

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

collaborate | enrich | trust | innovate | aspire | nurture



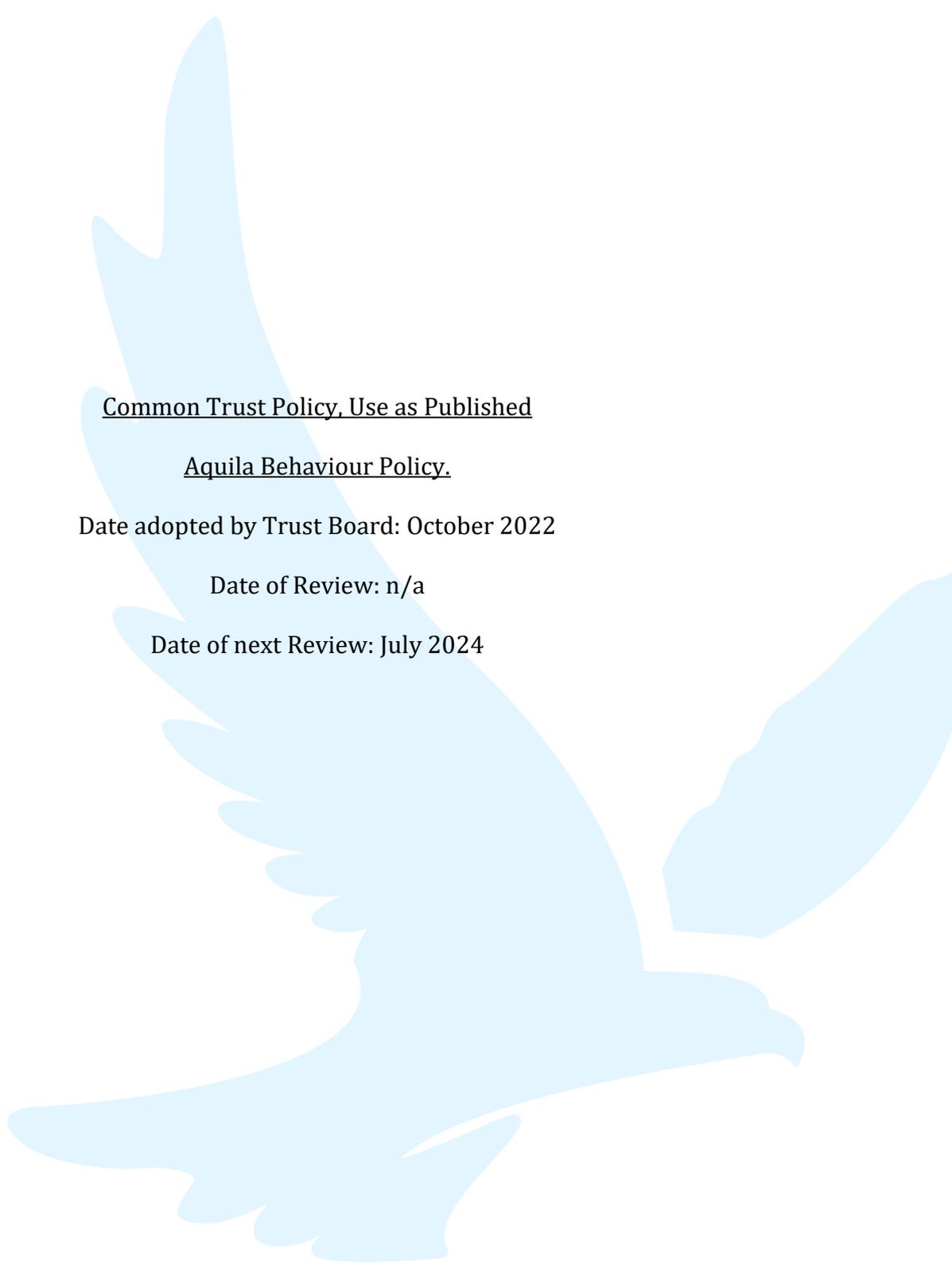
Common Trust Policy, Use as Published

Aquila Behaviour Policy.

