Common Trust Policy, Use as Published

Aquila Behaviour Policy.

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Contents

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 with 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.

The specific school support for pupils are detailed in Appendix 1.

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;
   o a phone call with parents, (and the Virtual School Head for looked after children);
   o follow up inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
   o inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
   o considering whether the support for behaviour management being provided remains appropriate

The discussions and the outcomes will be recorded in Bromcom.

The specific school approach to sanctions are detailed in Appendix 1.

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 disproportionally 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. 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 he 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.

Vision and Values.

At St George's Primary School, we work within an inclusive, Christian environment promoting Christian values including Love, Trust, Care, Share and Respect. These permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

DfE guidelines have been taken into consideration in the formulation of St George's behaviour policy. It should be read in conjunction with the SEND policy, PSHE policy, Safe Guarding policy and the policy for teaching and learning to establish the general ethos of the school. All statements in bold have been taken from the DfE school discipline and pupil behaviour policies – guidance for schools.

School Rules.

At St George's we have five core Christian values that underpin our distinctly Christian ethos, all of our children consider these are part of the things they do on a daily basis:

care   share   love   trust   respect

These core Christian values underpin the behavioural expectations within the school and pupils have the opportunity to discuss them and ensure that they are fully understood and accepted. The school council have devised two main rules which reflect these values and are displayed around the school.

Class teachers may choose to create rules for their classrooms, these will be agreed with the class, worded positively and have our core Christian values central to them.

School Systems.

Every child has the right to learn but no child has the right to disrupt the learning of others, therefore positive behaviour reinforcement strategies are constantly in use and reviewed to effect maximum benefit. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community including being part of the Aquila multi academy trust.

At all times St George's CE Primary School promotes positive, collaborative behaviours through the use of praise and reward systems.

These include:

• being effective communicators so that they can express themselves confidently and creatively.

• demonstrating critical thinking skills which enable them to make reasoned, ethical decisions about situations.

• being curious and inquiring in order to gain new knowledge.

• acting with integrity and honesty in all situations.

• being open-minded and appreciating their own cultures and histories as well as their peers'.

• showing empathy, compassion and respect.

• taking risks in their learning by positively approaching uncertainty with forethought and determination.

• caring for themselves, promoting their own well-being and that of others.

• reflect on their own ideas and experiences at all times.

Systems to recognise this include positive recognition boards and the use of Class Dojos.

ClassDojo:

Staff and children use ClassDojo to award points for positive behaviours. Class Dojo is a digital classroom management tool designed to help our teachers improve pupil behaviour and communicate more effectively with parents. It connects teachers with our pupils and parents to build amazing classroom communities. Each pupil gets an avatar, and teachers award dojo points when children demonstrate behaviours in line with our core Christian values. Teachers can use a school tablet or computer to give and record points throughout the school day, although any member of school staff can award a pupil a Dojo. If a Dojo is awarded during an intervention or other occasions when outside of the classroom, it will be given to the child as a paper token which they will give to their teacher to record when they return to the classroom. Each pupil's points can be displayed via a smart board and parents, via their app, can see these. ClassDojo reward points then equate to rewards for children who demonstrate positive behaviour for learning and our school values. Classes have 2 consistent categories for awarding positive Dojo's, these being 'Demonstrating School Values' and 'Effort/Attainment in Learning'. Pupils will be told the reason for achieving their Dojo when it is awarded.

Rewards:

Number of Dojos achieved	Reward choices
50 Dojos	**Certificate Awarded** **+** **Celebration in Collective Worship**
100 Dojos	**Certificate Awarded** **+** **Celebration in Collective Worship** **+** **Extra Playtime**
150 Dojos	**Certificate Awarded** **+** **Celebration in Collective Worship** **+** **Personalised Invite to a Reward with the AHT**
200 Dojos	**Certificate Awarded** **+** **Celebration in Collective Worship** **+** **Visit from the Ice-cream Van**

School Routines.

In St. George's CE Primary School, pupils are expected to arrive at 8:35 (see attendance policy).

