

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 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 both staff and pupils, 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.

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. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

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.

*'Individually, we are wonderfully made. Together, we are God's masterpiece.'*

*Each member of the All Souls' family supports each other to flourish as happy, confident, respectful and resilient lifelong learners, valuing and celebrating the diverse community we share.*

*By working together, trusting in God and living out our Christian Values, everyone will reach their full potential and realise their dreams.*

Our school values are Friendship, Respect, Trust, Thankfulness and Forgiveness.

These are at the centre of everything we do in school and are pivotal in ensuring a calm, safe and supportive learning environment.

Everyone in All Souls' 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. All Souls' School will teach pupils the difference between bullying and falling out with friends. (See the Anti-bullying policy)

## 3. Leadership and Management.

In All Souls' School, all staff are expected to work together on establishing and maintaining high standards of behaviour at all times.

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 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.

In All Souls' School, governors will also be proactive and monitor behaviour. Behaviour issues will be discussed in Governor's termly meetings if necessary. Governors will be informed about exclusions.

## 4. School systems

We 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. All staff lead by example and adhere to the Staff Code of Conduct Policy.

We reward good behaviour. Examples of rewards may include:

- verbal praise;
- communicating praise to parents;
- stickers, certificates, prize ceremonies or special assemblies, for example Merit Book Assembly;
- positions of responsibility, such as monitor status or being entrusted with a particular decision or project;
- whole-class or phase group rewards, such as a popular activity.
- End of term tea party with the Headteacher/Deputy Headteachers/Subject Leaders
- Class Dojo points

## 5. School rules

In All Souls' School, we are all learners. Our rules are;

- **L** - Listen carefully to staff and each other. Follow instructions – first time, every time
- **E** - Endeavour, give 100% in everything we do; be resilient
- **A** - Always be positive. Only use kind words about yourself and your work
- **R** - Respect, show respect to everyone and everything at all times
- **N** - Neatness; help to keep the school and classes tidy and safe. Excellent presentation in all work
- **E** - Example, be a good role model to others
- **R** - Responsibility, you are responsible for your own actions and choices
- **S** - Soft voices, use polite, kind and helpful words when talking to staff and each other

Individual classes have their own specific set of rules which stem from our values and are linked to the whole school rules.

## 6. Routines

Our daily routines, rules and expectations defines the expected behaviours in the school. We concentrate on what successful behaviour looks like and define it clearly.

In All Souls' School, pupils are expected to arrive by 8.30am, with school gates opening at 8.20am and closing at 8.30a.m. (see attendance policy).

In the morning, KS1 and 2 children enter the school grounds via the wooden gate at the playground entrance where they are met by members of SLT

Once pupils have entered school in the morning, they walk straight to their classes, put belongings in allocated lockers and enter their classes, where their teacher will be ready to greet them.

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

Pupils will wear school uniform smartly and with pride. On PE days, pupils are allowed to come to school wearing the correct PE uniform. (See School Uniform Policy)

Pupils are expected to always walk quietly and sensibly.

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

Before exiting the classroom, listen to instructions given by adults making sure tables are tidy and chairs are tucked in.

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

Examples of pupil's learning will be displayed in each classroom to celebrate successes

When moving around the school pupils will line up in class groups and are expected to move around the school quietly and in single file.

At playtimes, when the whistle goes, pupils stand still immediately. When a second whistle goes, pupils walk quietly to class lines in designated areas of the playground and line up, in silence. An adult will meet every class and take them back in to the classroom.

Pupils will not enter the classroom until they are told to by an adult. After playtimes, pupils will wash their hands before sitting in their places, ready for learning.

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

At the end of the day, children are brought to the playground by their teachers to line up. Once all children are present, the main gate is opened allowing parents to come through and collect their children. There is a one way system in place so parents exit the school with their children via the wooden gate at the playground entrance. Members of SLT are present on both the main gate and the exit gate.

EYFS have their own entrance/exit and parents use the main gate to access this. EYFS/SLT staff will be at the tall wooden gate in the morning and the short wooden gate at the end of the day.

### Dinner time

- Pupils having packed lunches will eat in an allocated classroom with a lunch time supervisor. Pupils are expected to eat with good manners and talk sensibly to others in their table. At 12.30pm pupils will be allowed out to the playground for playtime.
- Pupils having hot dinners in the hall, will sit at a table they are directed to, filling up the spaces in a systematic way and eat with good manners. Pupils are expected to talk sensibly to others on their table.
- Year 6 children will act as table monitors to support younger children with drinks of water.
- When pupils have finished their dinner they put up their hand and wait to be dismissed by an adult.
- Pupils are expected to clear their own plates when they have finished lunch (younger children will be supported with this task until they are confident to do it independently)
- Once children have been dismissed from the hall they collect their coats (if necessary) and go straight to the playground where they are met by lunchtime supervisors
- Rotas are in place for use of the static play equipment and supervised access to the park.
- At the end of lunchtime play children line up and are escorted to their classrooms

## 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. The behaviour policy will be shared with all staff members including new staff, students and temporary staff.

