

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

collaborate | enrich | trust | innovate | aspire | nurture



Common Trust Policy, Use as Published

**Aquila Behaviour Policy.**

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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 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 need 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.

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.

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. Only 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

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

**collaborate | enrich | trust | innovate | aspire | nurture**



expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Aquila 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: Academy Specific information.

### Introduction

This Behaviour Policy provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of our Academy community to allow each one to understand the policy of the Academy and to apply it consistently and fairly.

This document is a statement of the aims, principles and strategies for St Nicholas CE Primary Academy.

DfE Guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEND Policy, PSHE Policy and the Child Protection Policy to establish the general ethos of the Academy. Academy staff recognise that behaviour problems can be related to child protection or family issues.

We encourage all members of our community to respect the Christian values upheld in our Academy, 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.

### Vision and values.

*St Nicholas provides a welcoming, inclusive and aspirational learning environment at the heart of its community. We nurture, encourage and support all children, adults and their families to be the best as God intended. Following God's example of love and trust, we develop resilience and creativity in all we do.*

*We reaffirm our vision in the statement of:  
"Learning, loving and encouraging through Christ."*

*Our values are: Ambition | Community | Friendship | Perseverance | Respect | Trust*

### 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.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

## Mobile phones

Only pupils in Upper Key Stage 2 are allowed to bring their mobile phone to school if they use public transport or walk home unaccompanied. Pupils are not allowed to use mobile phones during the school day e.g. 8.30am until 3.15pm].

Upon arrival at school a 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.

Pupils using their mobile phone or similar device during the school day may have it confiscated, in line with our [behaviour/searching and confiscation] policy.

If your child's phone or device is confiscated parents will be able to collect their child's device from the Headteacher or member of SLT.

In the case of an emergency, you can contact the school office and we will pass on any message to your child.

We also allow the use of mobile phones for medical reasons and this must be agreed and be part of the child's care plan

## Responding to behaviour

*"No school however positive or imaginative can eliminate disciplinary problems entirely" DfE "Good Behaviour and Discipline"*

Teachers are encouraged to informally discuss with parents/carers any child's behaviour that is causing concern as soon as possible. This will enable parents and the school to work together. Should a pupil choose not to conform to the agreed rules or expectations; the consequences below will be applied. If the behaviour is severe enough the pupil may be sent to the Headteacher straight away without use of the earlier consequences.

Special programmes will be drawn up with relevant sanctions for specific pupils with special needs, as required.

### 1.1 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 or their own classroom rules
- 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

### 1.2 Safeguarding

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.

### **1.3 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 written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as being entrusted with a specific decision or project /role
- Whole class or year group rewards, such as a popular activity

### **1.4 Responding to misbehaviour**

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 in the following sequence of sanctions:

- A reminder that the behaviour is inappropriate; this could be as simple as a look.
- A verbal warning of the consequences of their behaviour
- Time out in a designated place (EYFS/KS1 up to 5 mins, KS2 up to 10 mins)
- Loss of time from the next break time or lunchtime.
- Send to another class for the rest of that session. Afterwards there is always a fresh start.
- Send to Headteacher, the classteacher will inform parents and in more serious cases it will be the Headteacher

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.

### SLT Consequences

- Pupil may be placed in time out/isolation in office area
- Parents may be informed
- If the problem is recurring, discuss the problem, attempt to identify any patterns and agree a way forward. This may involve devising a behaviour plan and involvement of the SENCO.
- Daily contact book to aid communication between home/school of good and bad behaviour.
- Play times may be withdrawn.

### Headteacher Consequences

- Fixed term exclusion
- Permanent exclusion

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 will 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. If the internet is not working, the incident will be recorded on a paper form and held securely in the main office.

Any inappropriate behaviour during break time or lunchtime will be notified to the class teachers who must acknowledge the incident and address it, if follow up is required.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

### 1.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All members of staff are trained in the use of **PROACT-SCIPr-UK**<sup>®</sup> approach whilst supporting individuals with challenging behaviour.