At St George's CE Primary School, it is recognised that a child's emotional health and well-being influences their cognitive development and learning, as well as their physical and social health and their well-being in adulthood. The Department for Education recognises that, in order to help pupils to succeed: **Schools have a role to play in supporting them to be resilient and mentally healthy.**

"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." (World Health Organisation, 2014)

As a school we aim to promote positive mental health for every child, parent/carer and staff member. We pursue this aim through a variety of established systems for the smooth running of the school with clear and consistent expectations. Whole school approaches, including Class Dojo, as well as specialised, targeted approaches, positive rewards and motivation may include…

- Greetings at the door by name from the adults in the room and the SLT on the gate. Pupils encouraged to reply and welcome their peers.
- Self-organise and sit down ready to start a morning challenge.
- A visual timetable will be displayed so that all learners know the daily expectations.
- School uniform is worn with pride. On PE days, this will be a correct PE uniform.
- When moving around the school pupils do this quietly and sensibly. They will walk.
- Looking after the classroom such as tidying up and putting things back where they find them.
- Pride wall/wow wall/achievements wall/ in each classroom will celebrate successes.
- Recognition board to support expected behaviours.
- When the bell goes, pupils will walk to their line and be met by their teacher. They will then walk into class.
- Pupils can enter the classroom when there is an adult present. If the classroom is empty, they should wait outside the classroom door.
- At lunchtime, pupils will sit at a table they are directed to; they can chat to a friend but should not be shouting across the table.
- Our pupils clear up their trays/ lunch boxes and wait to be dismissed.

The school behaviour policy is intrinsically linked to the Zones of Regulation and all staff use a consistent language when speaking to pupils. Staff use the following phrases when referring to behaviours observed or reported.

Unexpected or Expected behaviours – this relates to whether behaviours are appropriate to the situation.
Comfortable or Uncomfortable – this relates to how behaviours impact other's feelings.

The Zones of Regulation are revisited at the beginning of the school and then throughout the year as appropriate.

Support for Pupils.

To support all our pupils to make good choices we offer a range of resources and strategies including but not limited to-
- Pastoral support from a dedicated member of the team
- ELSA (Emotional Literacy Support Assistant)
- Nurture provision
- Forest School

- Shield Room
- Dedicated External Partner (Integrated behaviour support worker)
- Sensory Resources

Sanctions.

When any member of school staff becomes aware of unexpected behaviour, 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 unexpected behaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

Following an unexpected behaviour incident at St George's, school will consider to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. We want to avoid repeated incidents. The discussions and the outcomes will be recorded on Bromcom.

Addressing Low Level Unexpected behaviours, examples of language to be used (consider stage, not age)

EYFS/Year 1: *Name the behaviour* has made me feel sad. In our class/school we are *name value*. How could we make this better/fix it?

Year 2 and 3: *Name the behaviour* is unexpected, it has made me feel uncomfortable/upset. How could we make this better/fix it? I want see *name expected* behaviours, thank you.

Year 4, 5 and 6: As above, I expect to see *name expected behaviours*. We can discuss this at break if we need to. Delivered privately.

Suggestions for addressing low level unexpected behaviours:
- *Rough play within a week: missing 5 minutes of next playtime/apology letter.*
- *Calling out: positive counters, staying in for part of playtime to discuss how behaviour impacts the class, referencing the values.*
- *Name calling: apology letter and conflict resolution.*
- *Controlled choices*
- *Swearing: Speak to child 1:1 and then speak to parents. (Understanding the context of why and where and who they swore to)*
- *Task refusal: stay in and finish for part of playtime.*
- *Parallel class teacher could support if time out if needed.*

Pupils with Challenging Behaviour:

At St George's CE Primary School, we recognise that some pupils may need additional support to manage their behaviour effectively. We recognise that small but well-timed praise is the most effective strategy to encourage good behaviour for learning in our pupils. For some pupils a good balance between praise and discipline is necessary. We utilise a 'coloured sheet' method of recording significant/repeated unexpected behaviours, this information is then transferred to BROMCOM for tracking purposes and is communicated with the child's parents (see Appendix 7) through a conversation either in person or over the telephone. Challenging behaviour is tackled through a stepped/graduated approach, our common pattern for exclusions would be –

- Time out – Pupils timed out to a partner class, with work to complete.
- **Internal suspension**- this could include no playtime, no lunch play, completing work set by class teacher in the

shield room for a time period.

