

'They will soar on wings like eagles ...'
Isaiah 40:31

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Common Trust Policy, Use as Published

Aquila Behaviour Policy.

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Contents

| | |
|--|-----------|
| 1. Purpose..... | 3 |
| 2. Vision and Values. | 3 |
| 3. Leadership and Management. | 3 |
| 4. School systems and social norms. | 4 |
| 5. School rules..... | 4 |
| 6. Routines..... | 4 |
| 7. Staff induction, development and support. | 4 |
| 8. Pupil induction. | 5 |
| 9. Support for Pupils..... | 5 |
| 10. Pupils with SEND. | 5 |
| 11. The Role of Parents. | 6 |
| 12. Child on child abuse | 7 |
| 13. Banned items..... | 7 |
| 14. Sanctions..... | 8 |
| 15. Extreme behaviour..... | 9 |
| 16. Removal..... | 9 |
| 17. Detention..... | 10 |
| 18. Suspension and permanent exclusion..... | 10 |
| 19. Behaviour outside the school. | 10 |
| 20. Communication. | 10 |
| Appendix 1: School Specific information..... | 11 |
| Appendix 2 :What the law allows..... | 20 |
| Appendix 3: How to Record and incident on Bromcom Using the ABC method | 22 |
| Appendix 4: PSP information gathering | 24 |
| Appendix 5: PSP Guidance | 25 |
| Appendix 6: Pastoral Support Programme..... | 31 |
| Appendix 7: Return to school plan and contract for XXXX | 33 |
| Appendix 8: Behaviour Report Card | 35 |

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1. Purpose.

It is for individual schools to develop their own best practice for managing behaviour. The details of this bespoke practice are laid out in Appendix 1. The purpose of this document is to provide guidance to Aquila schools and to support them in maintaining high standards of behaviour. We believe that creating a culture with high expectations of behaviour will benefit staff and all pupils, including those with SEND, establishing calm, safe and supportive environments conducive to learning. The document has been written with our Trust values of nurture, aspire and collaborate at its heart.

Good behaviour in schools is central to a good education. All staff in our schools need to manage behaviour well to ensure they are calm, safe and supportive environments that children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. Our schools' culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. School staff will consider how this whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

The Aquila approach to behaviour is to promote and reward excellent behaviour, support pupils to behave well through explicitly teaching school rules and routines and if necessary to sanction poor behaviour. As an inclusive organisation, we recognise that some pupils will need additional support to reach the expected standard of behaviour. In some cases, this may be through the Aquila Relational Policy. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. Even successful schools need to be continually working to maintain high standards of behaviour.

If pupils do misbehave, our schools will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

When a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded.

2. Vision and Values.

Our Trust values are collaborate, enrich, trust, innovate, aspire, nurture. These are at the centre of everything we expect to see in our schools and are pivotal in ensuring a calm, safe and supportive learning environment. High standards and clear rules reflect these values. Each school has their own values, reflecting their unique context, but these resonance with the Trust values. Appendix 1 lays out the school specific values.

Everyone in an Aquila school has the right to be treated with dignity, kindness and respect.

Bullying is never tolerated and all allegations of bullying (including cyber-bullying), discrimination, aggression and derogatory language will be investigated quickly and dealt with appropriately. Aquila schools will teach pupils the difference between bullying and falling out with friends. (See the Anti-bullying policy)

3. Leadership and Management.

In Aquila schools, all staff are expected to work together on establishing and maintaining high standards of behaviour at all times. These high standards are commonly understood and consistently applied. Well managed schools create cultures where staff and pupils flourish in safety and with dignity.

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Promoting good behaviour is a core responsibility of the Headteacher and this role cannot be delegated. The role of the Headteacher is to be highly visible, and with other members of the leadership team to routinely engage with pupils, parents and staff on setting the behaviour culture and maintaining an environment where everyone feels safe and supported. All school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff and all supply or temporary staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

The school leaders, including Governors are responsible for ensuring staff have appropriate training so they can meet their duties and functions within the behaviour policy. Leaders will use behaviour data in Bromcom to track behaviour trends and act proactively to ensure high standards of behaviour are maintained.

4. School systems and social norms.

Aquila schools have a whole- school approach to behaviour. We believe that positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school and become positive behavioural norms. Behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

Aquila schools reward good behaviour. Examples of rewards may include:

- verbal praise;
- communicating praise to parents via My Child at School, phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project;
- whole-class or year group rewards, such as a popular activity.

5. School rules

The specific school rules are laid out in Appendix 1.

6. Routines

Appendix 1 lays out the school's behaviour curriculum which defines the expected behaviours in the school. Aquila schools concentrate on what successful behaviour looks like and define it clearly. Some pupils may require additional support to learn to meet our behaviour expectations. This support should be given consistently and predictably. Adjustments may be temporary.

7. Staff induction, development and support.

All staff are expected to uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

8. Pupil induction.

All pupils deserve to learn in an environment that is calm, safe, and supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of, or reminded of, the school behaviour standards, expectations, pastoral support, and consequence processes at the beginning of every academic year. New pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will support the evaluation, improvement and implementation of the behaviour culture. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour routines, rules and sanctions.

9. Support for Pupils.

Our schools will consider whether misbehaviour gives cause to suspect that a pupil is suffering or likely to suffer harm. Where this may be the case, schools will follow our child protection policy and Keeping Children Safe in Education.

Aquila schools support pupils who find meeting our behaviour standards difficult. Pupils will be asked their experience of behaviour and this feedback will be used to develop the school culture.

10. Pupils with SEND.

Aquila schools' culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. All schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND. If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secure and the school must co-operate with the local authority and other bodies. Schools with good behaviour cultures will create calm environments that will benefit pupils with Special Educational Needs and Disabilities (SEND), enabling them to learn. We are an inclusive organisation and recognise that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. We all need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

If a pupil with SEND misbehaves and requires a sanction, Aquila schools will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and DfE schools guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. The school needs to ensure that the rules or instructions need to be accessible and can be understood by all children with SEND, such as making them visual or by adapting them to suit the learning needs of the child, such as those with a visual impairment. The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try to understand the underlying causes of behaviour and whether additional support is needed.

Children who have experienced trauma, adverse childhood experiences, or those with an identified or unidentified special educational need may have additional difficulties that mean the school's current behaviour policy is not having

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the desired impact on successful behaviours in the classroom and school. These children may benefit from an approach where adults support co-regulation of emotions through relational practices. Relational approaches are those where positive relationships act as a way to support a child's behaviour, with behaviour seen as a form of communication. Further details can be found in the Aquila Relational Policy. Using relational approaches with children should not be a reactive approach to one-off behaviours, instead they should be used within the school's graduated response using the assess, plan, do, review as detailed in the Special Educational Needs Code of Practice 2014. Relational approaches are best applied when there is a need for consistency in adults, routines and expectations to support children's feelings, emotions and wellbeing.

Behaviour is a core responsibility for the Headteacher and this role cannot be delegated. It is the Headteacher, or their equivalent, who is responsible for deciding when the Relational Policy needs to be applied as they retain a core responsibility for its outcomes. While the Headteacher does not have to be a part of the team around the child they must have an overview of its actions and outcomes.

There is no time limit for how long children's behaviour will be supported through the Relational Policy, however the focus should always be on the child coming under the school's Behaviour Policy as quickly as possible.

Under the Children and Families Act 2014, schools have a duty to use their "best endeavours" to meet the needs of a child with SEND. If a child has an EHCP the provision must be in place. If the behaviour is a result of this provision being absent at the time, then the school must consider this in their response to the misbehaviour.