### 1.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 3) 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

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.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

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.

### **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.

### **1.7 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
- 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).

### **1.8 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.

### **1.9 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.

### **1.10 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 [ ]

### **1.11 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.

## School Routines.

### Class Rules

Class teachers within the school will share their expectations of behaviour and will produce the class rules with their pupils. These will be in-line with the schools' expectations;

- Do be kind and helpful
- Do be gentle
- Do work hard
- Do listen to people
- Do look after property

Our expectations are:

- We expect all pupils to wear school uniform as outlined in the schools prospectus.
- We expect pupils to attend school regularly and be punctual.
- We move around the school quietly and sensibly.
- We treat all members of the school community with respect and care.
- We are aware of personal space and keep our hands and feet to ourselves.
- We expect all pupils to develop responsibility for their own actions

## Behaviour for Learning in our school



**'All adults need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive...'**



**Classroom Expectations**

Ready	Respectful	Safe
<ul style="list-style-type: none"><li>• Full uniform</li><li>• On time, all of the time</li><li>• All equipment</li><li>• Homework on time, every time</li></ul>	<ul style="list-style-type: none"><li>• To all adults</li><li>• To all students</li><li>• To the school environment</li><li>• Follow all reasonable instructions from staff</li></ul>	<ul style="list-style-type: none"><li>• Be safe at all times, in all areas</li><li>• Only you are responsible for your actions</li></ul>

Being taught how to behave well and appropriately within the context they're in, is vital for all pupils to succeed personally.'

*Behaviour in Schools - Advice for headteachers and school staff from the DfE*

***Poor behaviour. If you see it, sort it and don't ignore it – its everyone's responsibility!***

### **Dinner time**

- Pupils will sit at a table they are directed to, filling up the spaces in a systematic way 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
- Pupils will clear their own tray when they have finished lunch

### **Detentions.**

Pupils can be issued with detentions during break or at lunch.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would compromise the pupil's wellbeing

### **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the wellbeing team or SLT.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of SLT.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentor
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Alternative timetable approach
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

### **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- Reintegration meetings
- An alternative timetable which maybe parttime, this will be looked at on a case-by-case position.
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- A personalised curriculum
- Additional offsite provision such as: forest school/ tuition / play or support therapy.

### **Pupil transition**

#### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

#### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

#### **Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint through the use of **PROACT-SCIPr-UK®**
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

### **Monitoring arrangements**

#### **Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the local governing body (LGB) annually or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the LGB

### Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons

collaborate | enrich | trust | innovate | aspire | nurture

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting or being intimidating towards others
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing



TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy which can be found on the policy page of the school website.



