



Common Trust Policy, Use as Published

Aquila Behaviour Policy.

Date adopted by Trust Board: October 2022

Date of Review: n/a

Date of next Review: July 2024

Contents

1. Purpose.....	3
2. Vision and values.....	3
3. Leadership and Management.....	3
4. School systems and social norms.	4
5. School Rules.....	4
6. Routines.....	5
7. Staff induction, development and support.....	6
8. Pupil induction.	6
9. Support for Pupils.....	6
10. Pupils with SEND.	6
11. The Role of parents.	6
12. Child on child abuse	7
13. Banned items.....	7
14. Sanctions.....	8
15. Extreme behaviour.....	9
16. Removal.....	9
17. Detention.....	9
18. Suspension and permanent exclusion.....	10
19. Behaviour outside the school.	10
20. Communication.	10
Appendix 1: What the law allows.	11
Appendix 2: How to Record and incident on Bromcom Using the ABC method	13
Appendix 3: PSP information gathering.....	14
Appendix 4: PSP Guidance	15
Appendix 5: Pastoral Support Programme	20
Appendix 6: Return to school plan and contract for XXXX	22
Appendix 7: Behaviour Report Card	24
Appendix 8: UNICEF – Rights of a Child	25
Appendix 9: EEF Document – Improving Behaviour in Schools	26

collaborate | enrich | trust | innovate | aspire | nurture

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.

Our School Values are: Community, Compassion, Friendship, Perseverance, Trust

Our School Motto: Kingsnorth...With Faith Endeavour to Achieve

Kingsnorth Vision Statement: 'To ensure that every person in our school family is at the heart of everything we do, think and believe. Our values are roots which weave through our entire being and create a learning community built on God's love in which we can all flourish.'

These are at the centre of everything we do in school and are pivotal in ensuring a calm, safe and supportive learning environment by ensuring that respect and trust of everyone is expected by all.

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

3. Leadership and Management.

In Kingsnorth CEP 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,

collaborate | enrich | trust | innovate | aspire | nurture

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 My Concerns to track behaviour trends and act proactively to ensure high standards of behaviour are maintained.

In Kingsnorth CEP School, governors will also monitor the way this policy is embedded and adopted during any visit to the school. Information will be reported regularly.

4. School systems and social norms.

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 predictable and consistent 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.

We celebrate and recognise good behaviour. Examples of rewards may include:

- verbal praise and recognition;
- communicating praise to parents via postcards, phone call or written correspondence;
- certificates, prize ceremonies or special collective worships;
- positions of responsibility, such as pupil captains and leaders or being entrusted with a particular decision or project;
- whole-class or year group rewards, such as a popular activity.

5. School rules

In Kingsnorth CEP School, our school rules are: **Be Ready, Be Respectful, Be Safe,**

We encourage our learners to be ambitious for themselves and for others, as we challenge and support them in questioning the world and in finding solutions.

We want our learners to be **READY** to learn, to be **RESPECTFUL** to each other, the community and the environment and feel **SAFE**.

We are committed to creating an environment where exemplary behaviour is at the heart of successful learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. To show the same compassion as the 'Good Samaritan' and establish strong friendships as Ruth and Naomi showed us. We use 'Restorative Justice' which focuses on reflecting on our behaviours, emphasises how we feel when we act in a particular way and repairs relationships for the future.

The school has high standards of conduct and expects all children to behave in a sensible, responsible and safe manner at **all** times and to have regard for the feelings and well-being of others. It is important that parents help children to understand that these rules extend into the playground and beyond school.

collaborate | enrich | trust | innovate | aspire | nurture

Children should walk quietly about the school with consideration for others. They are expected to be polite and well-mannered to each other and to all adults. Children must not bring in toys, games or other personal possessions to school, unless asked to do so by their teacher.

Bullying, racism and homophobic language is not tolerated and children are encouraged to report incidents appropriately and sensibly. All incidents are followed up and the school has a duty to record and report any proven incidents to the Governors and the Local Authority.