Our schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

11. The Role of Parents.

Parents have an important role in supporting schools' behaviour policy and links between home and school are an important part of the process. Parents are encouraged to reinforce the policy at home as appropriate, developing the child's understanding that a two-way communication between home and school will always take place. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. Aquila schools will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about pupil's behaviour and encouraging parents to celebrate pupils' successes through My Child at School or Dojo. Schools will hold sessions for parents to help them understand the school's behaviour policy.

If appropriate, parents will be included in pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

12. Child on child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Our child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Victims will be reassured that they will be supported, kept safe and are being taken seriously. Abuse that takes place on line or outside school will be treated equally seriously.

See our Child Protection and Safeguarding policy for further details (including appendix 4)

13. Banned items

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The list of prohibited items (‘prohibited item’ is defined in subsection (3) of Section 550ZA of the Education Act 1996) is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of any person (including the pupil).
 - an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Reasonable force can be used to conduct a search for these prohibited items.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care services in line with keeping children safe in education.

Under common law, school staff have the power to search a pupil for any other item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The DSL will always be informed of a search and a record will be kept on Bromcom. There will always be two members of staff present and the search will be carried out in an appropriate place.

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Mobile phones. All our schools are mobile phone free environments and we prohibit the use of mobile phones and other smart technology with similar functionality throughout the school day. Mobile phones can be a useful safety resources for pupils walking to and from school but must be handed to the school office on arrival at school and collected as the child leaves the school site.

The only exception will be staff or pupils using a mobile device to manage a known medical condition, where tracking requires access to a specific app. In this case, due to the potential safeguarding risks to pupils, the school and staff member or pupil's parents must have explored and rejected all alternatives and the school leadership must be satisfied that cameras, other apps and access to messaging are restricted.

14. Sanctions.

When any member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with the school behaviour expectations. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. It is important that all staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

The law allows staff to sanction pupils whose conduct falls below the standard reasonably expected of them e.g., misbehaviour, rule breaking or failure to follow a reasonable instruction.

A response to behaviour may have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education.

Pupils may test boundaries or find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home.

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention;
- school based “community service”, such as tidying a classroom;
- regular reporting including early morning reporting or being placed “on report” for behaviour monitoring;
- suspension ;(fixed term exclusion) and
- in the most serious of circumstances, permanent exclusion

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

Depending on the circumstance, school staff should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of keeping children safe in education, school staff should follow our child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Following a sanction, every school will consider how best to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. We want to avoid repeated misbehaviour.

These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The school need to consider how this can be delivered in the most appropriate way for a child with SEND.
- This may also include advising them to apologise to the relevant person, if appropriate;
 - a phone call with parents, (and the Virtual School Head for looked after children);
 - follow up inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
 - inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
 - considering whether the support for behaviour management being provided remains appropriate

The discussions and the outcomes will be recorded in Bromcom.

15. Extreme behaviour.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children who are a danger to themselves, to others or are damaging property. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Such approaches should only be used as a last resort to safeguard the pupil, peers or property.

School specific training and approaches are detailed in Appendix 1.

All incidents requiring physical intervention, will be recorded in Bromcom

16. Removal

Removal from the classroom for serious disciplinary reasons allows a pupil limited time out of class at the instruction of a member of staff. This is not the same as being asked to step outside the classroom to have a brief conversation with a member of staff.

Aquila schools will collect, monitor and analyse removal data in Bromcom to avoid repeat patterns and to check the effectiveness of removal as a means to improve behaviour. The Local Governing Body (LGB) will oversee this data and will support school leaders to make a data-based decision where a frequently removed pupil may benefit from additional or alternative approaches such as a pastoral review or SENCo investigation. The LGB will check the removal policy is not disproportionately applied to pupils sharing protected characteristics.

If a pupil has a social worker, including if they have a Child in Need Plan, a Child Protection plan or are looked after, their social worker will be informed. For looked after pupils, the PEP may also be reviewed and the VSH notified.

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Staff supervising the removal areas will be suitably trained and will have the interpersonal skills necessary to manage pupils with challenging behaviours.

Aquila schools reintegrate pupils following a removal from the classroom or suspension through reintegration meetings with the pupil and parents so that expected standards of behaviour are understood. At this meeting reasonable adjustments may be agreed to ensure the strategy has the desired effect and the pupil can meet the expected standards of behaviour and conduct.

17. Detention.

It may be necessary to use a detention to improve behaviour. A detention is a commonly used sanction to deter future misbehaviour, as a time to reflect or to avoid reaction to a situation becoming a habit. It is a short period where the pupil is required to remain under supervision of school staff when their peers have a less structured break time. When used, it should be done so consistently and fairly by staff. As part of teaching about behaviour and communicating about this policy, the detention process will be well known to all pupils and staff.

School specific approaches to detention are detailed in appendix 1.

18. Suspension and permanent exclusion.

All pupils are entitled to an education where they are protected from disruption and can learn and flourish in a calm, safe and supportive environment. The Headteacher can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour that is not improving despite in school sanctions and interventions. (See the Aquila Exclusions policy).

A managed move may be in the best interests of the pupil. A managed move is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school. If a temporary move needs to occur to improve behaviour then off-site direction should be used.

19. Behaviour outside the school.

When pupils are on a school trip, all our usual expectations for high standards of behaviour apply. We expect our pupils to be polite and to keep themselves and others safe on the way to and from school and on any occasion when they are wearing our uniform.

Schools have the power to sanction pupils for misbehaviour outside the school. Poor behaviour and incidents of bullying, including cyber-bullying, witnessed by or reported to school staff, will be investigated in school and the usual school sanctions will be applied.

Behaviour issues on line can be difficult to manage and are likely to occur out of school hours when parents are responsible for their child's behaviour. However, these incidents will affect the school culture and all our pupils have the right to feel safe. Aquila schools will, therefore, work with parents to investigate incidents and sanction pupils, especially if the online behaviour poses a threat or causes harm to another pupil.

20. Communication.

Communicating this Aquila policy and school specific procedures (Appendix 1) to all members of our community is an important way of building and maintaining the school's culture and is part of the key role of the headteacher. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that

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expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Our schools are committed to clearly communicating our behaviour expectations to pupils by regular practice and reminders. Our schools will share this policy on their school website and ensure parents understand rules, support and the sanctions by the headteacher writing to parents at least annually.

Appendix 1: School Specific information.

Vision and values

Our Vision

With God's guidance, we work with pride and passion to create life-long learners who fulfil their potential. If we work together, we will be the very best that we can be: achieving, celebrating and succeeding whilst having fun.

Our Values

Love and Care

Everyone is Important

Using Your Talents

Forgiveness

Giving

Our school vision and values are underpinned by the Parable of The Talents, where we recognise that everyone is unique, with diverse skills and interests. Within our school we aim to ensure that all members of our school family are given opportunity to reach their full potential.

At Kennington CE Academy, we believe that all children are learners; socially, personally and academically and that the right environment will enable all members of our school family to flourish. We recognise that all behaviour is communication, and take into account the functions of the behaviours, the observable and hidden aspects of behaviour as well as the behaviour cycle. With respect to these, we seek to be proactive rather than reactive in our approach to a Behaviour Policy.

