

Common Trust Policy, Use as Published

Aquila Behaviour Policy.

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V2	31.7.25	CB	Updates in line with legislation changes on use of reasonable force.
	5.8.25	AW	Removal of appendices 3-8. Information in separate documents for schools
V3	6.7.26	AW	Dates

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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.

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 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.

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- Use of Reasonable Force.

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. Aquila Schools should prioritise de-escalation over restraint.

All members of school staff have a legal power to use reasonable force in certain circumstances. Schools will ensure that staff who are likely to need to use reasonable force and/or other restrictive measures receive appropriate training. School specific training and approaches are detailed in Appendix 1.

The decision on whether it is reasonable to use force and/or other restrictive interventions depends on the individual circumstances of each situation. In assessing whether force and/or other restrictive measures are reasonable in a situation, a member of staff should use their professional judgement and might want to consider the following factors (as well as other factors relevant to the school, pupil and situation) :

- Is it necessary?
- Is it proportionate?
- Have you considered the pupil's welfare?

In the first instance, Aquila schools should seek to understand the underlying triggers challenging behaviour to provide proactive support. This may include using staff who know the individual pupils well to help manage trigger points and develop strategies to reduce the need for reasonable force. This particularly applies for pupils with SEND who may

react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. This can lead to pupils with SEND being disproportionately subject to the use of reasonable force and other restrictive interventions. Schools should work with parents, pupils and other professionals to develop prevention and de-escalation strategies as well as (where appropriate) involving them in any co-production of necessary behaviour support plans.

All 'significant' incidents must be recorded as soon as practicable. These will be recorded on Bromcom.

A significant incident is defined as "any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff." The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Information to be recorded includes:

- the name of pupils and staff involved
- the needs or circumstances of the pupil
- time, date, location and approximate length of time the incident was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Aquila Schools must report incidents that require the use of reasonable force to parents as soon as practicable. Except where it appears to the staff member that doing so would be likely to result in significant harm to the pupil. This includes all forms of abuse and neglect. In this instance the staff member must report the incident to the local authority.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate length of time the force was used
- brief account of what type of reasonable force was applied, and the degree of force
- details of any physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance

Aquila schools should seek to maintain respect for a pupil's dignity when reasonable force or restrictive measures are used. This may include, where possible, considering the location and environment where any intervention is used. Where possible, staff should also communicate clearly and calmly to the pupil about what is happening and why.

Schools will have risk assessments in place if reasonable force is to be used and, where possible, mitigate risks such as through training and prevention strategies.

Our schools should report the use of reasonable force to governors and regularly review and interrogate data on reasonable force and restrictive interventions. This should identify any disproportionate use of reasonable force and/or other restrictive interventions in pupils who have protected characteristics, have SEN, or other types of vulnerability. Governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil.

Following a significant incident in which reasonable force and/or other restrictive measures are used, our schools should hold a follow up conversation (s) to facilitate reflection, learning and to support pupil and staff wellbeing. Schools should continue to monitor pupil and staff wellbeing and provide additional support if needed. School specific strategies and support are outlined in Appendix 1.

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 ~~Local Governing Body~~ 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.

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, provide time for reflection, and prevent repeated behaviours from becoming established habits. 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 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.

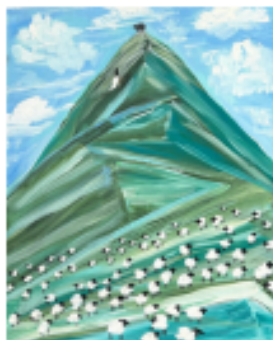
Appendix 1: School Specific Information

Our Vision and School Story

ST LAURENCE IN THANET CHURCH OF ENGLAND JUNIOR ACADEMY

OUR VISION AND STORY

VISION



Our school is a supportive and inclusive community where every person is seen, known and loved as a unique child of God. Through a nurturing, purposeful and enriching curriculum, we enable each child to grow in knowledge, skills and character, becoming hopeful, joyful and resilient learners who flourish now and in the future. With forgiveness, fresh starts and strong relationships, we foster a community where all are valued.



Seen



Known



Loved

OUR STORY : THE LOST SHEEP - LUKE 15:1 - 6

- 1 One day, when many tax collectors and other outcasts came to listen to Jesus,
- 2 the Pharisees and the teachers of the Law started grumbling, "This man welcomes outcasts and even eats with them!"
- 3 So Jesus told them this parable:
- 4 "Suppose one of you has a hundred sheep and loses one of them—what do you do? You leave the other ninety-nine sheep in the pasture and go looking for the one that got lost until you find it.
- 5 When you find it, you are so happy that you put it on your shoulders
- 6 and carry it back home. Then you call your friends and neighbours together and say to them, 'I am so happy I found my lost sheep. Let us celebrate!'"

