mistakes. The school operates on a consequences ladder with tiered sanctions (see 'Consequences' page). This outlines the sanction that the child will be given, as well as which adults will be involved in responding to the child's misbehaviour.

**Class Teacher  
and  
Support Staff**

**Inclusion  
Mentor**

**SENCO  
Headteacher**

All behavioural incidents must be recorded. The school uses CPOMs to track and log incidents. The use of CPOMs allows school leaders to analyse the data, and target support in a timely manner.


Somerlea Park use two categories to log behavioural incidents: Behaviour and Child on Child Abuse. The school uses the acronym 'STAR' to log all incidents: **S**ituation, **T**rigger, **A**ction and **R**esolution.

The screenshot shows a CPOM form with the following fields and annotations:

- Identifies Pupil Name:** Points to the 'Student' field with the placeholder text 'Begin typing a student's name'.
- Log Entry Space:** Points to the 'Incident' field, which is a large text area.
- Choice of Category:** Points to the 'Categories' field, which contains a list of checkboxes for incident types. 'Behaviour' and 'Child on Child Abuse' are selected.
- Identify Any Linked Pupils:** Points to the 'Linked student(s)' field with the placeholder text 'Begin typing a student's name' and 'Type a student's name to link them to this incident.'

Individual Pupil Reports are able to be created through the use of CPOMs.

The Headteacher conducts a Behavioural Audit for all behavioural incidents each half-term; this is reported to the school leadership team, all staff and the School Champions Board.

 Consequences are explicit and reinforce school values, rules and routines



## Behaviour | Dealing with Incidents


What support is available for staff where pupils are struggling to meet expectations?

At our school, we are committed to supporting staff in helping children who struggle to meet our behaviour expectations.

Staff receive regular training on behaviour management strategies, and are provided with clear guidance on our behaviour policy. Alongside this, we encourage open communication to enable staff to seek advice and share concerns with senior leaders and our pastoral team.

For pupils who need additional support, we work collaboratively to develop individual behaviour plans and use positive reinforcement techniques. This includes referrals to outside agencies such as:

- Inclusion Support Advisory Teacher (ISAT) within Derbyshire's Inclusion Support Advisory Service
- Support from Local Send Officers
- Support from Behavioural Services such as "Behaviour Hub"
- Support from within The Learners' Trust Academy through Behaviour Network Meetings; Inclusion Network Meetings; SEND Network Meetings and others
- Continued Professional Development from webinars, seminars and texts.

 Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



# Behaviour | Consequence Escalation

How are consequences escalated when expectations are not met?

 <b>Not Listening</b>	 <b>Talking Over Others</b>	 <b>Undue Noises</b>	 <b>Friendship Arguments</b>	 <b>Distracting others</b>	
 <b>Turning around in seat</b>	 <b>Rocking back on chair</b>	 <b>Littering</b>	 <b>Running in corridors</b>	 <b>Late to lessons</b>	
 <b>Incomplete homework</b>	 <b>Not completing work in lessons</b>	 <b>Incorrect uniform and wearing jewellery</b>	 <b>Not having PE kit</b>	 <b>Not wearing or losing badge</b>	
 <b>Lying</b>	 <b>Stealing</b>	 <b>Disrespect to others</b>	 <b>Refusing to follow instructions</b>	 <b>Ripping up or destroying work</b>	
 <b>Threatening Behaviour</b>	 <b>Unkind Hands</b>	 <b>Unkind Feet</b>	 <b>Absconding</b>	 <b>Destruction of Property</b>	 <b>Swearing</b>
<b>YELLOWCARD / LOSS OF DOJO</b>		<b>TIME OUT / REFLECTION</b>		<b>REFLECTION / SUSPENSION</b>	

●●●● Consequences are proportionate and consistently applied when rules are followed or rejected by pupils



# Behaviour | Reflection Time

## How does the school manage 'reflection time' consequences?

At Somerlea Park, Restorative Practice is part of everything we do.