Behaviour is also inextricably linked to relationships, and so nurturing and fostering our relationships with each and every child, and between children, is fundamental in enabling children to develop their ability to self-regulate, to manage their own relationships and to become responsible and self-assured learners. In order to achieve this, we teach the children about managing their own behaviour, feelings, conduct, relationships and learning behaviours. We emphasise the value of certain behaviours and attitudes through our 5 Christian school values.

We recognise that the teaching of positive behaviour takes place in a variety of ways and we hope to promote a sense of:

- Self-worth and self-esteem
- Empathy and respect for others

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- Self-discipline, self-motivation and acknowledgement of responsibility
- Appreciation for the school environment and its routines
- Confidence in the right to be treated fairly
- Trust that positive behaviour will, and should, be recognised
- Voice and their importance in the school community
- Confidence to act as a positive voice for change

Consistency is key with developing positive behaviour and so all staff are expected to uphold the principles within this policy. This policy is based on the philosophy that all children in the school have the right to learn, to be taught and to receive the attention of the teaching staff. The rights of individual children to learn can only be properly enjoyed when adults are consistent in their approach to teaching children about behaviour and their expectations of behaviour. All adults must consistently model and uphold the behaviour expectations within school.

The children at Kennington CE Academy are encouraged and expected to be calm, polite, well mannered, caring and considerate. The school's Christian vision and values provide a framework for setting the standard of behaviour in and around the school.

Collective Worship is a way of sharing values and belief and to consider the life and example of Jesus as a positive role-model.

School rules

Our school values, are our school rules. Children know these values well and staff discuss behaviour with children in the context of our values for example, 'We show love and care to our peers by using kind words', 'We use our talents by listening to the teacher and completing our learning', 'We show that everyone is important by putting our hand up to ensure everyone has a chance to answer a question'.

We do not use a separate set of school rules as our values encapsulate all that underpins our approach and ethos.

School Routines.

Conduct Around School

At Kennington CE Academy, pupils are expected to arrive at between 8.30am and 8.50am. (see attendance policy).

Unless they are playing in the playground, pupils walk everywhere around the school.

They walk to classrooms and sit smartly – at tables this means all chair feet and pupil's feet are on the floor and the pupil facing the front. On the carpet, they will sit at allocated places with hands in laps and legs crossed

When in school pupils are expected to say please, thank you and you're welcome, and reply politely when someone greets them.

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Pupils will hold doors open for others and allow others to go before them where appropriate. For example, adults and visitors.

We respect our beautiful surroundings and look after our school building and grounds.

We put all litter in the bins.

Pupils will wear school uniform smartly and with pride. On PE days, this will be a correct PE uniform.

Pupils always walk quietly and sensibly

Pupils walk on the left-hand side at all times and never run inside the building.

Classrooms

When entering the classroom, pupils do so quietly and in single file. They sit down, face the teacher and show they are ready to learn straight away.

In the morning and after lunch, the teacher will put a settling task on the whiteboard. Children will start the settling task as soon as they are seated and have the correct equipment.

If they need to use their water bottle, children ask an adult. They try not to do this during the teacher input so that everyone in the class can listen.

Pupils show respect to others so will raise their hands if they want to speak and not call out.

Before exiting the classroom, children will tidy their table, stand behind their chair, tucking it in in front of them and checking the floor for items they may have dropped, tidying their classroom areas

A visual timetable will be displayed so that all learners know the daily expectations

An Achievements Wall in each classroom will celebrate successes

If a pupil needs to go to the toilet, they ask an adult. They try not to do this during the teacher input so that they and everyone in the class can listen. Children should use the toilet at break time where possible.

Break and Lunchtime Play

At break times, pupils will remain in one playground as directed by the staff and not move between zones.

At lunchtimes, children can move between playgrounds to choose different activities. They go straight to the other zone, walking quietly.

Pupils will always use kind hands and feet and will not play in a rough way. They will also use kind words. Play fighting is never allowed.

Lunchtimes

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Dinner Hall:

Children enter the hall from the ramp only, walking not running.

Children fill each table in order where the adults tell them to.

Children listen to their table leaders who are there to help.

Children sit quietly at their tables until school dinners are asked to line up. Packed lunches can start when they are seated.

Pupils use a knife and fork when they are eating a hot school meal.

Pupils use indoor voices when they are in the dining hall.

When they finish eating, they make sure their plates are cleared, any rubbish is in the bin, and the area is clean and tidy, including the floor. They wipe up any spills themselves.

Children tuck their chair under and leave the hall walking quietly back down the ramp.

The second sitting stack the chairs neatly at the end of the table.

Picnic lunches:

Children find a bench or a picnic blanket and sit down quickly. They stay in the same place until they have finished their meal.

Children sit quietly and talk with their group whilst they eat.

When they have finished their meal, children look around and ensure that all rubbish has been put in the bin.

They fold their picnic blanket and return it to box in the music area.

Children do not share or swap food due to allergies.

OPAL:

We will always listen to the adult play leaders.

We use all of the equipment showing our core values.

When the bell sounds, we will not move around the different playgrounds anymore.

We will ALL tidy up. The playleaders will stand at the playground exits so that no-one can leave without tidying up. Areas that are not tidied up, will not open up the next day.

Each area should be tidied as follows:

- Den building – everything neatly stacked on a Friday away from the fence. Tyres stacked neatly against the tree.

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- Mud kitchen is neatly stacked away at the end of every lunch and the café tyres returned to their place.
- The sandpit is empty of toys and covered up again.
- The ball pit is tidy and all balls are back in it.
- The dressing-up is all back neatly hung up or in the right box in the dress up cupboard.
- The arts and crafts area is all neatly put away and no rubbish left on the floor.
- The shepherd's hut is neatly packed away for the next person.
- The reading houses are neat and ready for use again.
- The musical instruments are all returned to the shelf and the piano lid is down.
- The water play is emptied and the trays left upside down for the next day.
- The digging area mud is swept up off the playground.

When the whistle goes, pupils walk quietly into class. An adult will meet every class and take them back in to the classroom.

Collective Worship

Pupils walk into the worship space silently in single file.

They sit silently and reflect on the thinking question, listening to the calm music.

Pupils engage with talk partners about the subject when asked to.

Prayers are invitational. Whilst we hope that all children will wish join in, if they choose to not actively engage in the prayer, they will respectfully bow their heads and close their eyes to allow others to do so.

Singing is invitational. Whilst we hope that all children will wish join in, if they choose to not actively engage with singing, they will stand respectfully to allow others to do so.

When they leave the hall, pupils are silent, reflecting on the worship theme, walking all the way back to their classes quietly.

Using the Toilets

Children go straight to the toilets being considerate of other children learning and walking sensibly.

Pupils act responsibly and respectfully when leaving them clean and safe for others to use.

Pupils respect others privacy in the toilets.

Children try to keep the toilets clean and hygienic by using them in the appropriate way.

Pupils do not intentionally block the toilets.

Pupils report spillages, floods or blockages to the office or Mr Plumb immediately.

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Pupils do not use the sinks in the toilets to clean shoes or wellies. They ask an adult for some help in their classroom.

Pupils wash their hands before leaving the toilets.

Detentions.

Kennington CE Academy does not use detentions as a sanction.

Rewards

At Kennington CE Academy, we believe that all children should follow the school rules in order for our community to flourish. However, there are times when children will go above and beyond in their learning or in support of the school community.

The first layer of reward is praise. This builds intrinsic motivation. Intrinsic motivation is the drive to do something because it's interesting, enjoyable, or aligns with your values, rather than for an external reward. It can help children perform better, build resilience, and reach their potential. Staff should ensure they praise children for excellence often. Praise should be genuine and specific in order for it to be valued by the child.