Raising the profile of good behaviour is important to us and we do this in a variety of ways.

6. Routines

Our behaviour curriculum defines the expected behaviours in the school. We concentrate on what successful behaviour looks like and define it clearly.

In Kingsnorth CEP School, pupils are expected to arrive by 8:45am (see attendance policy).

Pupils walk to classrooms and sit smartly – at tables this means all chair feet and pupil's feet are on the floor and the pupil facing the front. On the carpet, they will sit at our allocated places with hands in laps and legs crossed. When in school pupils are expected to say please, thank you and you're welcome, and reply politely when someone greets them.

Pupils will wear school uniform smartly and with pride. For PE sessions, this will be a correct PE uniform. Pupils 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, children will tidy their table, stand behind their chair, tucking it in in front of them and checking the floor for items they may have dropped, tidying their classroom areas.

A visual timetable will be displayed so that all learners know the daily expectations. Pride wall/wow wall/achievements wall/ in each classroom will celebrate successes.

When moving around the school pupils will line up ready to walk around the school in silence and in single file and never run inside the building.

When a hand is raised by an adult, pupils stand still immediately. When instructed, they walk to classes in silence 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. After entering, they will stand behind chairs in class until told to sit down/ they sit down immediately and show they are ready to learn by facing the front.

On the playground, adults and Play Leaders will supervise in and will play games with pupils to help them to play appropriately.

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

Lunch time

- Pupils will sit at a table they are directed to, filling up the spaces in a systematic way and eat with good manners. Pupils will not move tables or shout across to another table.
- Pupils will sit at their table until dismissed by an adult.
- Pupils will clear their own items when they have finished lunch.

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.

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.

At Kingsnorth CEP School, we support pupils who find meeting our behaviour standards difficult. We do this through positive communication and relationship with pupils and parents/carers. Individualised plans may be put in place to support pupils.

10. Pupils with SEND.

Kingsnorth CEP 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 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, Kingsnorth CEP 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 a really important role in supporting Kingsnorth CEP 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

collaborate | enrich | trust | innovate | aspire | nurture

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 and achievements. We will do this through post cards home, Hot Chocolate Friday, certificates and a variety of other methods. 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 child-on-child abuse. However, all child-on-child 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

collaborate | enrich | trust | innovate | aspire | nurture

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 MyConcern. 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;
- the setting of written tasks such as an account/reflection of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility or activity;
- 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

Depending on the circumstance, Kingsnorth CEP 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 deputies). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Following a sanction, Kingsnorth CEP 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.

collaborate | enrich | trust | innovate | aspire | nurture

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;
 - 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 My Concern.

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'.

Kingsnorth CEP School, key staff are trained to use Team Teach.

All incidents requiring physical intervention, will be recorded on My Concern.

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.

Kingsnorth CEP School will collect, monitor and analyse removal data in My Concern 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 Kingsnorth CEP 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 regular input in PSHE/Jigsaw and shared understanding in Collective Worship.

We will share this policy on our school website and ensure parents understand our rules, support and the sanctions by the headteacher writing to parents at least annually.

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 (including detention outside of school hours) can be used as a possible sanction. A detention outside normal school hours will be lawful if it meets the following conditions:

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

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

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

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

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

Removal of property.

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

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

collaborate | enrich | trust | innovate | aspire | nurture

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

Corporal punishment by school staff is illegal in all circumstances.



Appendix 2: How to Record an incident on MyConcern 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

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 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

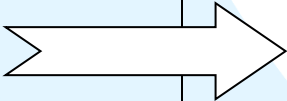
All school staff need to be fully aware of and familiar with the PSP arrangements. Day-to-day responsibility for the plan can be shared between Teaching Assistants, Support Staff or any other appropriate member of staff in school. Overall responsibility is with the nominated PSP co-ordinator.