Restorative Practice is a set of principles and practices that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative Practices are a philosophy and ought to guide the way we act in all our dealings. It is about a fair process, allowing everyone the opportunity to freely express their emotions; always using fair processes and encouraging wrongdoers to take responsibility for harming others.

We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice is a whole school approach and all of the staff have wholeheartedly made it part of their everyday practice. We do many things each day that are restorative and they have become a part of school life. One of the most important aspects of Restorative Practice is the language we use that positively affects everyone around us.

**Reflection Time** is Somerlea Park's in-school dedicated restorative system where children spend their break and lunch time inside with a designated Senior or Middle Leader to reflect on their behaviour.

If a child's behaviour indicates that they must attend reflection time, a ParentMail e-mail is sent to the child's parents. As outlined in this policy, it is the parents' responsibility to support the school in managing their child's misbehaviour, and parents are encouraged to speak to their child's class teacher to understand and ascertain what has happened.

Dear Parent/Carers,

We are writing to let you know that unfortunately **Student First Name** has been in Reflection Time today as they have not made the right choices in following our three school rules of Be Kind, Be Ready, Work Hard.


In order to support **Student First Name** making the right choices, they will be monitored for their behaviour using our report card system for break and lunch times for the next five school days. If you would like to discuss this further, please speak to your child's class teacher at the end of the day (class teachers are not available to speak to during the school day as they will be teaching their classes).

Thank you for your continued support,

Somerlea Park

Be Kind \* Be Ready \* Work Hard

**Parent Mail Message**

 Detentions or in-school behaviour provision provide opportunities for reflection, allow pupils to continue meaningful study and to return to mainstream lessons as soon as appropriate




## Behaviour | Parental Engagement


### How is behaviour communicated with parent?

We believe that communication is key to a positive and harmonious relationship between home and school.

Behaviour, both positive and negative, is communicated to parents in a number of ways:

- Class Dojo – parents have oversight of dojos being given and removed throughout the school day
- ParentMail 'Reflection Time' messages
- Open communication with staff either through telephone calls or at the end of the school day
- Invitations to 'Team Around the Child' meetings where school staff discuss strategies used to support individual pupils
- Behaviour Audits and Parent and Staff Surveys communicated to parents upon completion
- Any changes to Behaviour Policy and Strategy communicated to parents
- Individual Behaviour Plans and meetings with Behaviour Support Services as appropriate

 Parents/carers and staff hold mutual respect for each other and actively support the work of the school

 Staff communicate effectively with parents/carers regarding pupils' achievements, wellbeing and mis-behaviour in line with the school policy



## Behaviour | Support for Individuals


### How does the school support those identified in the data?

The use of Behaviour Audits is used to identify children who have either single or repeat behavioural incidents across a half-term. These children are then RAG rated to assess their individual needs in relation to the support they need.

The school leadership team, in agreement with the school Family Support Worker, then identify additional in-school support which can be offered. Where needed, school and the SENCo will then complete additional referrals to support services including the Derbyshire Inclusion Advisory Team.

Additional support mechanisms, such as 1-1 support, can be organised and implemented to support children with particular trigger times – for example, supporting a child with their behaviour during break and lunch times.

For children who the whole-school Behaviour Strategy does not meet their needs, Individual Behaviour Plans are created by the class teacher, quality assured by the school SENCO and Headteacher, and shared with all staff and parents/carers as appropriate.

 Designated staff work together to share information and build appropriate support structures for pupils and the staff who support them



# Behaviour | Individual Behaviour Plans


## How does the school implement individual behaviour plans?

Individual Behaviour Plans (IBPs) are designed for children whose behaviour may not align with the expectations outlined in the school's overarching behaviour policy. These plans are particularly important for children with additional needs, including those with physical, emotional, or cognitive challenges, as well as for those exhibiting significant or persistent challenging behaviour.