- **External suspension**- the number of days will be decided depending on the behaviour exhibited.

Yellow Level Behaviour:

For a yellow level behaviour, it would be appropriate for the class teacher to initiate the resolution within the classroom, but may also want to inform or have the assistance of an additional member of staff (middle leader/pastoral manager). E.g., perhaps if there is an issue over fighting which may require investigation to facilitate a suitable approach that ensures success. For other issues, the resolution may be successful with a short amount of "time recovery" for the pupil to complete a task, write out an apology letter or undertake a task directly connected with the behaviour e.g., conflict resolution supported by the pastoral manager. The use of the Shield Room for reflection may be suitable in some of these cases.

When a pupil demonstrates a repeated pattern of behaviour or receives **6 yellow slips**, a letter is sent home from the class teacher and parents are invited in for a discussion with the class teacher and pastoral manager. It would be expected that a Pastoral Support Plan (PSP) would be considered and put in place at this stage if necessary to support unexpected behaviours.

Pink Level Behaviour:

For a pink level behaviour, the most significant, it is essential that the SLT are involved at the earliest opportunity. This is to ensure that any additional information is brought to the resolution of the issue. It is essential not to communicate your action to the pupil as this may cause unnecessary anxiety, which in turn could lead to an escalation in behaviour.

When a pupil receives one pink slip a letter is sent home and a meeting between the class teacher, pastoral manager and a member of SLT is held. A suspension is likely to be considered. Consideration for external suspension should be entirely at the head teacher's discretion and should never be considered automatic. Information about suspensions is sent to the county suspension officer for monitoring. The AHT monitors the number of coloured behaviour slips issued on a termly basis and this is shared with SLT and governors.

A written record of the discussion, and commitments to the agreed plan, referred to as a PSP (Pastoral Support Plan), by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent. A key aspect of the PSP is to provide a very small number of achievable targets, specific support staff and support strategies available. Flexibility and positivity are key aspects of a successful re-inclusion.

It is most important that both positive and unexpected behaviours are recorded as this allows a much clearer picture to be built of any issues that are occurring. All sheets need to record the de-escalation strategies used and have an agreed action and it is essential that the sheets are not used as a form of punishment or threat, simply as a recording tool.

Whenever possible, we strive to avoid the use of suspension as a sanction for inappropriate/unexpected behaviour, we use a hierachy of sanctions to help support this aim. In most cases, pupils respond positively to these strategies in advance of the fixed term suspension stage. The school involves parents as partners in finding ways of helping their child to be a full and useful member of the 'community'. Knowing that our school and parents are working together is a powerful tool in helping a pupil to become responsible for his/her own behaviour. Parents will be notified of the reason for the suspension in writing. Before the child is re-admitted to school/class, a reintegration meeting between the parents and the school will be arranged when strategies will be discussed that will address the unexpected behaviours and minimise the chances of a repetition of the offending behaviour patterns. (See Appendix 6). The school reserves the right to suspend pupils if the offence warrants it without seeking to use alternatives first.

When dealing with unexpected behaviour we will be mindful of our duty under the safeguarding policy before we commence with a behaviour plan.

Extreme Behaviour.