Quick Guide to PSPs

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

PASTORAL SUPPORT PROGRAMME

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

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

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

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

collaborate | enrich | trust | innovate | aspire | nurture

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

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

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

Information for parents

Pastoral Support Programmes

- A Pastoral Support Programme, or PSP, is a multi-agency intervention aimed at helping pupils to stay in a mainstream school by preventing or reducing the risk of exclusion whenever they 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.

collaborate | enrich | trust | innovate | aspire | nurture

- 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



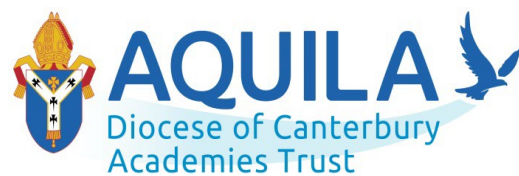
Appendix 5: Pastoral Support Programme

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.....

Isaiah 40:31



collaborate | enrich | trust | innovate | aspire | nurture

SCHOOL SUPPORT AND STRATEGIES	SUPPORT FROM OUTSIDE AGENCIES
 <p>Signed.....</p>	<p>Signed.....</p>

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

_____ (child's name) ; pupil

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

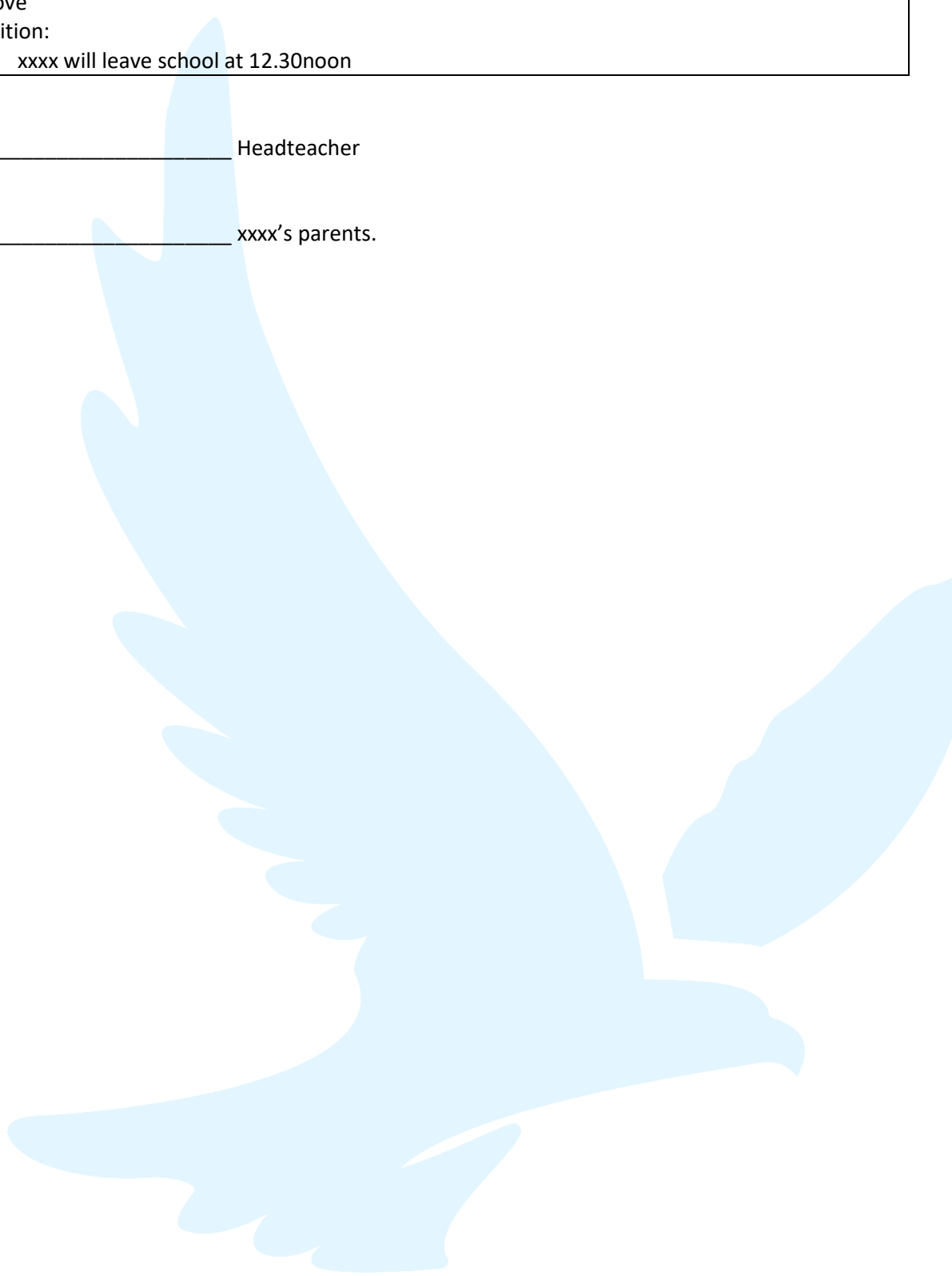
Week 1 22/3/21	<ul style="list-style-type: none"> • Parents to escort xxxx to class each morning, to arrive at school by 8.45am • xxxx will be collected via the main office at the end of each day. • xxxx will remain at school until 10.30am during week one working with xxxx (Class teacher) and xxxx (his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