The primary aim of an IBP is to create a tailored approach that addresses the unique needs of the child, providing a clear framework for staff to follow. The plan identifies potential triggers for the child's behaviour, outlines specific strategies to support positive behaviour, and includes scripts for staff to ensure that interventions are consistent and effective across all environments. By focusing on the child's individual needs, IBPs ensure that interventions are proactive rather than reactive, aiming to prevent negative behaviours before they occur.

The development of an IBP is a collaborative process, drawing on evidence-based practices and specialist advice. Input from educational psychologists, behaviour support services, and the school's Special Educational Needs Coordinator (SENCO) ensures that the plan is grounded in current research and tailored to the child's specific context. IBPs are not static; they are regularly reviewed and updated throughout the academic year to reflect the child's progress, any changes in circumstances, and evolving strategies that may be required.

These plans are shared with all relevant staff, ensuring that everyone involved in the child's education is consistent in their approach and understands the strategies in place. The aim is to create a supportive, predictable environment where the child can succeed, feel safe, and gradually develop the skills needed to manage their behaviour effectively.

 Individually challenging learners have IBPs in place and strategies to support them

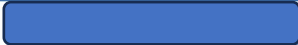
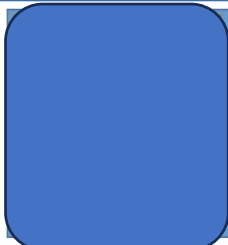


# Behaviour | Individual Behaviour Plans

## How does the school implement individual behaviour plans?

### Individual Behaviour Plan

Autumn Term



SEND AREA	DIAGNOSIS	SEND CODE	RISK ASSESSMENT	EXTERNAL AGENCIES
SEMH	ADHD	K	YES	COMMUNITY PAED.

PROACTIVE STRATEGIES				
VISUAL TIMETABLE	INDIVIDUAL WORKSTATION	CHOICE TIME	NURTURE & DROP IN	EMOTION CARDS

What does [ ] need to do?

#### BE KIND

BEHAVIOUR	WHAT [ ] NEEDS TO DO	WHAT THE ADULTS NEED TO DO	ADDITIONAL PROVISION	EXPECTED OUTCOME
Verbal Abuse, Threatening Language, Swearing	<p>Speak respectfully to all members of the school community. To be able to express his needs and opinions appropriately.</p> <p><i>At our school, we use kind words.</i></p> <p><i>3S: Seen, Safe, Soothed: I can see you're feeling... Would you like to use your Time Out Card to help you feel better?</i></p> <p><i>I understand you were feeling BLANK, but your words have upset...</i></p> <p><i>What made you feel this way?</i></p>	<p><b>If calm:</b> Remind UU of the school rules using script. Takeaway dojo point.</p> <p><b>If dysregulated:</b> Ignore swearing. Prompt use of Time Out Card (10 minutes) Give UU distraction task e.g.</p> <p><b>When regulated:</b> restorative conversation: talk through how his behaviour has affected other people and help him recognise triggers.</p>	<p><b>Time Out Card:</b> If UU uses this card, UU to have time in designated safe space.</p> <p><b>Feelings Fan:</b> UU to use to share emotions as appropriate.</p> <p><b>Safe Space:</b></p>	<p>UU to regulate his emotions appropriately.</p> <p>UU to recognise how his words can affect others.</p> <p>UU to adopt strategies to vent frustration/anger in other ways e.g. writing down feelings in a book, speaking to trusted adult.</p>

**Child's Name:** [Insert Child's Name]

**Area of SEND (Special Educational Needs and Disabilities):** [Insert specific area, e.g., Autism Spectrum Disorder, ADHD, Learning Disability, etc.]