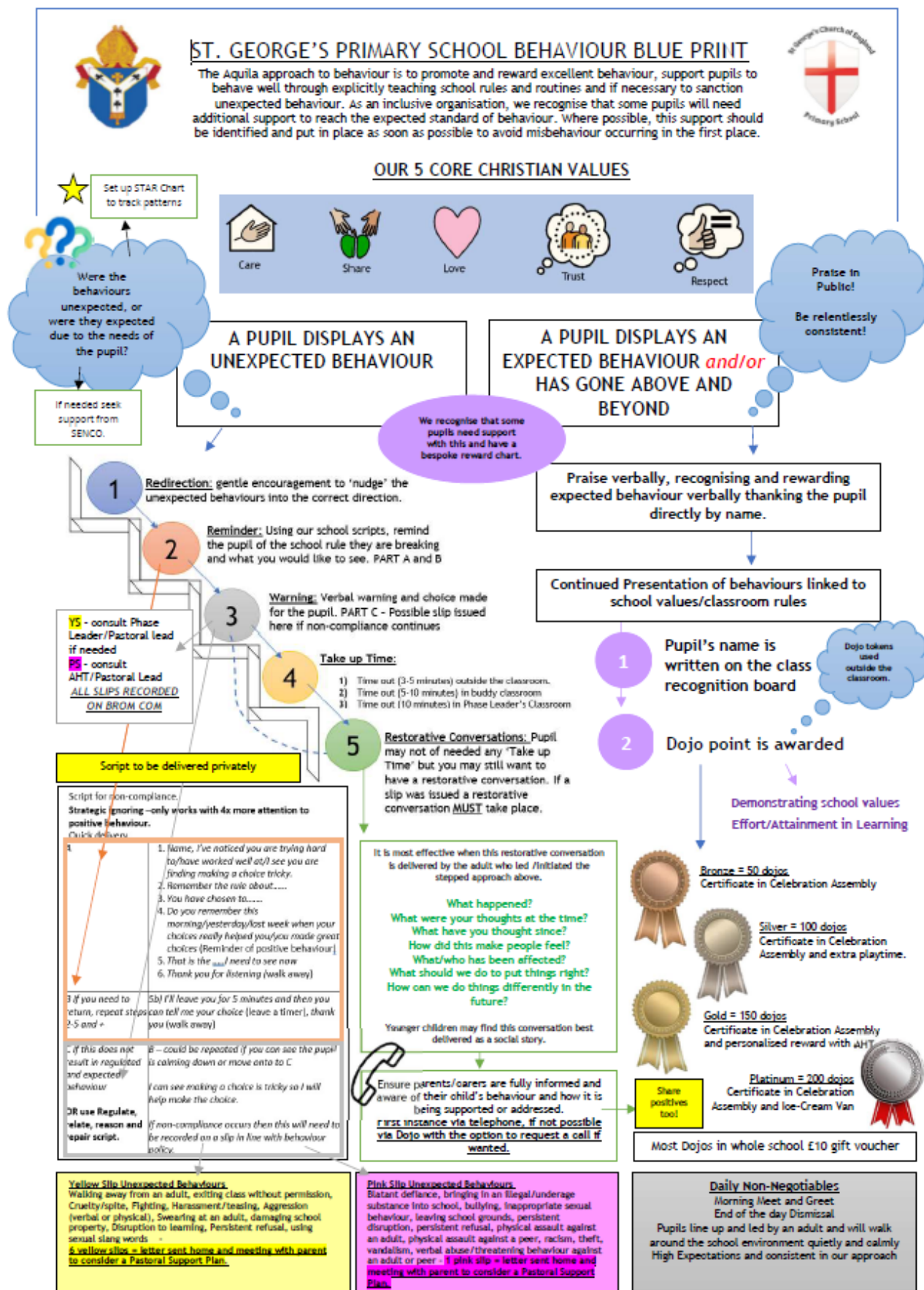In St George's School, staff are trained using National College materials.

All incidents requiring physical intervention, will be recorded in Bromcom

Detentions.

At St George's school we do not use after school detention as a sanction.

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

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AQUILA
Diocese of Canterbury
Academies Trust

St. George's Primary School Behaviour Blue Print.

ST. GEORGE'S PRIMARY SCHOOL BEHAVIOUR BLUE PRINT

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 unexpected behaviour. As an inclusive organisation, we recognise that some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

OUR 5 CORE CHRISTIAN VALUES

Care | Share | Love | Trust | Respect

Set up STAR Chart to track patterns

Were the behaviours unexpected, or were they expected due to the needs of the pupil?

If needed seek support from SENCO.

Praise in Public!

Be relentlessly consistent!