## 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.

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

In All Souls' School, we support pupils who find meeting our behaviour standards difficult. Each class will discuss sanctions that will occur when the rules are broken. Classes have their own sanctions such as loss of privileges for a limited time, for example lose 5 minutes of playtime, use of the calming chair or supervised leave from the classroom, allowing pupil to be removed from a situation and given time to calm down before rejoining an activity or lesson. Whole school sanctions are based upon a Green/Yellow/Red system. Each classroom has a green, yellow and red pocket system which holds a card for every pupil in the class. Each pupil starts every day with their card in the green pocket, regardless where their card ended up on the previous day. Parents are informed when their child has been on red that day. Thus supporting and promoting our value of forgiveness. Opportunities to correct behaviours are given in the form of warnings. There is a systematic approach to the movements of pupil cards.

First time; 1<sup>st</sup> yellow warning

Second time; 2<sup>nd</sup> yellow warning

Third time; pupil card moved to yellow

4<sup>th</sup> time; red warning

5<sup>th</sup> time; 2<sup>nd</sup> red warning

6<sup>th</sup> time up card moved to red

Continued inappropriate behaviour will result in a class swap within phases or involvement from SLT.

In line with our supportive and caring ethos, pupil's cards can move in either direction, ensuring that they can earn their way back to Green and take control and responsibility for their actions.

There are some agreed exceptions when behaviours are fast tracked to red;

- Biting
- Intentional serious physical harm to another person
- Using implements to cause harm e.g. stabbing with a pencil
- Inappropriate language
- Deliberate vandalism
- Throwing furniture
- Endangering the safety of themselves or others



- Child in child abuse

Additional support for pupils can be provided through involvement in nurture groups, individually adapted reward cards and stickers, mentoring and providing additional responsibility where appropriate.

## 10. Pupils with SEND.

All Souls' School's 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. Schools with good behaviour cultures will create calm environments that will benefit pupils with Special Educational Needs and Disabilities (SEND), enabling them to learn. We are an inclusive organisation and recognise that some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. We 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, All Souls' School 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 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 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.

## 11. The Role of Parents.

Parents have an important role in supporting All Souls' School's behaviour policy and are encouraged to reinforce the policy at home as appropriate. 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. We 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 formal and informal meetings with parents to develop strong relationships, Newsletters, Dojo behaviour points and Merit book stickers. We 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, upskirting 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.

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 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.

## 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.

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.

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour (Using the green, yellow, red system);
- the setting of written tasks such as an account of their behaviour or apology;
- loss of privileges – for instance, the loss of a prized responsibility;
- school based “community service”, such as tidying a classroom;
- regular reporting including early morning reporting or being placed “on report” for behaviour monitoring;
- individual behaviour charts broken down into manageable targets throughout the day
- attending Quiet Club at lunchtimes
- removing from class and completing work in another class or with SLT
- suspension; (fixed term exclusion) and
- in the most serious of circumstances, permanent exclusion

Depending on the circumstance, Souls’ 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, All Souls’ 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 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. 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;
  - implementing a behaviour plan which will be shared with all involved staff
  - 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’.

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.

All Souls' School 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 LGB will oversee this data and will support school leaders to make a data-based decision where a frequently removed pupil may benefit from additional or alternative approaches such as a pastoral review or SENCo investigation. The Local Governing Body (LGB) will check the removal policy is not disproportionately applied to pupils sharing protected characteristics.

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

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

## 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 react 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.

In All Souls' school we do not use after school detention as a sanction.

## 18. Suspension and permanent exclusion.

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 Exclusions policy).

## 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. We 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 school policy 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. We are committed to clearly communicating our behaviour expectations to pupils by all staff leading by example and adopting a consistent approach, regularly reminding pupils of school expectations, visual reminders of school expectations and use of positive rewards to encourage acceptable behaviour. We will share this policy on our school website and ensure parents understand our rules. In addition, regular correspondence through Newsletters, emails or texts will be used where necessary.

## Appendix 1: What the law allows.

### Equalities considerations.

#### Sanctions.

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

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

#### Detentions.

Teachers have authority to issue detention to pupils, including same-day detentions. A school's behaviour policy should make clear that detention can be used as a possible sanction. (See section 17)

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

#### Removal of property.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. (Section 94 of the Education and Inspections Act 2006)

Corporal punishment by school staff is illegal in all circumstances.

## Appendix 2: How to Record an incident on Bromcom Using the ABC method

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?

## Appendix 3: 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 4: 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.

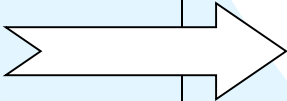


## Quick Guide to PSPs

Timing	Action	Who's involved?
Before the PSP meeting	School to explain and clarify to parents/carers 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</p> <p>Record existing support put in place as part of the PSP.</p>

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 eg "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>	<p>Consider strategies:</p> <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> <p>Allow a reasonable amount of time for the strategies to work.</p>	

AGREED REWARDS	AGREED SANCTIONS
<p>Consider the pupil's views;</p> <ul style="list-style-type: none"> <li>Use incentives the pupil feels positive about - these have more chance of success.</li> </ul>	<p>Employ a staged approach to the usual school sanctions;</p> <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.

- 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 5: 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

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 6: 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

\_\_\_\_\_ (childs 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>

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 7: 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)