**Relevant Information Relating to Diagnosis:**

- [Insert brief details of any formal diagnoses, assessments, or specific medical or psychological conditions]
- [Insert any additional relevant background information, e.g., speech and language difficulties, sensory sensitivities]

**Risk Assessments:**

- [Insert any risk factors, e.g., potential for self-harm, aggression towards others, flight risk]
- [Insert safety protocols or procedures to be followed in case of emergencies]

**Identified Key Adults:**

- [List key staff members, such as the child's key worker, teaching assistant, SENCO, or any other adult directly involved in supporting the child]
- [Indicate their roles and responsibilities in implementing the IBP]

**Proactive Strategies:**

- [Insert specific strategies to prevent challenging behaviours, such as visual schedules, clear routines, sensory breaks, or reinforcement techniques]
- [Include strategies for teaching positive behaviours, communication supports, and social skills interventions]
- [Mention any accommodations or modifications to the classroom environment, e.g., quiet spaces or differentiated materials]

Individually challenging learners have IBPs in place and strategies to support them




## Behaviour | Impact of Behaviour Support

### How does the school monitor the impact of behaviour support?

At Somerlea Park, we conduct a half-termly behaviour audit to identify key trends and patterns in behavioural incidents across individual students, groups, and cohorts. This comprehensive review allows us to monitor behaviour closely and pinpoint areas where additional support is required, particularly during unstructured times like break and lunch. By regularly tracking these trends, we are able to intervene proactively, ensuring that appropriate resources and strategies are put in place to address any emerging behavioural concerns.

Behaviour is closely monitored by a range of key staff, including the headteacher, SENCO, senior leaders, and the pastoral team, which consists of the family support worker and the inclusion team. These professionals hold regular pastoral meetings to discuss children whose behaviour may be a cause for concern. In these meetings, patterns and potential triggers are analysed, and strategies for support are developed.

As necessary, meetings with parents are arranged to share observations, discuss ongoing challenges, and ensure that all parties are aligned in their approach. This collaborative effort ensures a holistic approach to supporting children and promoting positive behaviour both inside and outside the classroom.

 The school can describe the positive impact of behaviour support/interventions for individuals and groups



## Behaviour | School Improvement Priority

How does behaviour remain a priority for school improvement?

At Somerlea Park, behaviour remains one of our strategic priorities. Recognising that every cohort is unique, we adopt a reflective approach to practice, constantly evaluating what works best for our students. In addition, we implement proactive strategies such as reinforcing social norms, establishing clear routines (informed by resources like *WALKTHRU*s), and regularly reminding children of expected behaviours through assemblies and staff modelling. These strategies help to foster a consistent understanding of behavioural expectations across the school community.

Each week, we actively engage in discussions about student behaviour during staff briefings, providing a space for staff to raise concerns about individual children whose behaviour may require additional support. These concerns are then addressed in pastoral meetings, where the pastoral team works together to identify and implement appropriate interventions. We are committed to ensuring that behaviour across the school aligns with our goal of maintaining a calm and safe environment for all. Additionally, we value pupil voice, providing children with opportunities to reflect on and discuss behaviour.

As a school, we are always seeking ways to improve, ensuring that our approach remains responsive and effective in supporting the wellbeing and development of all our students. Through the use of iAbacus, we audit behaviour annually and areas for improvement are then filtered through our online SIP, Basecamp.

 Behaviour is a high-status topic and recognised as a constant focus of school improvement



## Behaviour | Resources for Behaviour


What resources are dedicated to this strategy?

**As a school that values relationships and fosters strong connections with both pupils and families, we believe that human resources are best placed to support our approach to behaviour.**

With this in mind, we have an Inclusion Mentor whose role is to promote inclusion across the school, working directly with children whose behaviour may be challenging or a cause for concern. This role is central to our commitment to providing tailored support and ensuring that all children feel understood and supported in their learning environment.

In addition to this, all teaching staff lead a daily 'reflection time,' a restorative session where children have the opportunity to discuss their behaviour, reflect on the impact it has had on themselves and those around them, and explore ways they could improve moving forward. This time promotes accountability and personal growth, fostering a sense of responsibility in the children. Furthermore, we have previously sought support from specialists, including behaviour support services, and now work closely with educational psychologists to develop and implement strategies for supporting positive behaviour.

These collaborative efforts ensure that our approach remains effective and responsive to the individual needs of our students.