A 'Postcard Home' will be given during Celebration Worship on Fridays. This is to celebrate children when they have shown excellent learning behaviour or the school values during the week. Children receiving a postcard home will be included in the school newsletter each week. Teachers will read the postcards out during Celebration Worship so that the children receive the praise directly from their teacher and know what they have done to achieve it.

Each class will agree a learning/topic related creative challenge for the end of each term for the class to complete if they have received enough rewards. Teachers will offer three different challenges, related to the topic and the class vote on the activity they are aiming for across the term. These tasks should be in addition to the coverage in the topic plans.

Adults can then issue reward points, for example marbles in a jar, stars on a chart etc for good behaviour or good behaviour for learning as appropriate. Teachers have the freedom to adapt the school reward system to meet the needs of their class, for example, leaves on a tree, stars on a chart, marbles in a jar etc. This encourages a collective responsibility to create a positive learning culture.

For behaviour or behaviour for learning that is exceptional, adults can award the child a gold card. They can then take this to DHT/SLT/HT for celebration with HT/DHT award. The senior adult will then issue a gold sticker reward to the child and write a notelet for them to take home to celebrate with parents/carers.

Consequences

At Kennington CE Academy, we expect children to follow the school rules and routines at all times. However, there may be occasions where a consequence is required for unwanted behaviour. The school takes a graduated approach to this. This is a consistent approach across the school.

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First rule break: A member of staff will remind the child of the rule, for example 'Remember, at Kennington, we put up our hands so that everyone has a chance to think and answer', 'Please remember, at Kennington, we walk along corridor to keep everyone safe'. Staff may also use positive behaviour around the child to provide the child with time to adjust, for example, 'Well done (pupil name), you remembered that we put up our hands to give everyone a chance to think and answer the question.'.

Second rule break: Adult may take the child out of the classroom for a more formal reminder. For example, 'Remember that we put up our hand to give everyone a chance to think and answer the question. I have reminded you of this already this morning. I care about your learning and that of the class, so please remember to follow this rule when we return to class now.' A stop and think card is issued. If the rule break is during a recreational period, they will be asked to try a different activity/zone.

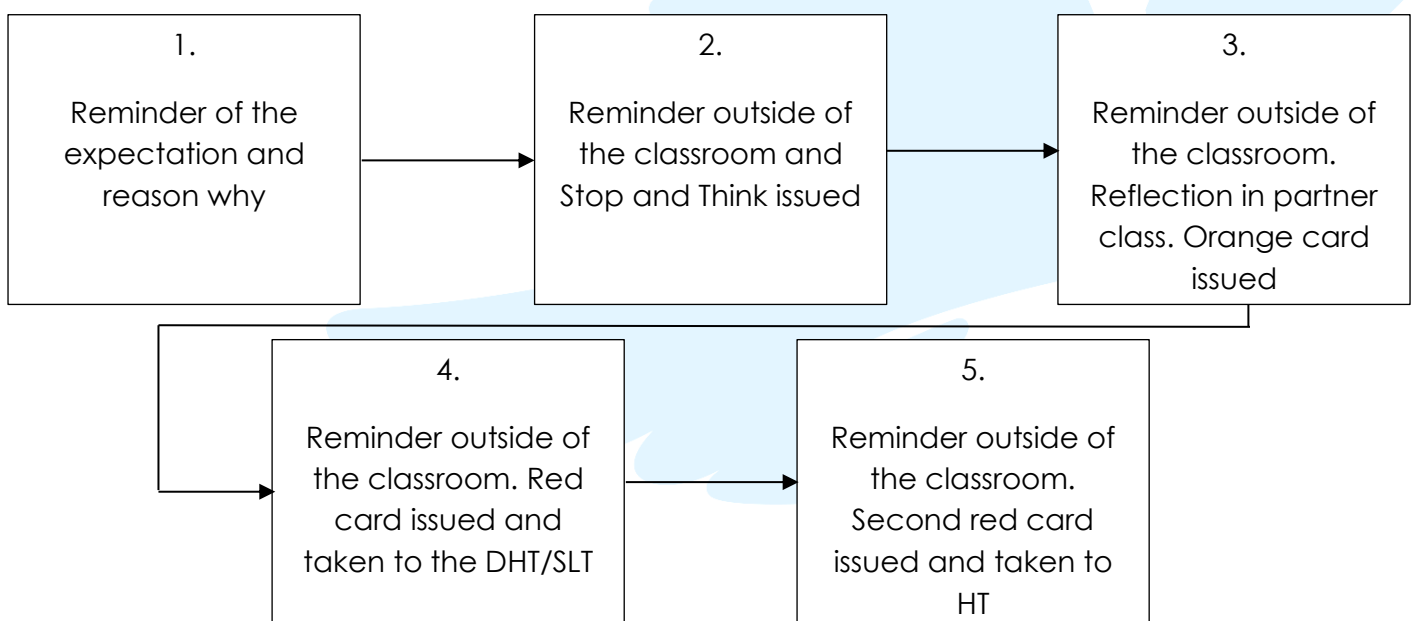
Third rule break: Pupil is reminded again of the rule they have broken and why we use the rule. They are given a 5-minute timer and asked to join their partner class for reflection time. Pupil then returns to their own class and an orange card is issued. If the rule break is during a recreational period, the child will sit out of the activity for 5 minutes.

Fourth rule break: The same reminder is given and a red card is issued. This is then taken to DHT or SLT for discussion. The class teacher will inform parents. If the child refuses to leave the room, a second red card is issued and this is escalated to the Headteacher.

Fifth rule break: The same reminder is given and a second red card is issued. This is taken to the Headteacher for discussion. HT will inform parents and discuss behaviour adaptations needed.

If a child refuses to follow the consequence, for example to go to the partner class, this is considered an escalation to the next stage of the process.

Daily cycle:



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The cycle begins again each new school day.

Weekly cycle:

If a child receives three red cards in a week, this is escalated to the Headteacher. The child will discuss the behaviour adjustments needed with the Headteacher and the Class Teacher will inform parents.

If a child receives a red card the following week, a Pastoral Support Plan will be put in place and parents will be invited to join the planning discussion with the Class Teacher and a member of SLT. This will initially be the SENCO, then DHT, then HT if no improvements have been observed.

Escalation of consequences for individual children following repeated red cards will be considered. These are at the discretion of the SLT depending on the behaviours seen and may include:

- Internal exclusion – child works outside of the classroom for a day/part of a day with a member of SLT
- Breaktime exclusion – child has their playtime away from their peers or with restricted access to OPAL resources due to unsafe play/misuse of resources
- Suspension (see section 18 and the Aquila Suspension and Exclusions Policy)
- Exclusion (see section 18 and the Aquila Suspension and Exclusions Policy)

Kennington CE Academy Behaviour Blueprint

This blueprint has been produced to summarise behaviour processes at Kennington. This can be displayed in all classrooms to assist staff with a consistent approach to behaviour management.