A PUPIL DISPLAYS AN UNEXPECTED BEHAVIOUR

A PUPIL DISPLAYS AN EXPECTED BEHAVIOUR *and/or* HAS GONE ABOVE AND BEYOND

We recognise that some pupils need support with this and have a bespoke reward chart.

1 Redirection: gentle encouragement to 'nudge' the unexpected behaviours into the correct direction.

2 Reminder: Using our school scripts, remind the pupil of the school rule they are breaking and what you would like to see. PART A and B

3 Warning: Verbal warning and choice made for the pupil. PART C – Possible slip issued here if non-compliance continues

4 Take up Time:
1) Time out (3-5 minutes) outside the classroom.
2) Time out (5-10 minutes) in buddy classroom
3) Time out (10 minutes) in Phase Leader's Classroom

YS – consult Phase Leader/Pastoral lead if needed
PS – consult AHT/Pastoral Lead
ALL SLIPS RECORDED ON BROM COM

5 Restorative Conversations: Pupil may not of needed any 'Take up Time' but you may still want to have a restorative conversation. If a slip was issued a restorative conversation MUST take place.

Praise verbally, recognising and rewarding expected behaviour verbally thanking the pupil directly by name.

Continued Presentation of behaviours linked to school values/classroom rules

1 Pupil's name is written on the class recognition board

Dojo tokens used outside the classroom.

2 Dojo point is awarded

Demonstrating school values
Effort/Attainment in Learning

Script to be delivered privately

Script for non-compliance.
Strategic ignoring –only works with 4x more attention to positive behaviour.
Quick delivery.

1. Name, I've noticed you are trying hard to/have worked well at/I see you are finding making a choice tricky.
2. Remember the rule about…..
3. You have chosen to……
4. Do you remember this morning/yesterday/last week when your choices really helped you/you made great choices (Reminder of positive behaviour)
5. That is the ____ I need to see now
6. Thank you for listening (walk away)

3 If you need to return, repeat steps 2-5 and +

5b) I'll leave you for 5 minutes and then you can tell me your choice (leave a timer), thank you (walk away)

c if this does not result in regulated and expected behaviour

OR use Regulate, relate, reason and repair script.

B – could be repeated if you can see the pupil is calming down or move onto to C

I can see making a choice is tricky so I will help make the choice.

If non-compliance occurs then this will need to be recorded on a slip in line with behaviour policy.

It is most effective when this restorative conversation is delivered by the adult who led /initiated the stepped approach above.

What happened?
What were your thoughts at the time?
What have you thought since?
How did this make people feel?
What/who has been affected?
What should we do to put things right?
How can we do things differently in the future?

Younger children may find this conversation best delivered as a social story.

Ensure parents/carers are fully informed and aware of their child's behaviour and how it is being supported or addressed.
First instance via telephone, if not possible via Dojo with the option to request a call if wanted.

Bronze = 50 dojos
Certificate in Celebration Assembly

Silver = 100 dojos
Certificate in Celebration Assembly and extra playtime.

Gold = 150 dojos
Certificate in Celebration Assembly and personalised reward with AHT

Platinum = 200 dojos
Certificate in Celebration Assembly and Ice-Cream Van

Share positives too!

Most Dojos in whole school £10 gift voucher

Yellow Slip Unexpected Behaviours
Walking away from an adult, exiting class without permission, Cruelty/spite, Fighting, Harassment/teasing, Aggression (verbal or physical), Swearing at an adult, damaging school property, Disruption to learning, Persistent refusal, using sexual slang words
6 yellow slips = letter sent home and meeting with parent to consider a Pastoral Support Plan.

Pink Slip Unexpected Behaviours
Blatant defiance, bringing in an illegal/underage substance into school, bullying, inappropriate sexual behaviour, leaving school grounds, persistent disruption, persistent refusal, physical assault against an adult, physical assault against a peer, racism, theft, vandalism, verbal abuse/threatening behaviour against an adult or peer - 1 pink slip = letter sent home and meeting with parent to consider a Pastoral Support Plan.

Daily Non-Negotiables
Morning Meet and Greet
End of the day Dismissal
Pupils line up and led by an adult and will walk around the school environment quietly and calmly
High Expectations and consistent in our approach

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

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.