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.	4
4. School systems and social norms.	4
5. School Rules.	5
6. Routines	5
7. Staff induction, development and support.	5
8. Pupil induction.	5
9. Support for Pupils.	5
10. Pupils with SEND.	7
11. The Role of parents.	8
12. Child on child abuse	8
13. Banned items.	8
14. Sanctions.	9
15. Extreme behaviour.	10
16. Removal	10
17. Suspension and permanent exclusion.	11
18. Behaviour outside the school.	11
19. Communication.	11
Appendix 1: What the law allows.	12
Appendix 2: How to Record and incident on Bromcom Using the ABC method	12
Appendix 3: PSP information gathering	13
Appendix 4: PSP Guidance	14
Appendix 5: Pastoral Support Programme	19
Appendix 6: Return to school plan and contract for XXXX	21
Appendix 7: Behaviour Report Card	23

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 Christian Vision and Values

In our school family, everyone is given the opportunity to flourish in God's love; to grow with dignity, hope and kindness.

We accept, value and celebrate our achievements.

We are inspired to be the very best that God trusts us to be and to treasure all that He created.

Faith in God, ourselves and each another

Good Samaritan (Luke 10 v 25-37)

Forgiveness: The Prodigal Son. Luke 15: 11-32

Acceptance: The Woman at the Well. John 4: 3-42

Inspiration: David and Goliath. 1 Samuel 17

Trust: Jesus Calms the Storm. Matthew 8: 23-26

Hope: Noah's Ark: Genesis 5:32 – 10:1

At Temple Ewell Church of England Primary School, we believe that every individual has the right to learn in a happy, safe and secure environment as identified in our Christian vision and values.

Everyone in Temple Ewell Church of England Primary 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. Temple Ewell Church of England Primary School will teach pupils the difference between bullying and falling out with friends. (See the Anti-bullying policy).

3. Leadership and Management

In Temple Ewell Church of England Primary 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. The role of the Headteacher along with the senior leadership team is 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.

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 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.

We reward good behaviour. Examples of rewards may include:

- 'Star of the day or week'
- Golden time
- Special mention in Collective Worship as appropriate
- Special mention in the Gold Book (Friday celebratory worship)
- House Points (towards individual prizes and weekly presentation of the House Point trophy)
- Stickers
- Class rewards

5. School rules

At Temple Ewell Church of England Primary School, we follow these 'Golden Rules'. These are displayed throughout the school.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

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 Temple Ewell Church of England Primary School, pupils are expected to arrive between 8.40am and 8.50am. (see attendance policy).

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.

In Temple Ewell Church of England Primary School, we support pupils who find meeting our behaviour standards difficult.

The Restorative Approach

Positive behaviour choices can be fostered and negative behaviour pre-empted through focused development of a sense of community.

The school uses the 'Restorative Approach' for dealing with incidents in the school day. Check out and check in class discussions enable us to gauge children's emotional well-being and behavioural mind set.

Children who present as 'vulnerable' are supported by their peers collaboratively or 1-1 by class staff.

Where incidents do occur, children are involved in 'conferencing' – discussing the events and reflecting on their choices. Classes may engage in 'Restorative Circles' to seek solutions that restore harmony in class communities. The focus is to restore 'balance' and approach each behavioural incident as a learning opportunity and a chance to reflect, particularly in relation to our Christian vision and values.

SEND, ACES and our Trauma-aware view

Our staff recognise that for some children their SEND might result in behaviours that might not be seen in the majority of their peers. The management of this would be appropriate to the needs of the child. These incidents are recorded on Bromcom.

Our staff receive annual ACES (Adverse Childhood Experiences) training and work with a trauma aware view.

We view behaviour as communication, noting patterns of behaviour on ABCD forms to inform referrals to our school Mental Health and Well Being Team. These incidents are recorded on Bromcom.

Emotional well-being

In line with our policy for Mental Health and Emotional Well Being, at Temple Ewell Church of England Primary School we endeavour to encourage the growth of the whole child. We look beyond today and aim to prepare our children for the opportunities and challenges of the future.