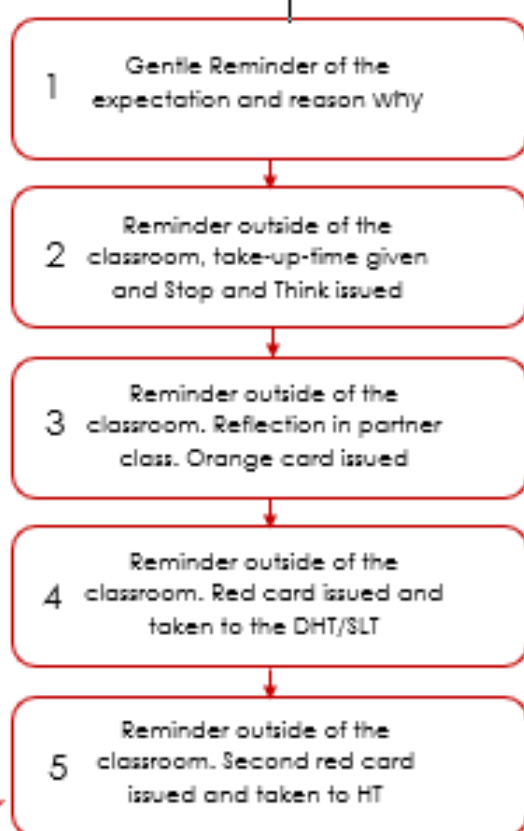
The Aquila approach to behaviour is to promote and reward excellent behaviour, support pupils to behave well through explicitly teaching school rules and routines and, if necessary, sanction unexpected behaviour. As an inclusive organisation, we recognise that some pupils will need additional support to reach the expected standard of behaviour. Where possible, support should be identified and put in place as soon as possible in order to avoid the unexpected behaviour in the first instance.



Our Core Christian Values



When a child displays unexpected behaviour



Parents informed

Recorded on Behaviour

Example script (privately)

Name. I have noticed you are finding it tricky today. Remember our rule about...which we have because...

You have chosen to....

Do you remember last week/yesterday when you made great choices about...

That is the behaviour I need to see now

Thank you (walk away)

Considerations:

Does the child have a PSP? What strategies are on the plan?

Is the behaviour due to their SEND need? Speak to SENCo if needed.

Are you the Class Teacher? Do they need to be informed?

When a child displays expected behaviour and/or goes above and beyond

Verbal praise by name, recognising and rewarding expected behaviour

Team Point(s)

Certificate(s)

Gold card

MCAS/verbal message home

Example behaviours

- Demonstrating our school values
- Effort/achievement in learning tasks
- Behaviour to benefit others in the school community
- Using initiative and/or being independent
- Being a consistently good role model to others

Example behaviours stages 1-5:

Defiance, persistent refusal, lack of work, persistent disruption, damage to property, leaving the classroom without consent, fighting, harassment/teasing, aggression (verbal or physical), swearing, physical assault

Behaviours referred straight to SLT Stage 4-5 (Instant Red Card)

Inappropriate sexual behaviour, serious or repeated physical assault, derogatory or discriminatory language, theft, vandalism, threatening behaviour against a child/adult, leaving the school grounds, bullying.

Appendix 2: What the law allows.

Equalities considerations.

Sanctions.

Teachers can sanction pupils, in line with the policy and school procedures, whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. (Section 91(3) of the Education and Inspections Act 2006). Staff can issue agreed sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain cases to behaviour exhibited outside school. A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

Detentions.

Teachers have authority to issue detention to pupils, including same-day detentions. A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction. A detention outside normal school hours will be lawful if it meets the following conditions:

- a lunchtime detention allows reasonable time for the pupil to eat, drink and use the toilet
- the pupil is under 18 (unless the detention is during lunch break);
- the headteacher has communicated to pupils and parents that detentions outside school sessions may be used; and
- the detention is held at any of the following times:
 - a) any school day where the pupil does not have permission to be absent;
 - b) weekends during term - except a weekend during, preceding or following the half term break; or
 - c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

The headteacher can decide which members of staff can issue detentions.

Teachers will consider whether a detention outside school hours is reasonable, taking into account the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

In Aquila schools, parents will always be informed before an after school detention.

Removal of property.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the

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Isaiah 40:31

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confiscation is proportionate and consider any special circumstances relevant to the case. (Section 94 of the Education and Inspections Act 2006)

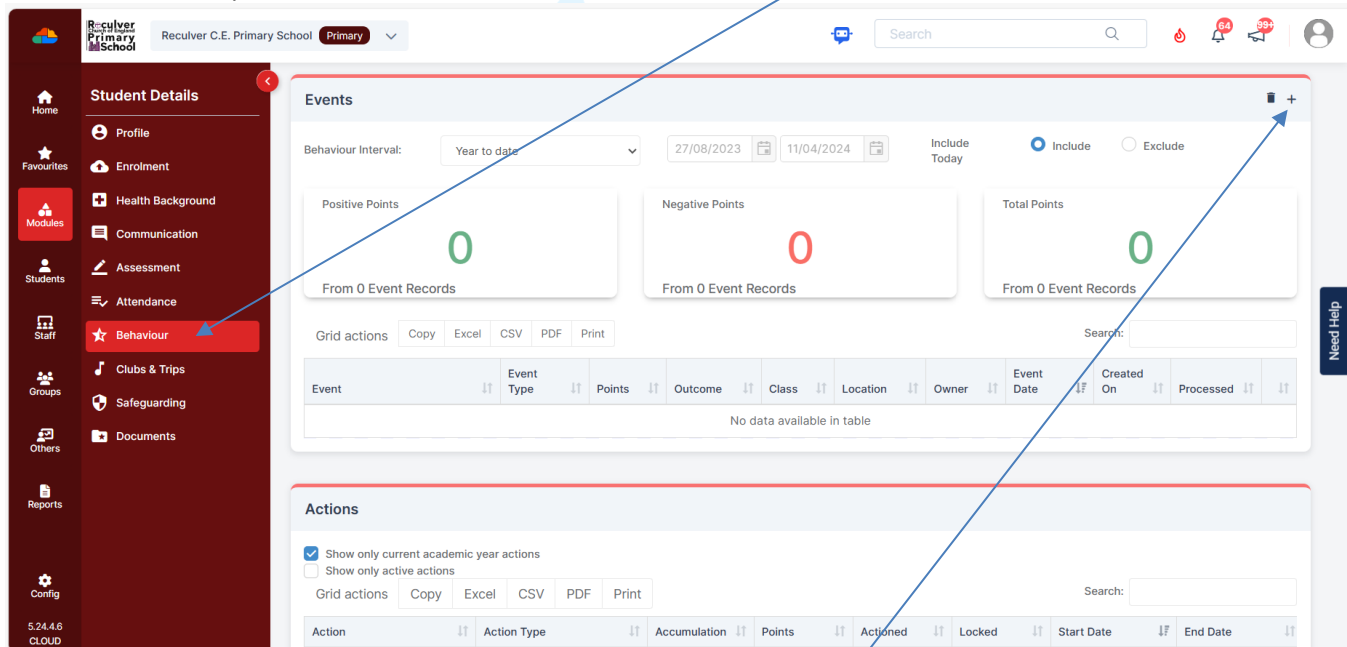
Corporal punishment by school staff is illegal in all circumstances.