 Appropriate levels of resource (data systems, reward systems etc) are invested in creating and maintaining an effective behaviour culture



## Behaviour | Mental Health and Wellbeing

How does this strategy support mental health and wellbeing?



At Somerlea Park, mental health is a top priority for all members of the school community, including parents, children, and staff.

We believe that supporting mental health is key to creating a thriving, well-rounded school environment. For our students, we implement *My Happy Mind* (an NHS-backed programme), which includes explicit mental health lessons and pastoral support for both children and their families. This programme helps children develop emotional resilience, self-awareness, and coping strategies from a young age, fostering a positive school culture.

We also recognise the importance of supporting the mental health of our staff, as their well-being is fundamental to creating a positive environment for our students. To this end, we provide continuous professional development (CPD) opportunities focused on mental health, which includes training on recognising signs of stress and burnout, as well as strategies to promote emotional well-being. Staff are also encouraged to engage with *My Happy Mind* for their own mental health, allowing them to adopt techniques and strategies that can improve their own emotional resilience. Furthermore, we have a Senior Mental Health Lead (Mrs Barker, our SENCO) who oversees mental health support across the school, ensuring a coordinated approach. In addition, we have trained Mental Health First Aiders within the school, providing staff and students with immediate support when needed. This multi-layered approach ensures that mental health is prioritised at all levels, promoting a supportive, trusting, and emotionally intelligent culture within our school.

● ● ● ● Strategies to identify and support wellbeing and mental health issues are included in the school's behaviour policy



## Behaviour | External Agencies

How and when does the school collaborate with external agencies to support pupil behaviour?


At Somerlea Park, we work closely with a variety of external agencies to support and manage behaviour effectively.

This collaboration includes the Inclusion Team, ISAT (Integrated Support and Assessment Team), and the Inclusion Response Team, all of which help provide tailored strategies and interventions.

Where necessary, we also engage trauma specialists to address underlying issues that may affect behaviour.

Additionally, we use Team Teach techniques to support positive behaviour management, ensuring that all students receive the appropriate care and guidance to help them succeed in a nurturing environment.

This multi-faceted approach allows us to respond to individual needs with the right support at the right time.

 The school engages with external agencies to support good behaviour including the development of risk assessments where appropriate



# Behaviour | Behaviour Data

## How is the behaviour data used?

- Admin  Attendance  Behaviour  Medical  Pastoral  Safeguarding  SEND

### Behaviour Subcategories

- Absconding  Bullying/ Cyber bullying  Damage to property  Discrimination  Low level behaviour
- Physical assault against a pupil  Physical assault against an adult
- Use or threat of use of an offensive weapon/ prohibited item  Verbal abuse/ threatening behaviour – adult
- Verbal abuse/ threatening behaviour – pupil


At Somerlea Park, we take a proactive approach to monitoring and managing behaviour across the school. Every half-term, we conduct a thorough audit of behaviour, examining both trends and patterns across year groups. This involves reviewing the types of incidents that have occurred and the number of children involved in these behaviours.

By gathering and analysing this data, we can identify key areas where support and intervention may be needed. This detailed examination allows us to make informed decisions about how to address behaviour effectively across the school.

In addition to the general audit, we take special care to filter the data to understand the proportion of incidents involving children with Special Educational Needs and Disabilities (SEND).

By isolating this subset of data, we can evaluate whether there are specific challenges faced by these students in relation to behaviour. This enables us to ensure that any interventions or support mechanisms are appropriately tailored to meet the needs of these children. We then track whether the number of incidents for SEND children is increasing or decreasing, helping to measure the success of our strategies and adjustments over time.

To further enhance our support, we continue to refine the data by examining the specifics of each incident. This includes identifying what support has been offered to children involved in behavioural incidents and when these incidents typically occur. By analysing these factors, we can uncover potential patterns, such as certain times of day or school events that may trigger behavioural issues. This allows us to offer more targeted and timely interventions, ensuring that we continue to create a positive learning environment for all students.