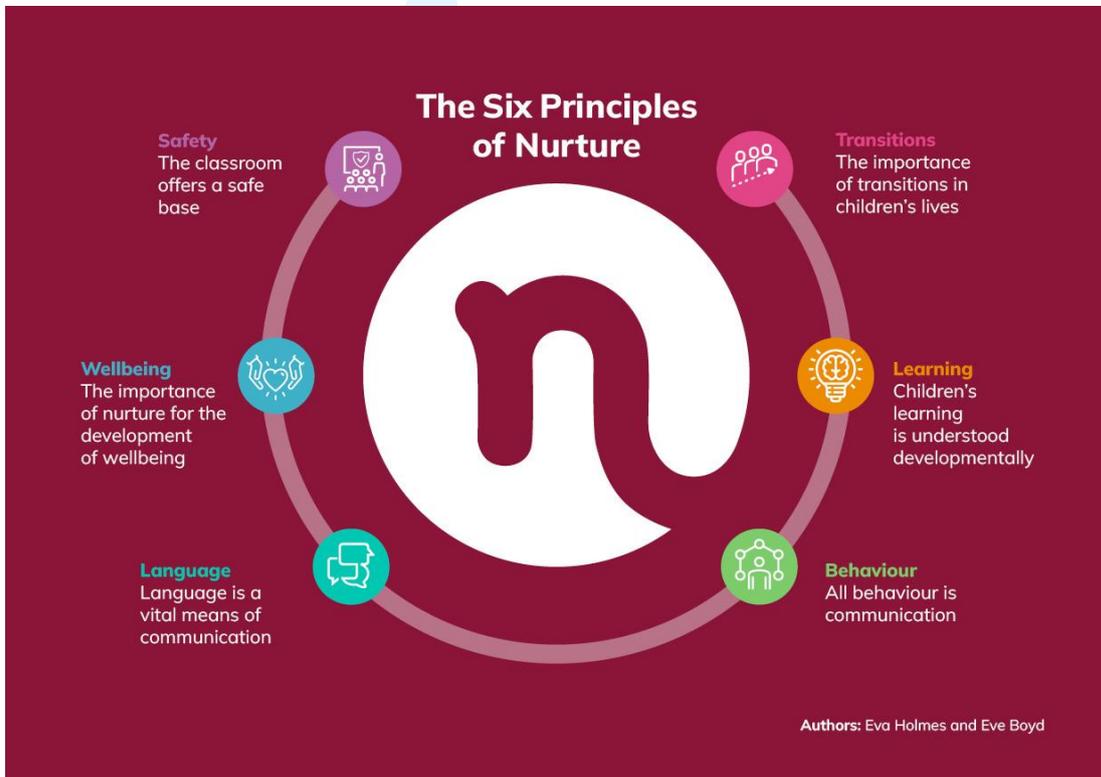
Through our universal, group and personalised provision we aim to equip our children with a bank of skills to support their emotional wellbeing. We identify behaviour as communication and take a responsive approach when children are communicating a difficulty.

For children who need additional support with self-regulation we utilise a range of strategies which can include but are not limited to :

- Sensory circuits – a drill of physical activities that are used to support children with their focus and their ability to manage distractions, meeting their sensory needs
- The Incredible 5 Point Scale – a personalised approach to supported self-regulation
- Self Regulation is activity taught within our universal provision across the school using Zone of Regulation
- Access to Nurture provision in our 'Conkers' class. Pupils are assessed using the Boxall Profile and provision is mapped against individual need.
- 1-1 SBT sessions
- 1-1 CBT based sessions
- ELSA (Emotional Literacy Support Assistant) 1-1 Sessions
- Use of the 'Time to Talk' pupil self referral support system
- Key staff/pupil coaching
- Solution-focused conversation sessions with parents to build the supportive partnership

Nurture Principles

At Temple Ewell CEP School, we take a whole school approach to Nurture. The Six Principles of Nurture are embedded in our school systems. Key to our Behaviour Policy is the understanding that **All behaviour is communication**.



10. Pupils with SEND

Temple Ewell Church of England Primary 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, Temple Ewell Church of England Primary 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 Temple Ewell Church of England Primary 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. 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 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.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm – all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

If a child chooses to break a Golden Rule the following sanctions will be used (in this order);

1. A reminder about the rule being broken
2. An appropriate warning
3. A short time (appropriate to the age of the child) away from the group or task to reflect on behaviour
4. Minutes off a break or lunch time to reflect on behaviour (appropriate to the age and needs of the child).

Guidance on use of whole class sanctions

Staff should always investigate a behaviour incident fully to try and identify what happened and who was involved. In these cases, when appropriate, sanctions will be given to the children involved.

On rare occasions there might be a case for using a whole class sanction, for example; when the majority of the class is ignoring instructions such as tidying up. This sanction is then being used to encourage collective responsibility. The sanction should be short, for example missing part of a playtime, and should not be used repeatedly.

Depending on the circumstance, Temple Ewell Church of England Primary 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, Temple Ewell Church of England Primary 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;
 - 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'.

In Temple Ewell Church of England Primary School, staff are trained to use Team Teach.

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.

Temple Ewell Church of England Primary 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. 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).

18. 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.

19. 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. 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.

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 and 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

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

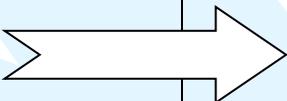
All school staff need to be fully aware of and familiar with the PSP arrangements. Day-to-day responsibility for the plan can be shared between Teaching Assistants, Support Staff or any other appropriate member of staff in school. Overall responsibility is with the nominated PSP co-ordinator.