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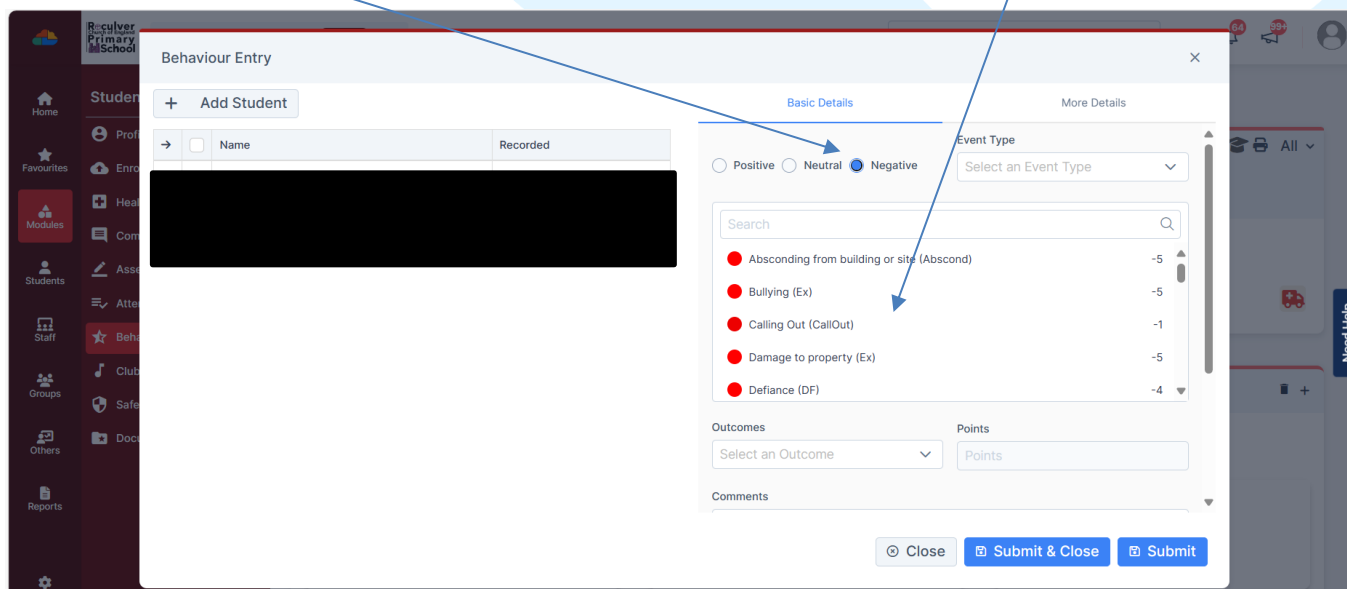
Appendix 3: How to Record and incident on Bromcom Using the ABC method

To record a behaviour incident on Bromcom, select the relevant child using the 'search' facility.
Once in the child's profile, from the side bar, select 'Behaviour'.

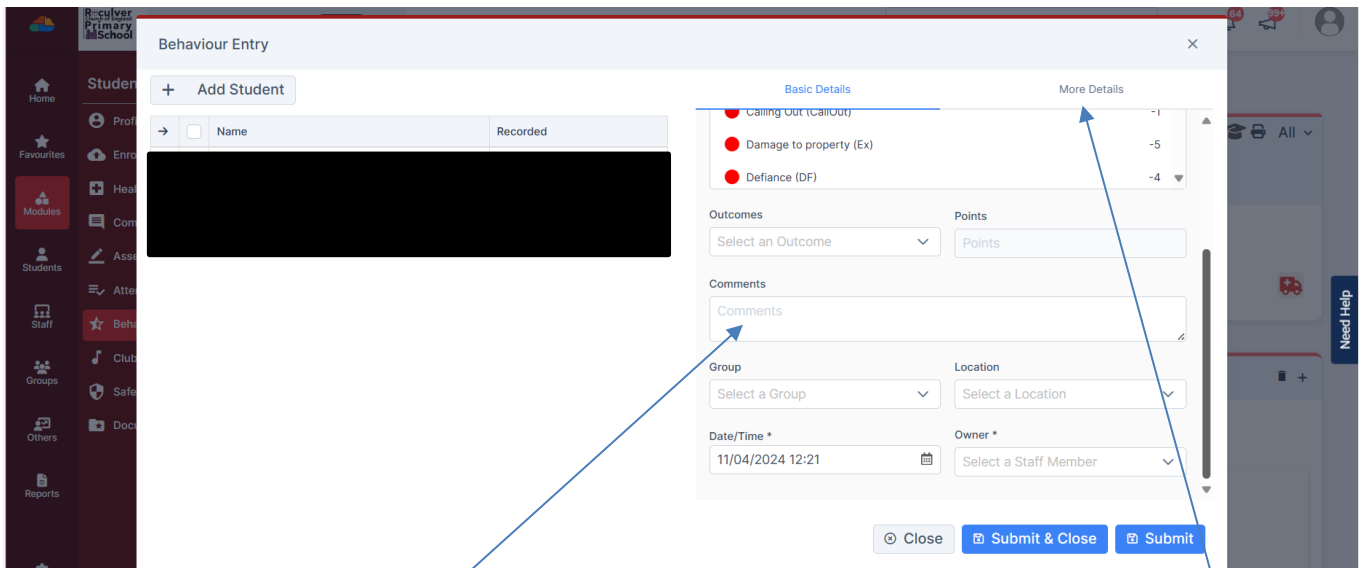


The screenshot shows the Bromcom interface for a student's profile. The sidebar on the left has 'Behaviour' selected. The main area is titled 'Events' and shows a table with 0 Positive Points, 0 Negative Points, and 0 Total Points. A '+ ' button is visible in the top right corner of the Events section.

You can now enter the behavioural event by pressing the + symbol . Select whether you are recording a negative or neutral (emotional wellbeing) incident and the correct category for the behaviour.



The screenshot shows the 'Behaviour Entry' form. The 'Basic Details' tab is active, showing radio buttons for 'Positive', 'Neutral', and 'Negative'. The 'More Details' tab is also visible, showing a list of event types with associated points.



Using the dropdown menus, select the outcomes, group, location and owner (which will be the person reporting the incident). Then, in the box that says 'comments' give as much detail as possible using an ABC recording approach. When recording, do not use emotive language, or express any personal opinion - simply report factually. If you need to add further details such as witnesses or affected staff or pupils, this can be found under the more details tab. An ABC record is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC record is to better understand what the behaviour is communicating. The 'A' refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. 'B' refers to an objective and clear description of the behaviour that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the consequence of the behaviour e.g., children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially.

Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?

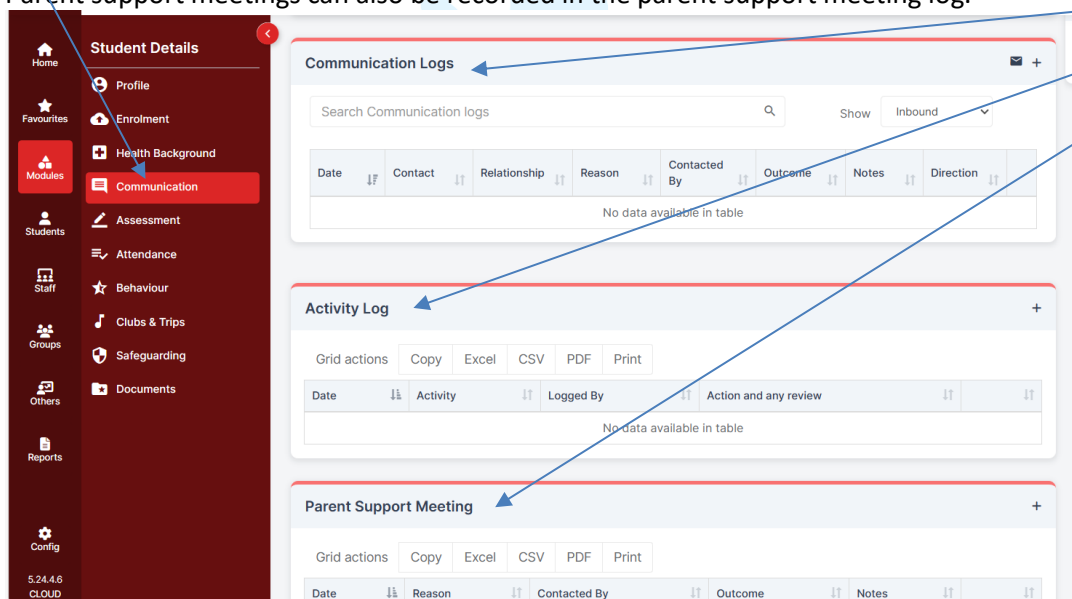
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2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?
6. Has consideration been given to a child with SEND and their specific requirements/targets?