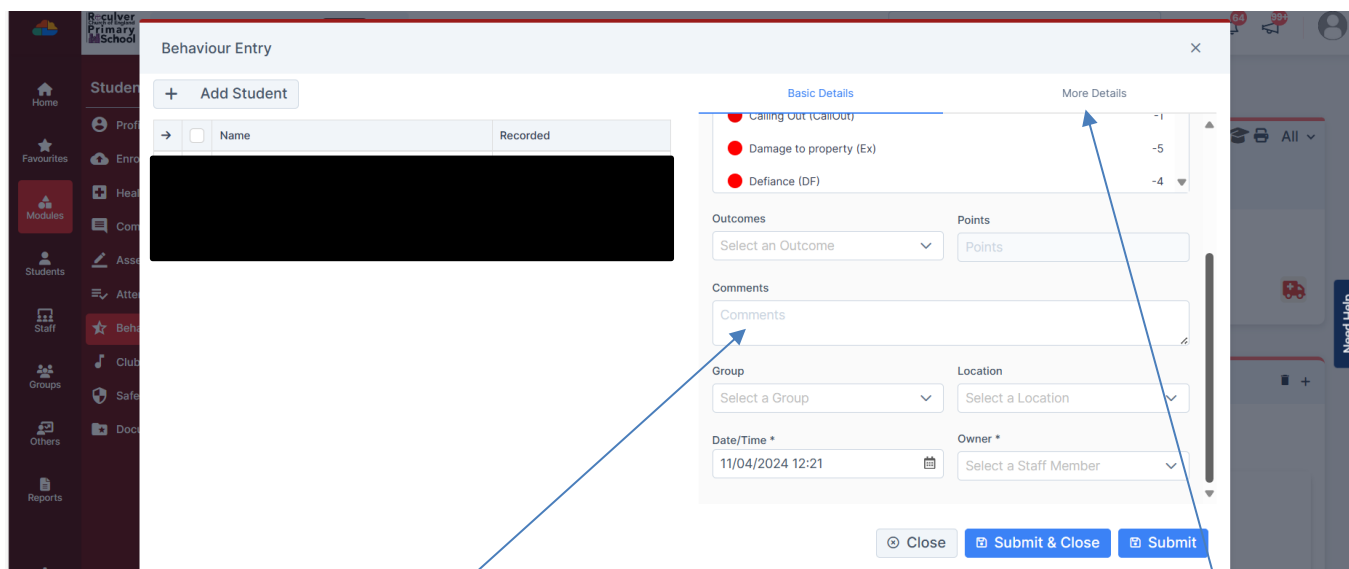**collaborate | enrich | trust | innovate | aspire |nurture**

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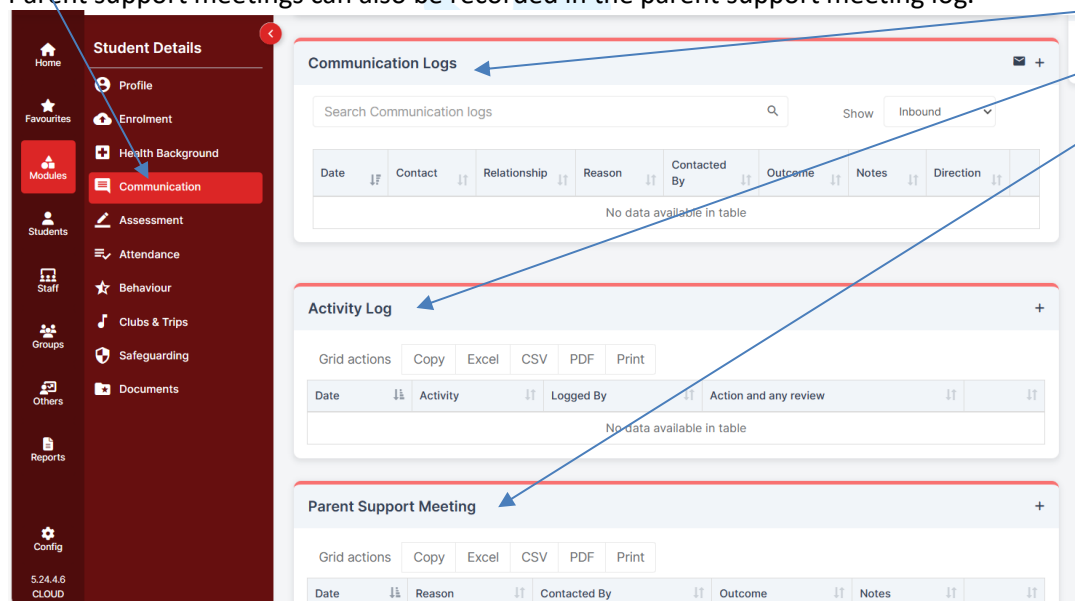
1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?