St Nicholas CE Primary Academy - Behaviour Steps			
Step	Action		Responsible
Step 1	Praise other pupils	Restate the rule	CT
Step 2	First verbal warning	Warning Card given (this card can be taken back if behaviour improves)	CT
Step 3	2 <sup>nd</sup> verbal warning	Child moves to orange traffic light. <input type="checkbox"/> 5 minute period of reflection in class (break or lunch) <input type="checkbox"/> <b>At lunchtime time on bench</b>	CT
Step 4	Final warning- Time out	<input type="checkbox"/> Child moves to red traffic light <input type="checkbox"/> Time out in another classroom <input type="checkbox"/> Ignore secondary behaviours <input type="checkbox"/> <b>At lunchtime time out in reflection room</b> <input type="checkbox"/> Parent informed of time out record on Bromcom	CT
<b>Pupils must move through the traffic lights at CT discretion.</b>			
Step 5	Continued high level disruption	<input type="checkbox"/> Parents / Carers informed that behaviour card may have to be put in place to support behaviour – record on Bromcom <input type="checkbox"/> <b>At lunchtime request support from KS Lead or DHT</b> (use PSP as necessary for break time support)	CT KS Lead
Step 6	Persistent disruption which warrants involvement of other staff	<input type="checkbox"/> In class behaviour card graded 1 to 4 record on Bromcom <input type="checkbox"/> Parents informed about card ( <i>They must have been informed previously of issues re: behaviour</i> ) <input type="checkbox"/> Consider FLO involvement with family	FLO KS Lead DHT
<b>Class behaviour cards.</b>			
Step 7	Follow step 1-4as above	<input type="checkbox"/> Red traffic light indicates a grade 4, child to miss play <input type="checkbox"/> Card is to be signed by SLT at the end of each day	CT/TA supervise
Step 7	2 Grade 4's in a day	<input type="checkbox"/> Parents informed & recorded on SIMs <input type="checkbox"/> CT & KS Lead to meet with parents	CT & KS Leader
Step 8	3 4's in a day or 4 4's in a week	<input type="checkbox"/> FLO supports pupil in/out of class rest of day <input type="checkbox"/> <b>Internal exclusion (am) will take place the next day</b> (mark on Behaviour card) <input type="checkbox"/> CT must provide class work <input type="checkbox"/> 2 <sup>nd</sup> incidence = whole day internal exclusion <input type="checkbox"/> PSP to be considered	SLT informed & CT informs parents FLO support (Fresh start each term) SENCo
	Reduced time table or Alternative hours- 1 <sup>st</sup> 1 day, 2 <sup>nd</sup> 3 days, 3 <sup>rd</sup> 1 week. (mark on Behaviour card)	<input type="checkbox"/> Pupil removed from school for 2 <sup>nd</sup> session and attends from 3 to 5pm	SLT to supervise
Step 9		<input type="checkbox"/> Exclusion	HT
No 4s in a week means behaviour card is discontinued Current Class behaviour cards looked after by CTs. Completed cards to be returned to HT If card not signed by SLT then first number next day is 4 – CT to support child to get behaviour card signed			

## 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

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

**collaborate | enrich | trust | innovate | aspire | nurture**



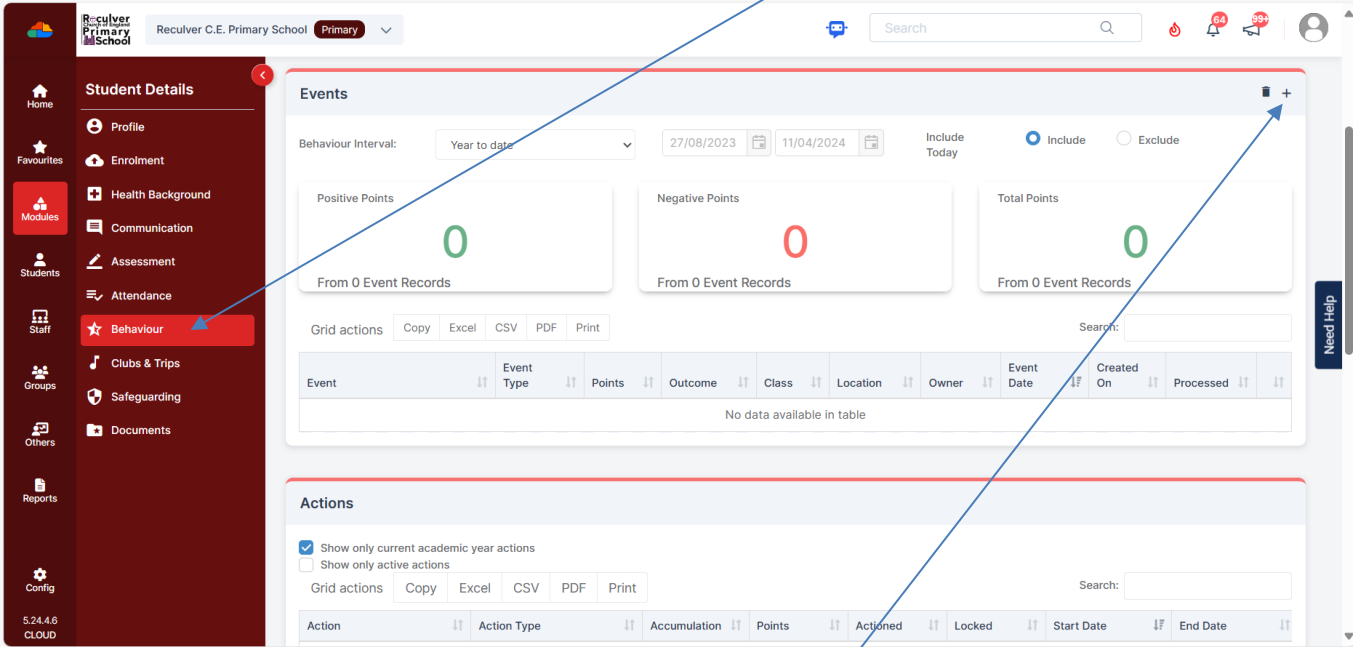
confiscation is proportionate and consider any special circumstances relevant to the case. (Section 94 of the Education and Inspections Act 2006)