 Leaders and managers monitor and analyse behaviour data and take swift, reasonable action to address issues



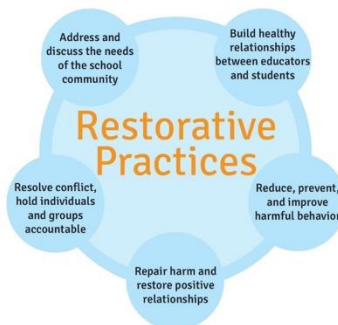
# Behaviour | Culture Monitoring

How is the behaviour culture of the school monitored?

**Kindness is at the heart of everything we do**

**Behaviour is a form of communication**


**If a child doesn't know how to read and write, we teach them.  
If a child doesn't know how to behave, we must teach them how.**



At Somerlea Park, we actively monitor the culture of behaviour throughout the school using a variety of methods to ensure a positive and supportive environment. One key tool in this process is our annual behaviour survey, which is designed to gather valuable insights from both staff and children. This survey allows us to assess how behaviour is perceived across different year groups and identify any areas where improvements can be made. By capturing feedback on children's experiences and perspectives, we can gauge the overall atmosphere and effectiveness of our behaviour management strategies.

In addition to the survey, we complement the data with ongoing observations and regular discussions with staff and children. This helps us to gain a more holistic view of the behaviour culture, ensuring that we capture both quantitative and qualitative insights. The results from the annual survey, along with the continuous feedback, guide our decision-making process and inform the development of new strategies aimed at promoting positive behaviour throughout the school.

This combination of the annual survey and other monitoring practices enables us to stay responsive to the needs of the school community. By regularly reviewing the culture of behaviour, we can make necessary adjustments, reinforce positive behaviours, and address any challenges in a timely manner, creating an environment where all children feel safe, supported, and encouraged to succeed.

 Leaders have an accurate view of behaviour culture which is informed by a robust data set



## Behaviour | Exclusion

How and when does the school use suspensions and exclusion to support learners?

At Somerlea Park, where appropriate, we may suspend children for a period of up to 5 days, in line with the Suspensions and Exclusions Framework.

This decision is made following a thorough assessment of the situation, ensuring that all steps are taken to support the child's behaviour and well-being.

The suspension serves as a consequence for serious behavioural issues, with the aim of providing the child with an opportunity to reflect and make positive changes, while also maintaining a safe and supportive environment for all children.

Permanent exclusion at Somerlea Park is considered only in the most serious cases, where it is clear that the pupil's continued presence would be detrimental to the learning and safety of other children, as well as staff. This is a decision we do not take lightly and is made only after careful consideration of all options and interventions. Should this course of action be deemed necessary, the decision is presented to the school champions for review. Families are given the opportunity to appeal the decision, ensuring that they have a chance to discuss and challenge the outcome in a fair and transparent manner.

### LEARNERS' Trust – Suspension and Exclusion Policy


For legal duties, process and model letters and agendas, please see the full

**LEARNERS' Trust – Suspension and Exclusion Policy**

[HERE](#)



**LEARNERS' Trust**

 School use of suspension, including the reasons, patterns and rates of suspension, is robust




## Behaviour | Reintegration

How are pupils reintegrated following an suspension?

Following a suspension, parents, carers, and the child are invited to a formal re-integration meeting with the headteacher and, where appropriate, additional pastoral staff. This meeting provides an opportunity to discuss the incident in detail, review any previous measures taken by the school, and outline any new strategies or support in place moving forward. During the meeting, parents, carers, and the child are asked to sign a document that formally acknowledges the discussion and the agreed actions.

However, it is important to note that it is not a legal requirement for parents, carers, or the child to attend this meeting. Additionally, Somerlea Park cannot legally prevent the child from re-entering school if the meeting does not take place. The aim of the meeting is to ensure clear communication and support for the child's successful reintegration.

 School's work to follow up and support fixed-term suspended pupils is effective



## Behaviour | Managed Moves

When and how would the school use a managed move to support a learner?