This communication should be recorded in the communication log for the child, so that there is clear evidence of the steps that have been taken and communicated.

Where further follow up actions have needed to be taken, this can be recorded in the activity log.

Parent support meetings can also be recorded in the parent support meeting log.



The screenshot shows the Aquila system interface with a sidebar menu on the left. The main content area displays three logs:

- Communication Logs:** Includes a search bar, a dropdown menu set to 'Inbound', and a table with columns: Date, Contact, Relationship, Reason, Contacted By, Outcome, Notes, and Direction. A message 'No data available in table' is shown.
- Activity Log:** Includes a 'Grid actions' menu with options: Copy, Excel, CSV, PDF, and Print. The table has columns: Date, Activity, Logged By, and Action and any review. A message 'No data available in table' is shown.
- Parent Support Meeting:** Includes a 'Grid actions' menu with options: Copy, Excel, CSV, PDF, and Print. The table has columns: Date, Reason, Contacted By, Outcome, Notes, and Direction. A message 'No data available in table' is shown.

Appendix 4: PSP information gathering

| | | |
|---|--------------|----------------|
| Name: | Date: | School: |
| Nature of concern: Fixed term exclusions (number of days; dates) : Risk of school failure due to increased disaffection: Deteriorating behaviour: Other (part-time schooling; out of class, etc.): | | |
| What are the persistent inappropriate behaviours? | | |

| | | |
|---|--------------------|-------------------|
| Where is the behaviour occurring? | | |
| Classroom | Dining hall | Playground |
| Corridor | Other | |
| How frequently is the behaviour occurring? | | |
| Where/when is the behaviour occurring less? | | |
| Factors affecting behaviour: (learning, language, physical, outside school issues) | | |

Appendix 5: PSP Guidance

A Pastoral Support Programme is a multi-agency intervention aimed at preventing or reducing the risk of exclusion from school whenever a pupil shows signs of disaffection or his/her behaviour begins to deteriorate.

A Pastoral Support Programme should automatically be set up for pupils who have been excluded several times on a fixed period basis or who have been otherwise identified as being at risk of failure at school through disaffection.

PSP should indicate:

1. Small, Measurable and Achievable Targets informed by good evidence and/or baseline observation data
2. Resources required
3. Key people involved
4. Monitoring systems
5. Evaluation
6. Success and exit criteria

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Isaiah 40:31

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Key elements:

- Communication
- Accurate monitoring
- Regular review
- Consistent application of arrangements

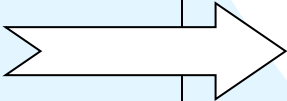
All school staff need to be fully aware of and familiar with the PSP arrangements. Day-to-day responsibility for the plan can be shared between Teaching Assistants, Support Staff or any other appropriate member of staff in school. Overall responsibility is with the nominated PSP co-ordinator.

Quick Guide to PSPs

| Timing | Action | Who's involved? |
|---|--|--|
| Before the PSP meeting | School to explain and clarify to parents/carer the purpose of the PSP. Professionals meet to discuss the various support options available. | Parents/carers PSP co-ordinator Headteacher, SENCO, STS representative EP and any others |
| PSP Meeting | An opportunity for parents/carers, pupil and school to come to an agreement about the way forward. The PSP needs to be written and signed at the meeting. Copies of the PSP will then be sent to all concerned. School to send <i>Notification of Implementation of a PSP</i> to the Specialist Behaviour Teacher | Parents/carers, pupil, member of school SMT, STS representative representative from Student Services Team, any other relevant professionals. |
| Week 1 | Support arrangements need to be in place before the PSP comes into effect and all staff familiar with it. PSP co-ordinator to liaise with other professionals. | PSP co-ordinator Relevant professionals |
| Week 2 | First fortnightly review at the end of this week | Parents/carers, pupil, member of SMT/SENCO |
| Week 4 and 6 | Fortnightly reviews | Parents/carers, pupil, member of SMT/SENCO |
| Week 8 Mid-term review | More formal - the person responsible for the PSP is required to gather information regarding progress made. There needs to be a clear understanding of school and pupil perspectives through assessment. It is important that pupils assess themselves and take part in identifying indicators to encourage ownership of the process and engagement with the planned intervention. Summarise clearly and succinctly, all major events and progress made. | Parents/carers, pupil, member of SMT, STS representative Student Services Team, any other relevant professionals. |
| Weeks 10, 12 and 14 | Fortnightly reviews | Parents/carers, pupil, member of SMT/SENCO |
| Week 16 End of programme evaluation | As for Week 8 - see above. Clearly and succinctly record all developments. Record the meeting's conclusions about the programme and whether the pupil's place is viable. If it is viable, decide on what terms and with what adjustments. The programme may be extended if some but not enough progress has been made in the timescale set. | Parents/carers, pupil, member of SMT, STS representative Student Services Team, any other relevant professionals. |

PASTORAL SUPPORT PROGRAMME

| NAME | Class | GENDER | ETHNIC ORIGIN | DOB | CLASS TEACHER | REVIEW DATES |
|--------------|----------------|--------|-----------------|-----|---------------|--------------|
| | | | | | | |
| Phase leader | PSP TIME LIMIT | | CO-ORDINATED BY | | DATE OF PSP | |
| | | | | | | |

| STUDENT PROFILE | |
|---|---|
| STRENGTHS | WEAKNESSES/AREAS OF DIFFICULTY |
| <p>Gather information from:</p> <ul style="list-style-type: none"> • parents/carers; • teaching staff; • support Staff; • external agencies involved; • the pupil. <p>Use:</p> <ul style="list-style-type: none"> • baseline assessments; • pupil/parent questionnaire; • staff round-robin; • observation/frequency charts; • pupil self-assessment. |  |

| STUDENT COMMITMENT | PARENTAL COMMITMENT |
|---|--|
| <p>Acknowledge the pupil's role in working towards a successful outcome.</p> <p>Signed.....</p> | <p>Reflect the shared involvement between home and school to support the pupil; Include arrangements for ongoing communication between home and school.</p> <p>Signed.....</p> |

| SCHOOL SUPPORT AND STRATEGIES | SUPPORT FROM OUTSIDE AGENCIES |
|--------------------------------|--|
| <p>Record existing support</p> | <p>Record existing support</p> <p>Record existing support put in place as part of the PSP.</p> |