WHAT THE STORY MEANS FOR US

Our story is shaped by Jesus' parable of 'The Lost Sheep'.

In the parable, the shepherd knows his sheep and notices when one is missing. He leaves the ninety-nine, searches for the one who is lost and rejoices when it is found. This is the kind of community we seek to be: a place where every child and adult is seen, known and loved; where no one is overlooked in times of struggle; and where all are welcomed with forgiveness, dignity and fresh starts.



This parable reminds us that every person matters to God and that all members of our community, children, staff, families and Governors, belong and can flourish.

The parable also teaches us that our roles are not fixed. At times, we may feel like the lost sheep, needing care and guidance. At other times, we are called to be like the shepherd, noticing and responding with care and compassion. Sometimes, we are among the ninety-nine, learning to trust in a love that is constant and shared equally by all.

Our Values

ST LAURENCE IN THANET CHURCH OF ENGLAND JUNIOR ACADEMY

OUR VALUES



LOVE

We notice everyone and make sure no one is left behind.
One sheep mattered so much that the shepherd went out to find it.



HOPE

We never give up on ourselves or each other. Even when one sheep was lost, the shepherd believed it could be found.



JOY

We celebrate the good in ourselves, others and our community.
The shepherd, the 99 sheep and the whole community celebrated when the lost sheep returned.



FORGIVENESS

We try to understand what has happened, forgive each other and welcome one another back so we can start again. Just as the lost sheep was welcomed back into the flock, everyone deserves forgiveness, understanding and the chance to begin again.



RESILIENCE

We keep trying and support each other to find our way, even when things feel hard. Searching continued until the missing sheep was found.



Seen

You are noticed and recognised; you are never overlooked.



Known

*You are understood as an individual: who you are, your story and your needs.