A managed move is a process where a child is transferred to another school on a temporary or permanent basis, with the agreement of both schools, parents, and the child.

This option is considered when it is believed that a fresh start in a new environment could support the child's progress and well-being, particularly if the current school setting is no longer meeting their needs. At Somerlea Park, we carefully consider managed moves as a solution when all other interventions have been exhausted. The process involves thorough discussions with the child, parents, and the receiving school to ensure a smooth transition and that the child is fully supported during the move. Managed moves are intended to provide the child with the best chance for success, allowing them to thrive in a more suitable environment.


Further guidance about managed moves and off-site direction can be found [HERE](#)



### **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**

Guidance for maintained schools, academies, and pupil referral units in England

September 2023

 If managed moves have been used, there is clear evidence that this has been done in the best interests of the child, and not the school.



## Behaviour | Anti-Bullying


### How does the school's approach to preventing bullying?

At Somerlea Park, we do not tolerate bullying of any kind. We are committed to ensuring that kindness is at the heart of everything we do, supported by our strong pastoral team.

To foster a positive and supportive environment, we have implemented the role of kindness ambassadors (Playground Pals) who assist with friendship issues during break times. We also use the acronym STOP (Several Times On Purpose) to help our children recognise and understand bullying behaviours.

When incidents of bullying are reported, they are initially addressed by the class teacher, followed by the headteacher if necessary.

We also communicate directly with parents to explain the school's stance on bullying and how we are handling the situation. While we recognise that friends may occasionally fall out, we are clear that this does not constitute bullying. Our aim is to provide a safe and nurturing environment where all children feel respected and supported.

 Strategies to prevent all forms of bullying, are included in the school's behaviour policy



## Behaviour | Dealing with Bullying

How does the school deal with incidents of bullying?


Where instances of bullying are reported at Somerlea Park, these are thoroughly investigated by the appropriate staff, including the inclusion mentor, class teacher, and headteacher.

Once the investigation is complete, separate meetings are held with the families of the children involved to discuss the situation and agree on the next steps.

**Our priority is to eradicate bullying and ensure a positive and safe environment for all.**

This may involve implementing measures such as risk assessments, adjusting play times, or providing additional pastoral and social-emotional support for both parties involved.

Our approach is tailored to the individual needs of the children to help prevent further issues and support their emotional well-being.

 Staff understand the school's definition of bullying, and implement measures to tackle bullying effectively if it becomes a problem



# Behaviour | Racial and Derogatory Language

## How does the school tackle incidents of racial or derogatory language?


At Somerlea Park, we have a zero-tolerance policy towards racist or discriminatory language. We believe that every child, regardless of their background, should feel respected, valued, and safe within our school community. Our commitment to equality and diversity is central to our values, and we strive to ensure that these principles are embedded in all aspects of school life. We actively promote an environment where differences are celebrated, and where all children are encouraged to embrace diversity, challenge stereotypes, and stand up against racism in all its forms.

We are proud to have equality and diversity as one of the driving forces behind our approach to teaching and learning, ensuring that our pupils understand the importance of treating everyone with kindness, dignity, and respect. To further strengthen this commitment, we are in the process of implementing the "Show Racism the Red Card" programme across the school. This initiative aims to raise awareness about racism, educate our children on its harmful impact, and equip them with the knowledge and tools to challenge discriminatory behaviour when they encounter it.

The "Show Racism the Red Card" programme aligns perfectly with our ethos of promoting positive behaviour and supporting children in becoming active, compassionate members of society. Through this programme, our children will engage in activities and discussions that challenge racial prejudice and help them understand the importance of inclusivity. We believe it is essential to foster a school culture where racism is not tolerated, and where children feel empowered to speak out if they witness or experience discriminatory language or actions.

In addition to the programme, we continually review and update our curriculum to ensure that it reflects a wide range of cultures, histories, and perspectives. This not only broadens our children's understanding of the world around them but also helps them to see the value in diversity. We also ensure that our staff receive regular training on issues related to equality, diversity, and anti-racism, enabling them to respond effectively to any incidents that may arise.