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| | |
|--|-------------|
| Record additional strategies put in place as part of the PSP. Signed..... | Signed..... |
|--|-------------|

| STUDENT INDICATORS | ACHIEVEMENT CRITERIA | STRATEGIES TO ACHIEVE INDICATORS | DATE |
|--|--|--|------|
| <ul style="list-style-type: none"> Record positive progress against indicators in the first person e.g. "I will...." "I can.."; Agree SMART INDICATORS as an outcome of the information recorded on the Pupil Profile section of the PSP; Make one indicator a shared home/school target. | <ul style="list-style-type: none"> Decide how you know the pupil has been successful Decide how you will measure this on a daily/weekly basis. | <p>Consider strategies:</p> <ul style="list-style-type: none"> including using existing in school support making changes to existing programmes referring to outside agencies. <p>Allow a reasonable amount of time for the strategies to work.</p> | |

| AGREED REWARDS | AGREED SANCTIONS |
|---|---|
| <p>Consider the pupil's views;</p> <ul style="list-style-type: none"> Use incentives the pupil feels positive about - these have more chance of success. | <p>Employ a staged approach to the usual school sanctions;</p> <ul style="list-style-type: none"> Withdraw privileges and provide clear steps for regaining them; Give opportunities for reflection and reparation. |

Information for parents

Pastoral Support Programmes

- A Pastoral Support Programme, or PSP, is a multi-agency intervention aimed at helping pupils to stay in a mainstream school by preventing or reducing the risk of exclusion whenever they show signs of behaviour difficulties.
- The PSP is usually written by someone from school and signed at a special PSP meeting. It is an opportunity for parents/ carers, the child, and school to come to an agreement about the way forward.
- Copies of the PSP are usually sent to all concerned, who may include a Specialist Behaviour Teacher or other Specialist Teachers in Kent.

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- Usually, all school staff would be fully aware of and familiar with the PSP arrangements. Day-to-day responsibility for the plan can be shared between Teaching Assistants, Support Staff or any other appropriate member of staff in school. Overall responsibility for the PSP is with a senior member of the school's staff.

The PSP might include:

- Indicators of progress
- Resources required
- Key people involved
- *Reasonable adjustments* that include strategies for increased pupil engagement
- Monitoring systems
- Evaluation
- Success and exit criteria

Key elements could include:

- Communication
- Accurate monitoring
- Regular review



Appendix 6: Pastoral Support Programme

| NAME | GENDER | ETHNIC ORIGIN | DOB | SENSUPPORT/ CiC/EHCP | | UPN | PSP TIME LIMIT and REVIEW DATES |
|--------|-----------------|---------------|----------------|-------------------------|-----------------|-----|---------------------------------------|
| | | | | | | | |
| SCHOOL | CLASS / TEACHER | | DATE OF PSP | | CO-ORDINATED BY | | |
| | | | | | | | |

| STUDENT PROFILE | |
|-----------------|--|
| STRENGTHS | DIFFICULTIES TO BE ADDRESSED BY THIS PSP |
| | |

| PUPIL COMMITMENT | PARENTAL COMMITMENT |
|------------------|---------------------|
| | |
| Signed..... | Signed..... |

| SCHOOL SUPPORT AND STRATEGIES | SUPPORT FROM OUTSIDE AGENCIES |
|-------------------------------|-------------------------------|
| | |

'They will soar on wings like eagles ...'
Isaiah 40:31

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| | |
|-------------|-------------|
| Signed..... | Signed..... |
|-------------|-------------|

| PUPIL TARGETS | INDICATORS OF PROGRESS | STRATEGIES TO ACHIEVE TARGETS | DATE |
|---------------|------------------------|-------------------------------|------|
| | | | |

| AGREED REWARDS | AGREED SANCTIONS: GETTING BACK ON TRACK |
|----------------|---|
| | |

Appendix 7: Return to school plan and contract for XXXX

Date:

The return to school plan will be reviewed weekly

The key rules x must follow in addition to the school rules.

The school rules are:

Insert your school rules

The additional rules are:

Change as appropriate to the needs of the child

- Not to wander around the classroom without permission
- Complete the work set (within timed intervals)
- No calling out in class or using bad language
- Not to misbehave or use school equipment in an aggressive manner
- To follow the instructions of all adults when asked

Signed: _____ XXXX; Headteacher

_____ (child's name); pupil

x's return to school will be staggered – to follow the pattern as below;

| | |
|-------------------|--|
| Week 1 22/3/21 | <ul style="list-style-type: none"> • Parents to escort xxxx to class each morning, to arrive at school by 8.45am • xxxx will be collected via the main office at the end of each day. • xxxx will remain at school until 10.30am during week one working with xxxx (Class teacher) and xxxx (his 1:1 TA) • During the first week back xxxx will take part in class registration, early morning work and the introduction of the first lesson of the day. • xxxx will have a modified curriculum timetable to engage his learning styles and needs. • A packed lunch will be provided for xxxx to take home. • xxxx will be provided activities to complete at home. |
| Week 2 29/3/21 | <p>As above</p> <p>In addition:</p> <ul style="list-style-type: none"> • xxxx will stay for break where he will be able to have a friend join him (in doors) for breaks before he leaves at 11.00am. |
| Week 3 19/4/21 | <p>As above</p> <p>In addition:</p> <ul style="list-style-type: none"> • xxxx will continue to leave at 11.00am while he gets used to a return to school after the Easter break |
| Week 4 26/4/21 | <p>As above</p> <p>In addition:</p> <ul style="list-style-type: none"> • xxxx will join the class for morning break before he leaves at 11.30am. During his break he will be accompanied by an adult. |
| Week 5 3/5/21 | <p>As above</p> <p>In addition:</p> <ul style="list-style-type: none"> • xxxx will continue to have his break with an adult and leave at 11.30am - This is a 4 day week as a result of the bank holiday |
| Wb 10/5/21 & | <p>As above</p> <p>In addition:</p> |

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| | |
|---------------|--|
| 17/5/21 | <ul style="list-style-type: none">• xxxx will leave school at 12.00noon• Additional curriculum features will continue to be added in. |
| Wb 24/5/21 | As above In addition: <ul style="list-style-type: none">• xxxx will leave school at 12.30noon |

Signed: _____ Headteacher

Signed: _____ xxxx's parents.

Appendix 8: Behaviour Report Card

BEHAVIOUR CARD

PUPIL NAME: _____ CLASS: _____ START DATE: _____

| | SESSION 1 | SESSION 2 | BREAK | SESSION 3 | LUNCH | SESSION 4 | SESSION 5 | SLT |
|-----------|--------------|--------------|-------|--------------|-------|--------------|--------------|-----|
| Monday | | | | | | | | |
| Tuesday | | | | | | | | |
| Wednesday | | | | | | | | |
| Thursday | | | | | | | | |
| Friday | | | | | | | | |
| COMMENTS | | | | | | | | |

1 – VERY GOOD; 2 – GOOD; 3 – SATISFACTORY; 4 POOR BEHAVIOUR

It is the responsibility of the child to bring this to a member of SLT at the end of each day.

BEHAVIOUR CARD

PUPIL NAME: _____ CLASS: _____ START DATE: _____

| | SESSION 1 | SESSION 2 | BREAK | SESSION 3 | LUNCH | SESSION 4 | SESSION 5 | SLT |
|-----------|--------------|--------------|-------|--------------|-------|--------------|--------------|-----|
| Monday | | | | | | | | |
| Tuesday | | | | | | | | |
| Wednesday | | | | | | | | |
| Thursday | | | | | | | | |
| Friday | | | | | | | | |
| COMMENTS | | | | | | | | |

1 – VERY GOOD; 2 – GOOD; 3 – SATISFACTORY; 4 POOR BEHAVIOUR

It is the responsibility of the child to bring this to a member of SLT at the end of each day.

- See also documents for risk assessments and reflection

Signed..... Date..... (Chair of Governors)

Signed..... Date:..... (Head Teacher)