collaborate | enrich | trust | innovate | aspire | nurture

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

Signed: _____ Headteacher

Signed: _____ xxxx's parents.



Appendix 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)

Appendix 8: UNICEF – Rights of a Child



UN Convention on the Rights of the Child



Survival



You have a right to life, good food, water, and to grow up healthy

Development



You have a right to an education and time to relax and play

Participation



You have a right to say how you feel, be listened to, and taken seriously

Protection



You have a right to be treated well and not be hurt by anyone

 1 Everyone under 18 has these rights	 2 All children have these rights	 3 Adults must do what's best for me	 4 The Government should make sure my rights are respected	 5 The Government should respect the right of my family to help me know about my rights	 6 I should be supported to live and grow
 7 I have a right to a name and to belong to a country	 8 I have a right to an identity	 9 I have a right to live with a family who cares for me	 10 I have the right to see my family if they live in another country	 11 I have the right not to be taken out of the country illegally	 12 I have the right to be listened to, and taken seriously
 13 I have the right to find out and share information	 14 I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance	 15 I have the right to meet with friends and to join groups	 16 I have the right to keep some things private	 17 I have the right to get information in lots of ways, so long as it's safe	 18 I have the right to be brought up by both parents if possible
 19 I have the right to be protected from being hurt or badly treated	 20 I have the right to special protection and help if I can't live with my own family	 21 I have the right to have the best care if I am adopted	 22 If I am a refugee, I have the same rights as children born in that country	 23 If I have a disability, I have the right to special care and education	 24 I have the right to good quality health care, to clean water and good food
 25 If I am not living with my family, people should keep checking I am safe and happy	 26 My family should get the money they need to help bring me up	 27 I have the right to have a proper house, food and clothing	 28 I have the right to an education	 29 I have the right to an education which develops my personality, respect for others' rights and the environment	 30 I have a right to speak my own language and to follow my family's way of life
 31 I have a right to relax and play	 32 I should not be made to do dangerous work	 33 I should be protected from dangerous drugs	 34 Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad	 35 I should not be abducted, sold or trafficked	 36 I have the right to be kept safe from things that could harm my development
 37 I have the right not to be punished in a cruel or harmful way	 38 I am not allowed to join the army until I am 15	 39 I have the right to help if I have been hurt, neglected or badly treated	 40 I have the right to legal help and to be treated fairly if I have been accused of breaking the law	 41 Where our country treats us better than the UN does we should keep up the good work!	 42 Everyone should know about the UNCR

Appendix 9: EEF Document – Improving Behaviour in Schools



IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:



Report Published
7th June 2019
eef.li/behaviour