**Corporal punishment by school staff is illegal in all circumstances.**

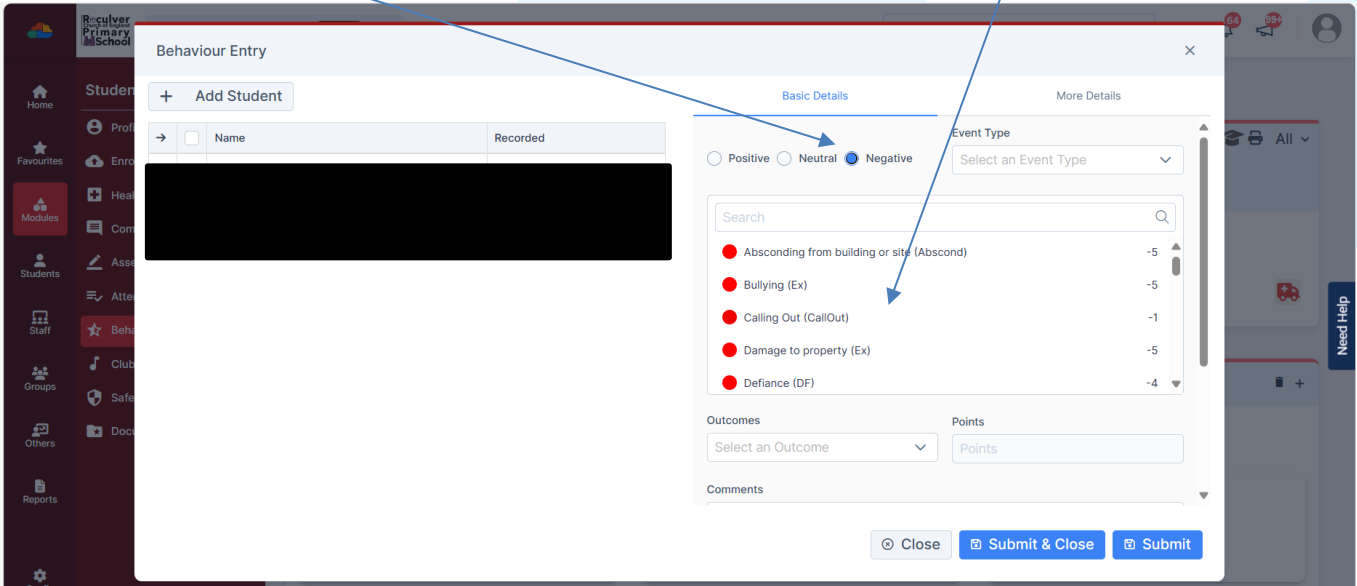


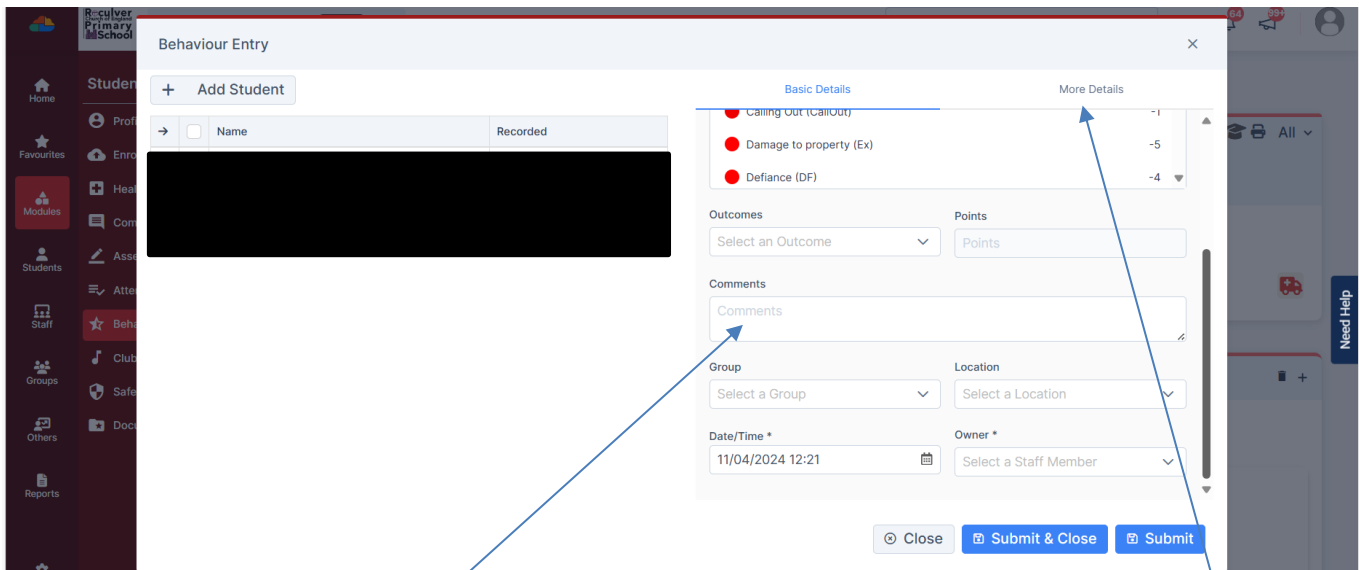
## Appendix 3: How to Record and incident on Bromcom Using the ABC method