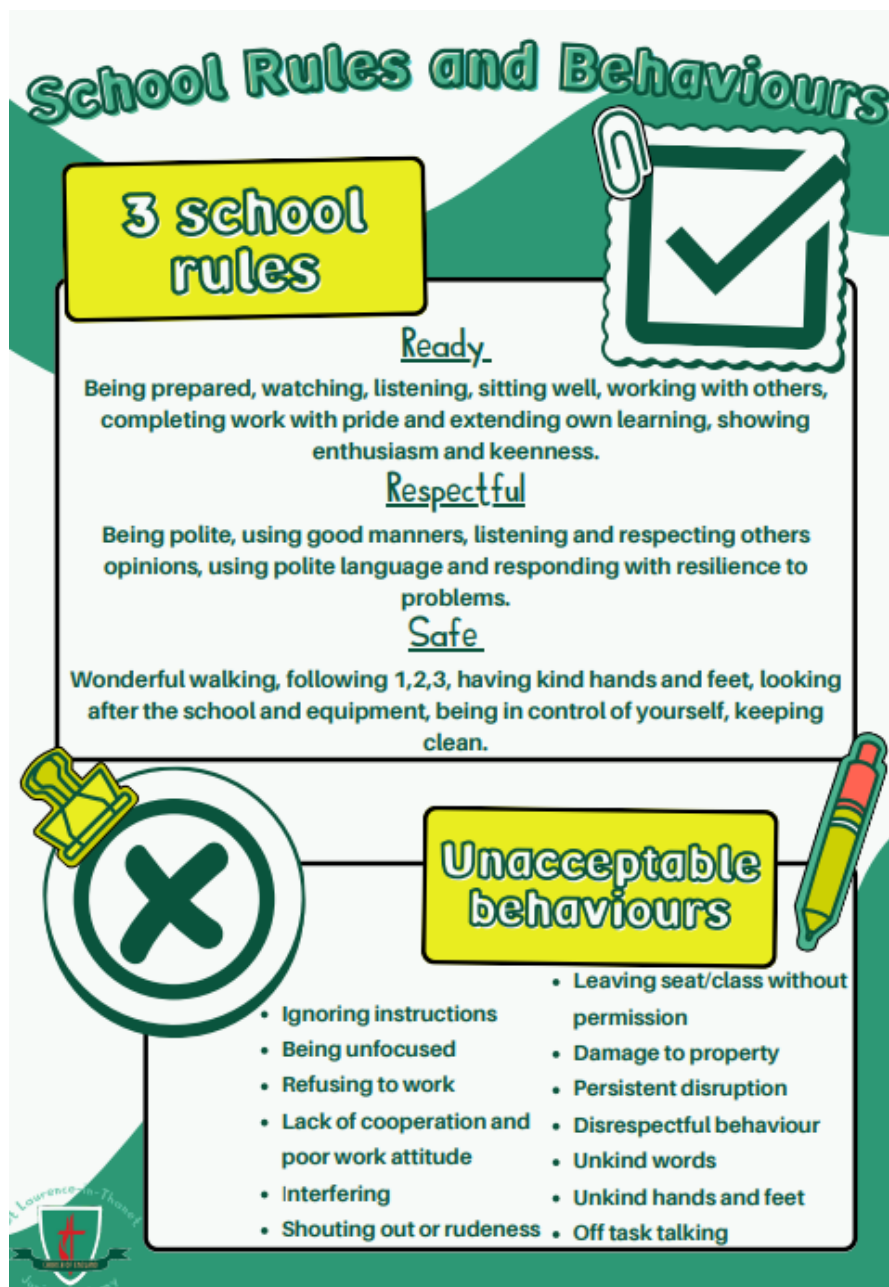
Loved

You are valued, cared for and held within a community where you belong.

Our School Rules

We encourage all members of our community to respect the Christian values upheld in our school, having the wisdom to make good choices, treating others with respect and dignity throughout our community. We remember that we are made in God's own image and should therefore try to follow his example in how we behave and treat others, following the message of Jesus in have respect and dignity for other while also being able to forgive.

Our school rules are as follows:



School Rules and Behaviours

3 school rules

Ready.
Being prepared, watching, listening, sitting well, working with others, completing work with pride and extending own learning, showing enthusiasm and keenness.

Respectful
Being polite, using good manners, listening and respecting others opinions, using polite language and responding with resilience to problems.

Safe
Wonderful walking, following 1,2,3, having kind hands and feet, looking after the school and equipment, being in control of yourself, keeping clean.

Unacceptable behaviours

- Ignoring instructions
- Being unfocused
- Refusing to work
- Lack of cooperation and poor work attitude
- Interfering
- Shouting out or rudeness
- Leaving seat/class without permission
- Damage to property
- Persistent disruption
- Disrespectful behaviour
- Unkind words
- Unkind hands and feet
- Off task talking

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

Routines

Our behaviour curriculum defines the expected behaviours in the school. We concentrate on what successful behaviour looks like and define it clearly. The 3Rs are shared with pupil so they know what to expect when school rules are not adhered to.

In St Laurence in Thanet CE Junior Academy, pupils are expected to arrive between 8.40-8.55am (see attendance policy). When in school, pupils are expected to say please, thank you and you're welcome and reply politely when someone greets them. When walking through the corridors, they are expected to hold doors open for others.

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 using their 'wonderful walking'; walking at all time around the school with hands loosely held behind backs or by their sides. We show respect to others so pupils will raise their hands if they want to speak and not call out. A visual timetable will be displayed in every classroom so that all learners what to expect for the day.

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.

Playtimes

Pupils will play safely and include others, demonstrating kindness and respect at all times. Pupils will follow the instructions of staff on duty and use equipment appropriately. Rough play, unsafe behaviour and the use of inappropriate or unkind language are not permitted. Pupils will remain within the designated play areas and return to class promptly when the whistle is blown.

Lunchtimes

Pupils will sit at a table they are directed to and eat with good manners. Pupils will not move tables or shout across to another table. Pupils will sit at their table until dismissed by an adult or House Captain. Pupils will clear their own plate when they have finished their lunch.

Mobile Phones

Only pupils in Year 5 & Year 6 are allowed to bring their mobile phone to school if they use public transport or walk to/from school unaccompanied. Mobile phones must be turned off and put away (out of sight) before coming through the school gate each morning. They should not be turned back on until pupils have left the school site. Upon arrival to their classroom, pupils should hand in their mobile phone to the class teacher, who will store mobile phones in a secure place in the classroom. Phones will be returned to pupils at the end of the school day. Mobile phones will be confiscated if these processes are not followed - confiscated phones will need to be collected from the school office by an adult.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or Class Dojo
- Dojo Points
- Star of the Week Awards
- Bronze, Silver and Gold Awards
- Certificates, stickers or trophies
- Whole class rewards, such as a popular activity
- Green hearts – children may be sent to the Headteacher to show their work
- House rewards