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.

Appendix 4: PSP information gathering

Name:	Date:	School:

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

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

Appendix 5: PSP Guidance

A Pastoral Support Programme is a multi-agency intervention aimed at preventing or reducing the risk of exclusion from school whenever a pupil shows signs of disaffection or his/her behaviour begins to deteriorate.
A Pastoral Support Programme should automatically be set up for pupils who have been excluded several times on a fixed period basis or who have been otherwise identified as being at risk of failure at school through disaffection.

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

Key elements:

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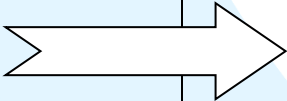- Consistent application of arrangements

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

Quick Guide to PSPs

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

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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
Gather information from: • parents/carers; • teaching staff; • support Staff; • external agencies involved; • the pupil. Use: • baseline assessments; • pupil/parent questionnaire; • staff round-robin; • observation/frequency charts; • pupil self-assessment.	

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.

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

STUDENT INDICATORS	ACHIEVEMENT CRITERIA	STRATEGIES TO ACHIEVE INDICATORS	DATE
• 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

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

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Signed..	Signed..

PUPIL TARGETS	INDICATORS OF PROGRESS	STRATEGIES TO ACHIEVE TARGETS	DATE

AGREED REWARDS	AGREED SANCTIONS: GETTING BACK ON TRACK

Appendix 7: Return to school plan and contract for XXXX

Date:
The return to school plan will be reviewed weekly
The key rules x must follow in addition to the school rules.
The school rules are:
Insert your school rules