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'.



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.





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:**

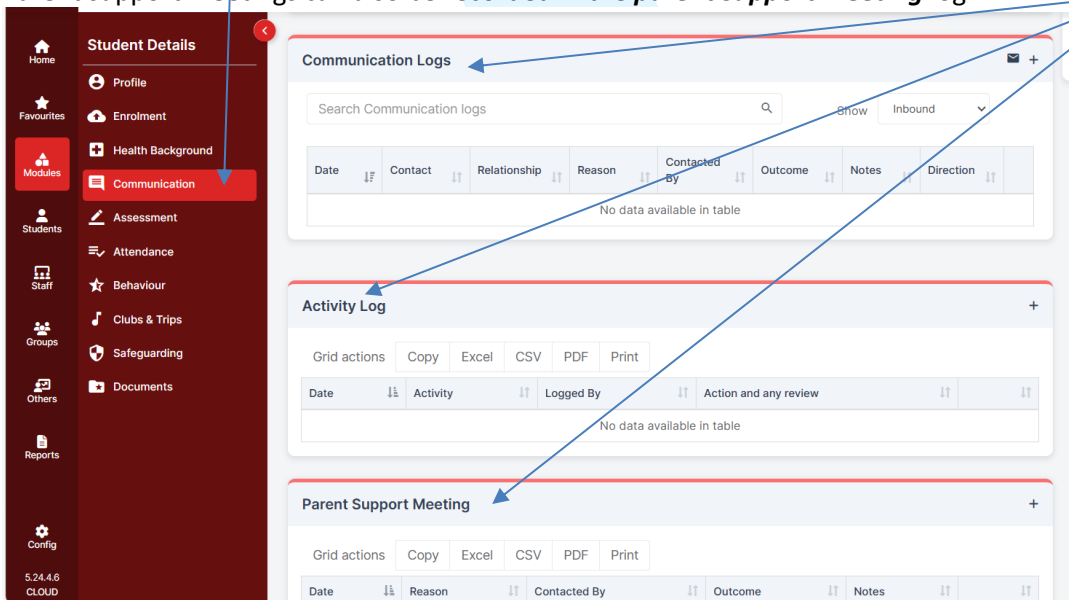
- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