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
	Record existing support

collaborate | enrich | trust | innovate | aspire | nurture

Record existing support Record additional strategies put in place as part of the PSP. Signed.....	Record existing support put in place as part of the PSP. 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. 	Consider strategies: <ul style="list-style-type: none"> including using existing in school support making changes to existing programmes referring to outside agencies. Allow a reasonable amount of time for the strategies to work.	

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

- 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

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

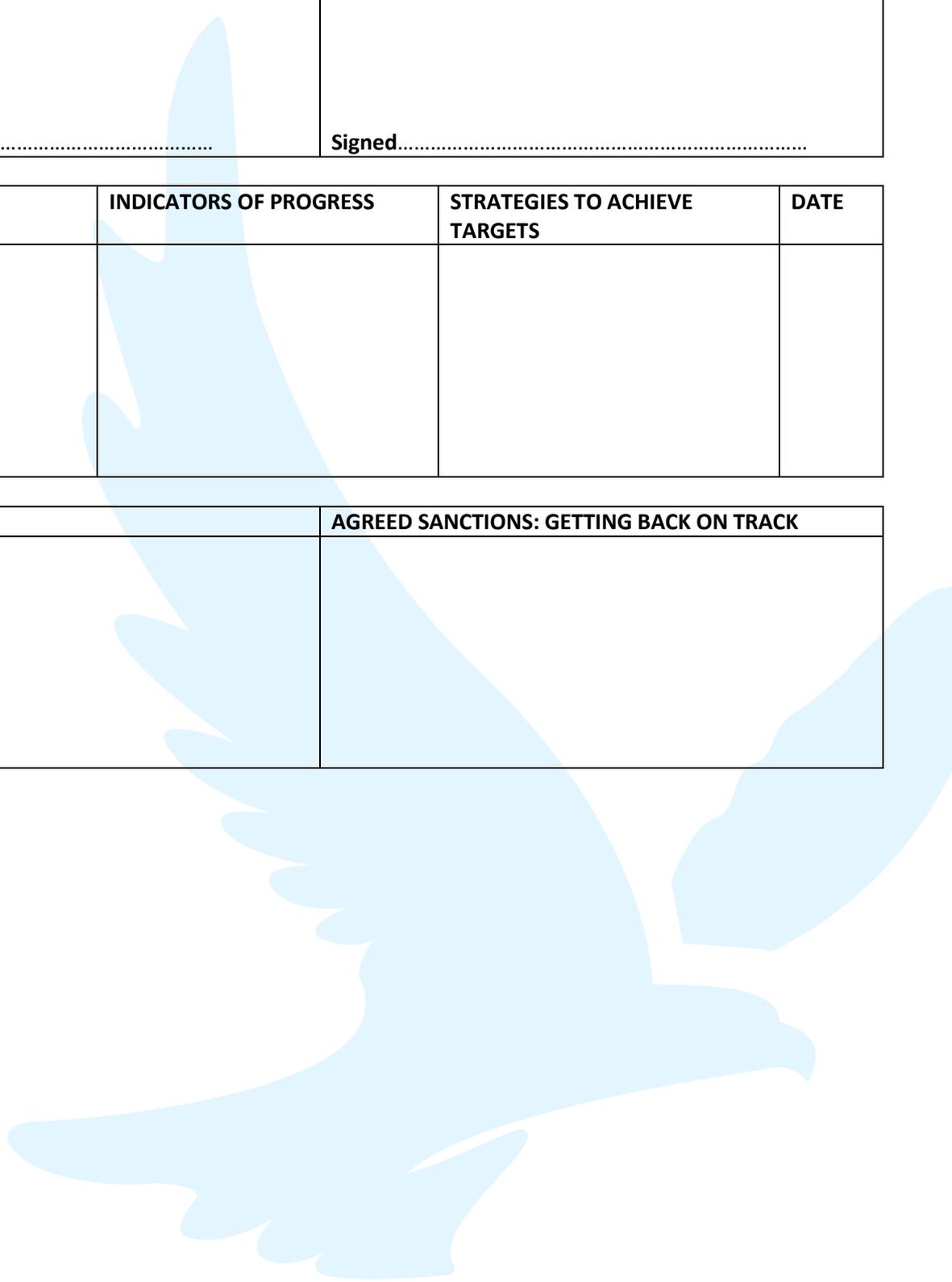
collaborate | enrich | trust | innovate | aspire | nurture



Signed.....	Signed.....
-------------	-------------

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"> • 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)