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

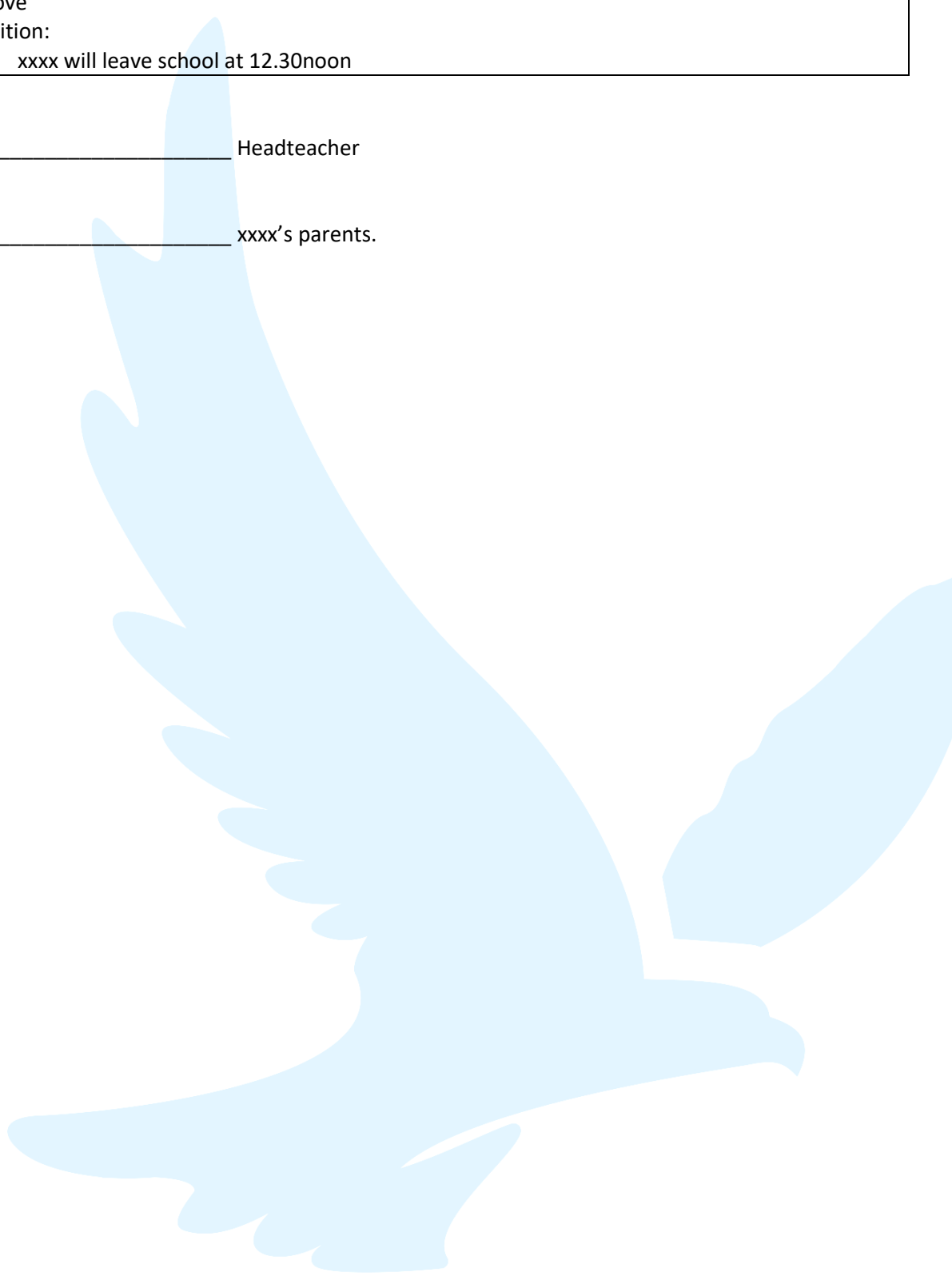Signed: _____ XXXX; Headteacher

    _____ (child's name); pupil

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

Week 1 22/3/21	- Parents to escort xxxx to class each morning, to arrive at school by 8.45am - xxxx will be collected via the main office at the end of each day. - xxxx will remain at school until 10.30am during week one working with xxxx (Class teacher) and xxxx (his 1:1 TA) - During the first week back xxxx will take part in class registration, early morning work and the introduction of the first lesson of the day. - xxxx will have a modified curriculum timetable to engage his learning styles and needs. - A packed lunch will be provided for xxxx to take home. - xxxx will be provided activities to complete at home.
Week 2 29/3/21	As above In addition: xxxx will stay for break where he will be able to have a friend join him (in doors) for breaks before he leaves at 11.00am.
Week 3 19/4/21	As above In addition: xxxx will continue to leave at 11.00am while he gets used to a return to school after the Easter break
Week 4 26/4/21	As above In addition: xxxx will join the class for morning break before he leaves at 11.30am. During his break he will be accompanied by an adult.
Week 5 3/5/21	As above In addition: xxxx will continue to have his break with an adult and leave at 11.30am - This is a 4 day week as a result of the bank holiday
Wb 10/5/21 &	As above In addition:

| 17/5/21 | • xxxx will leave school at 12.00noon
• Additional curriculum features will continue to be added in. |
| Wb
24/5/21 | As above
In addition:
• xxxx will leave school at 12.30noon |

Signed: _____ Headteacher

Signed: _____ xxxx's parents.

Appendix 8: Behaviour Report Card

BEHAVIOUR CARD

PUPIL NAME: _____CLASS:_____ START DATE:_____

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

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

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

BEHAVIOUR CARD

PUPIL NAME: _____CLASS:_____ START DATE:_____

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

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

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

- **See also documents for risk assessments and reflection**

Signed…………………………………………… Date…………………………… (Chair of Governors)

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