**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?
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 displays a software interface with a dark red sidebar on the left containing navigation icons and labels: Home, Student Details, Profile, Enrolment, Health Background, Communication (highlighted), Assessment, Attendance, Behaviour, Clubs & Trips, Safeguarding, Documents, Reports, and Config. The main content area shows three stacked log sections:

- 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. The table is currently empty with the message 'No data available in table'.
- Activity Log:** Includes grid actions (Copy, Excel, CSV, PDF, Print) and a table with columns: Date, Activity, Logged By, and Action and any review. The table is currently empty with the message 'No data available in table'.
- Parent Support Meeting:** Includes grid actions (Copy, Excel, CSV, PDF, Print) and a table with columns: Date, Reason, Contacted By, Outcome, Notes, and an empty column. The table is currently empty with the message 'No data available in table'.

## Appendix 4: PSP information gathering

<b>Name:</b>		<b>Date:</b>		<b>School:</b>	
<b>Nature of concern:</b> 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.):					
<b>What are the persistent inappropriate behaviours?</b>					
<b>Where is the behaviour occurring?</b>					
<b>Classroom</b>		<b>Dining hall</b>		<b>Playground</b>	
<b>Corridor</b>		<b>Other</b>			
<b>How frequently is the behaviour occurring?</b>					
<b>Where/when is the behaviour occurring less?</b>					
<b>Factors affecting behaviour:</b> (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

### **Key elements:**

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

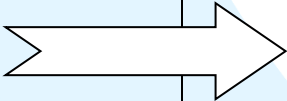
All school staff need to be fully aware of and familiar with the PSP arrangements. Day-to-day responsibility for the plan can be shared between Teaching Assistants, Support Staff or any other appropriate member of staff in school. Overall responsibility is with the nominated PSP co-ordinator.

### 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
<b>PSP Meeting</b>	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 <b>Mid-term review</b>	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 <b>End of programme evaluation</b>	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"> <li>• parents/carers;</li> <li>• teaching staff;</li> <li>• support Staff;</li> <li>• external agencies involved;</li> <li>• the pupil.</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• baseline assessments;</li> <li>• pupil/parent questionnaire;</li> <li>• staff round-robin;</li> <li>• observation/frequency charts;</li> <li>• pupil self-assessment.</li> </ul>	

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

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

## 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.

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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 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