Responding to Poor Behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Negative behaviour is responded to following the 3Rs as follows:

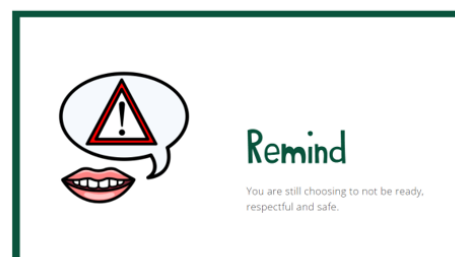


The infographic is titled 'St Laurence-in-Thanel Junior Academy' and features two cartoon sheep. It details the 3Rs process:

- REMEMBER**
Remember our school rules -being ready, respectful and safe.
Action - Card is placed on your desk
- REmind**
You are still choosing to not be ready, respectful and safe.
Action - Card is turned over. What rule are you not following?
- REFLECT & REPAIR**
You are still choosing to not follow our 3 school rules.
Action - You are moved to a reflection table in your classroom or another classroom. This is a chance to reflect on your behaviour and then repair with your teacher in your own time.

BE READY. BE RESPECTFUL. BE SAFE

- Remember - The child is asked to 'Remember' the 3 school rules (Appendix 2) and their attention drawn to which one they are breaking. A card is quietly given as a visual.
- Remind - The child is given a verbal 'Reminder' and the card is turned over.
- Reflect and Repair - The child is moved to the 'Reflection' table, either in their classroom or another classroom to think about what they need to change. The child misses some break/lunch time for a restorative conversation with the class teacher (Repair).



Afterwards there is always a fresh start.

In the event of a serious case of inappropriate behaviour, a child may be removed from the classroom/playground and sent straight to a member of SLT or the Headteacher.

Staff record any instances of inappropriate behaviour on 'Bromcom' and teachers speak to parents if incidents begin to occur regularly or are serious. The Headteacher may also speak to parents if incidents are becoming regular or are serious.

Any incidents which raise emotional well-being or safeguarding concerns are again recorded on 'Bromcom' in line with the Safeguarding Policy.

Consequences of Poor Behaviour

Consequences of poor behaviour may include:

- Behaviour reflection task (e.g. discussion or completion of a reflection sheet)
- Placement in time out or isolation
- Placement in another class
- Parents/carers informed
- Withdrawal of playtime or lunchtime play
- Attendance at the Ark during playtime/lunchtime
- Placement on a report card or behaviour monitoring system overseen by a senior leader
- Where damage to property has occurred, parents/carers may be asked to cover the cost of repair or replacement.

Where appropriate, pupils will be expected to rectify the damage caused

- Loss of specific privileges (e.g. participation in clubs, trips or special activities)
- Pastoral support interventions (e.g. mentoring, check-in/check-out systems)
- Temporary removal from a lesson to work in a supervised alternative space
- Written or verbal apology to those affected
- Increased supervision during unstructured times
- Use of a contact book to aid communication between home/school regarding behaviour
- Internal exclusion for a fixed period (within school)

Where behaviour is persistent, staff will review the concerns, identify any underlying patterns and agree a structured plan of support. This may involve the development of a Pastoral Support Plan and the involvement of the SENCo.

Headteacher Consequences

The following consequences may only be issued by (or with the consent of) the Headteacher:

- After School Detentions – Where appropriate and with agreement of parents, pupils may be asked to attend 'service to the school' sessions after school. This will usually involve supporting the cleaning team with their daily duties.
- Suspension
- Permanent Exclusion

Off-Site Misbehaviour

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

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

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

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

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

Online Misbehaviour

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

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

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

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Academy Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Restrictive Intervention & Reasonable Force

There may be times where staff have to physically intervene to ensure the safety of pupils, staff, or others, to prevent serious injury, or to prevent serious damage to property. In such circumstances, reasonable force may be used in line with current statutory guidance.

Any use of restrictive intervention will always be a last resort, following the use of appropriate de-escalation strategies where possible. Staff will act proportionately, using the minimum force necessary and for the shortest duration required to reduce risk and restore safety. The dignity, rights and wellbeing of the child will remain central at all times.

All incidents involving the use of reasonable force will be recorded promptly and reported to senior leaders and parents/carers, in line with school procedures. Where appropriate, a review will take place to reflect on the incident and identify any additional support or preventative strategies needed.