When instances of racist or discriminatory language are reported, we take immediate and decisive action. These incidents are treated with the utmost seriousness, and thorough investigations are conducted to ensure that appropriate consequences are implemented. We work closely with the families of the children involved to ensure that they understand the gravity of the situation and the importance of promoting respectful, inclusive behaviour.

 Staff are quick to tackle the rare use of derogatory or aggressive language




## Behaviour | Staff Workload

How is this strategy conscious of staff workload?

At Somerlea Park, we use the STAR acronym to log reports, ensuring that they are concise, clear, and easily understood. This system helps us to track and manage behavioural incidents efficiently, allowing us to identify patterns and respond appropriately. STAR stands for **Situation**, **Trigger**, **Action**, and **Result**, providing a structured format for recording and reflecting on incidents, which helps staff take consistent and effective action.

In addition to this, all class teachers run **one reflection time session per week** with their students. This dedicated time allows children to reflect on their behaviour, discuss any issues that may have arisen, and consider ways to improve moving forward. Reflection time encourages self-awareness and accountability, empowering students to take ownership of their actions and promoting personal growth.

Furthermore, we prioritise ongoing professional development (CPD) around behaviour management, ensuring that our staff are well-equipped with the knowledge and skills needed to support our children effectively. Behaviour-related CPD is regularly included in staff meetings, where best practices are shared, and new strategies are discussed. This training is carefully implemented to ensure that all staff members are confident in their approach to managing behaviour and can consistently support the emotional and social development of every child.

 Staff workload is managed in order to allow the operation and implementation of systems



# Behaviour | New Staff Induction

How are new staff inducted into this strategy?

ECTs


New Staff Induction


This behaviour policy is shared with all staff during their induction to Somerlea Park, ensuring that everyone is fully informed about our expectations, procedures, and approach to managing behaviour from the outset.


By familiarising new staff with the policy, we ensure consistency in the way behaviour is managed across the school. It serves as an essential part of the induction process, helping all staff to understand the school's values, the importance of positive behaviour, and the strategies in place to support both children and staff in maintaining a respectful and safe environment. Regular updates and discussions around the policy are also provided to ensure that all staff continue to align with our approach to behaviour management throughout the year.

Ongoing Support

Where staff require additional support in managing behaviour, Somerlea Park offers tailored assistance through both bespoke and whole-school approaches. This support may include utilising **WALKTHRU**s, which are structured, step-by-step guides designed to help staff address specific behaviour-related situations with confidence and clarity. In addition, we provide opportunities for **external coaching**, where experienced professionals work with staff to develop their skills and strategies for managing challenging behaviours effectively. Whether on an individual basis or as part of a whole-school initiative, this additional support ensures that staff are equipped with the tools and guidance they need to foster a positive learning environment for all children.

 New staff receive information on systems, rules and routines before taking up position

 New staff supported to successfully implement good behaviour culture by assigned mentors who are able to model best practice

 New staff are inducted into the behaviour culture of the school (and/or MAT) and arrive 'ready' to run their classroom/area and to engage in the whole-school approach



## Behaviour | Transition to the School


How are the expectations of this strategy shared with new pupils and families?

### New Parent Meetings

During tours of Somerlea Park, parents are provided with the "**Little Guide to Everything**", a comprehensive overview of the school's values, routines, and key information.

In addition to this, they are given a copy of the **school's Behaviour and Relationships Policy**, which serves as a detailed guide to all aspects of our behaviour management approach, as outlined in this document.

This policy ensures that parents are fully informed about our expectations for behaviour, the strategies we use to support children, and the procedures in place for addressing any behavioural issues. By providing this information upfront, we aim to foster transparency and ensure that parents are clear on how we work together to maintain a positive and respectful environment at Somerlea Park.

 The school runs transition events where pupils and families hear the expectations and are walked through the routines