**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

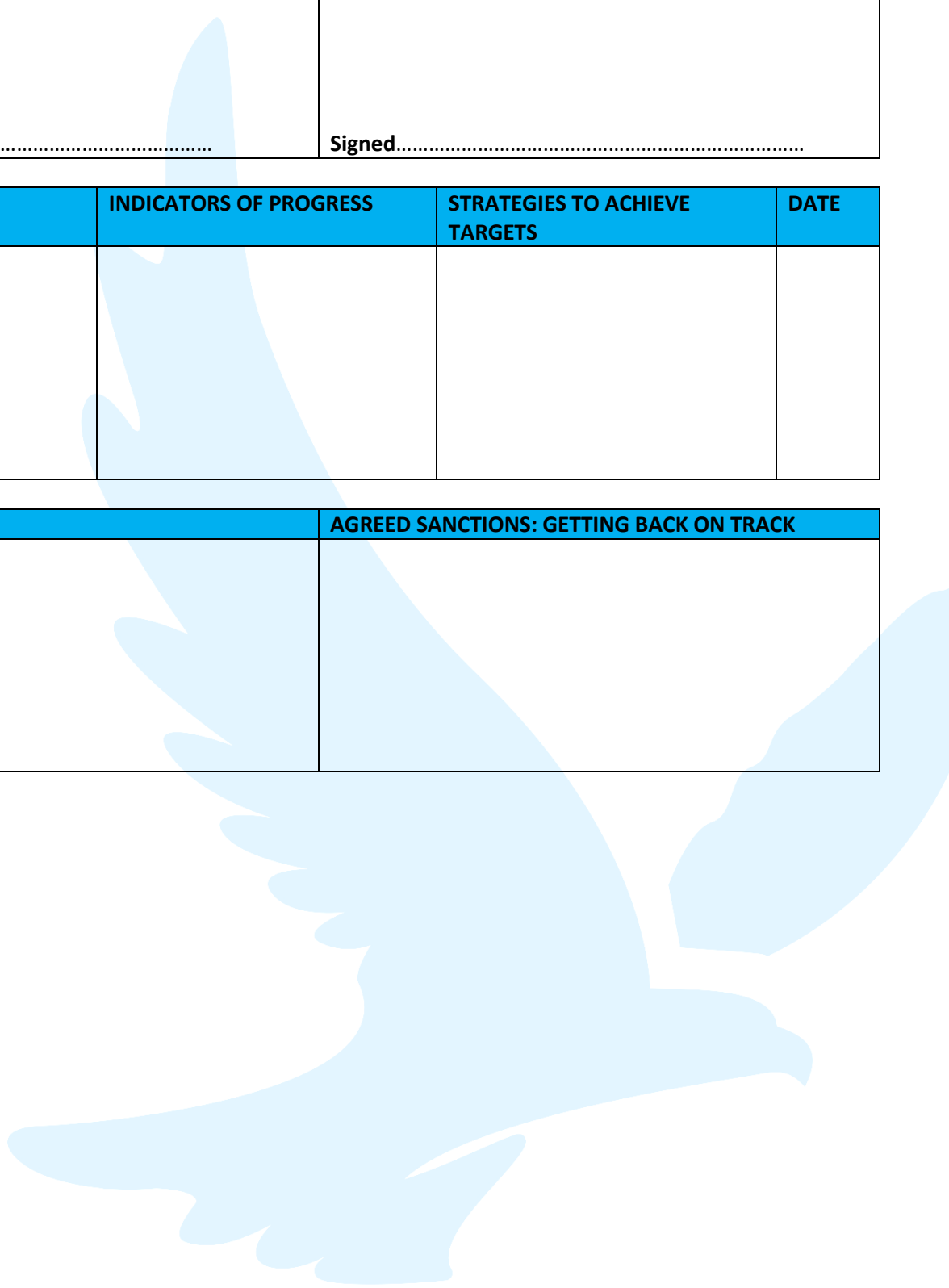
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Signed.....	Signed.....
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PUPIL TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	DATE