Whole-school measures can include:

- consideration of how the school and classroom environment can support all pupils to achieve and thrive
- Team Teach training for all Pastoral Team staff
- sharing best practice for whole-class behaviour management and for managing communal spaces such as corridors and playgrounds
- training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
- development of working staff-pupil relationships and trust
- recording and analysing data on the use of reasonable force and other restrictive interventions to inform improvement planning
- Follow up support for staff and pupils following an incident where reasonable force and/or other restrictive interventions have been used

Individual approaches can include:

- working closely with parents to support individual pupils
- strategies to support individual pupils based on their identified needs, including the development of behaviour support plans. Where a pupil has a disability, schools have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers in the same way as a pupil who is not disabled.

Strategies could include:

- removing stimuli that may be causing distress, changing body language, facial expression and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed, engaging the pupil in an activity which can help them manage their feelings of anxiety, distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention
- giving pupils time, space and strategies to calm down before their behaviour escalates
- communicating the school's policy on the use of reasonable force and other restrictive interventions to all members of the community is an important way of building and maintaining the school's culture and makes expectations transparent to all
- early support in place for specific pupils

Searching and Confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items (listed in Section 13 above – Banned Items) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff. When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils.

The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entail – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher or Designated Safeguarding Lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents/Carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Appendix 2: What the Law Allows

Equalities Considerations

Sanctions

Teachers can sanction pupils 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 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. They 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 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.

Appendix 3: Pastoral Support Plan 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

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 PSP

PSP meeting

- At the PSP meeting, the school will explain and clarify the purpose of the PSP to parents/carers. This meeting provides an opportunity for parents/carers, the pupil and school to come to an agreement about the way forward.
- An initial draft of the PSP will be started by the PSP coordinator, usually the SENCo, prior to the initial meeting. It will then be discussed and amended during the meeting with all those involved, before being signed at the meeting. Copies of the PSP will then be sent to all concerned.
- Those involved in the PSP meeting will usually include parents/carers, the Headteacher, SENCo and any other external services involved.

Week 1

- Support arrangements need to be in place before the PSP comes into effect and all staff should be familiar with it. The PSP coordinator will liaise with other relevant professionals as needed.

Week 8: mid-term review

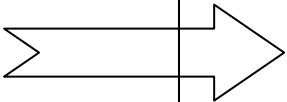
- By Week 8, the person responsible for the PSP is required to gather information regarding the progress made so far. There needs to be a clear understanding of both the school and pupil perspectives. All major events and progress made should be summarised clearly and succinctly. Those involved in the mid-term review will usually include parents/carers, the Headteacher, SENCo, class teacher and any other external services involved.

Week 16: end of programme evaluation

- At Week 16, the end of programme evaluation will take place. As with the Week 8 review, information should be gathered regarding the progress made and all developments should be recorded clearly and succinctly. The programme may be extended if some progress has been made, but not enough progress has been achieved within the timescale set. Those involved in the end of programme evaluation will usually include parents/carers, the Headteacher, SENCo, class teacher and any other external services involved.

PASTORAL SUPPORT PROGRAMME EXAMPLE

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

STUDENT PROFILE	
STRENGTHS	WEAKNESSES/AREAS OF DIFFICULTY
Gather information from: - parents/carers; - teaching staff; - support Staff; - external agencies involved; - pupil. Use: - baseline assessments; - pupil/parent questionnaire; - staff round-robin; - observation/frequency charts;	

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

SCHOOL SUPPORT AND STRATEGIES		SUPPORT FROM OUTSIDE AGENCIES	
Record existing support		Record existing support Record existing support put in place as part of the PSP.	
STUDENT INDICATORS	ACHIEVEMENT CRITERIA	STRATEGIES TO ACHIEVE INDICATORS	DATE
- 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.	- Decide how you know the pupil has been successful - Decide how you will measure this on a daily/weekly basis.	Consider strategies: - including using existing in school support - making changes to existing programmes - referring to outside agencies. Allow a reasonable amount of time for the strategies to work.	
AGREED REWARDS		AGREED SANCTIONS	
Consider the pupil's views; Use incentives the pupil feels positive about - these have more chance of success.		Employ a staged approach to the usual school sanctions; - 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 shows 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.
- 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 schools 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

'They will soar on wings like eagles ...'

collaborate | enrich | trust | innovate | aspire | nurture



Key elements could include:

- Communication
- Accurate monitoring
- Regular review