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

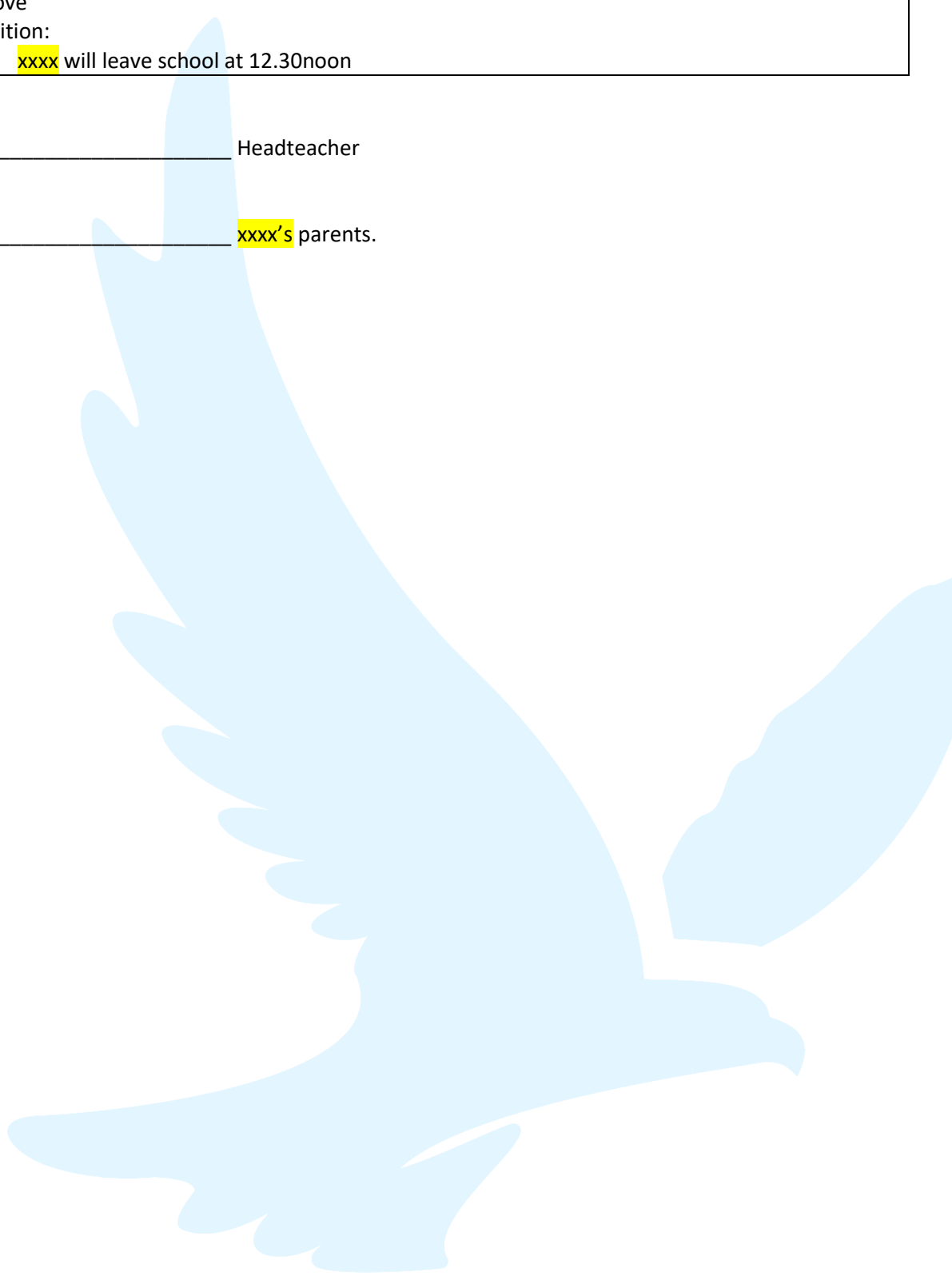


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17/5/21	<ul style="list-style-type: none"><li>• xxxx will leave school at 12.00noon</li><li>• Additional curriculum features will continue to be added in.</li></ul>
Wb 24/5/21	As above In addition: <ul style="list-style-type: none"><li>• xxxx will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

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
<b>Monday</b>								
<b>Tuesday</b>								
<b>Wednesday</b>								
<b>Thursday</b>								
<b>Friday</b>								
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
<b>Monday</b>								
<b>Tuesday</b>								
<b>Wednesday</b>								
<b>Thursday</b>								
<b>Friday</b>								
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)