Common Trust Policy, Use as Published

Aquila Behaviour Policy.

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1. Purpose.

It is for individual schools to develop their own best practice for managing behaviour. The details of this bespoke practice are laid out in Appendix 1. The purpose of this document is to provide guidance to Aquila schools and to support them in maintaining high standards of behaviour. We believe that creating a culture with high expectations

of behaviour will benefit staff and all pupils, including those with SEND, establishing calm, safe and supportive environments conducive to learning. The document has been written with our Trust values of nurture, aspire and collaborate at its heart.

Good behaviour in schools is central to a good education. All staff in our schools need to manage behaviour well to ensure they are calm, safe and supportive environments that children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. Our schools' culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. School staff will consider how this whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

The Aquila approach to behaviour is to promote and reward excellent behaviour, support pupils to behave well through explicitly teaching school rules and routines and if necessary to sanction poor behaviour. As an inclusive organisation, we recognise that some pupils will need additional support to reach the expected standard of behaviour. In some cases this may be through the Aquila Relational Policy. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. Even successful schools need to be continually working to maintain high standards of behaviour.

If pupils do misbehave, our schools will respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

When a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded.

2. Vision and Values.

Our Trust values are collaborate, enrich, trust, innovate, aspire, nurture. These are at the centre of everything we expect to see in our schools and are pivotal in ensuring a calm, safe and supportive learning environment. High standards and clear rules reflect these values. Each school has their own values, reflecting their unique context, but these resonance with the Trust values. Appendix 1 lays out the school specific values.

Everyone in an Aquila school has the right to be treated with dignity, kindness and respect.

Bullying is never tolerated and all allegations of bullying (including cyber-bullying), discrimination, aggression and derogatory language with be investigated quickly and dealt with appropriately. Aquila schools will teach pupils the difference between bullying and falling out with friends. (See the Anti-bullying policy)

3. Leadership and Management.

In Aquila schools, all staff are expected to work together on establishing and maintaining high standards of behaviour at all times. These high standards are commonly understood and consistently applied. Well managed schools create cultures where staff and pupils flourish in safety and with dignity.

Promoting good behaviour is a core responsibility of the Headteacher and this role cannot be delegated. The role of the Headteacher is to be highly visible, and with other members of the leadership team to routinely engage with pupils, parents and staff on setting the behaviour culture and maintaining an environment where everyone feels safe and supported. All school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff and all supply or temporary staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

The school leaders, including Governors are responsible for ensuring staff have appropriate training so they can meet their duties and functions within the behaviour policy. Leaders will use behaviour data in Bromcom to track behaviour trends and act proactively to ensure high standards of behaviour are maintained.

4. School systems and social norms.

Aquila schools have a whole- school approach to behaviour. We believe that positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school and become positive behavioural norms. Behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

Aquila schools reward good behaviour. Examples of rewards may include:
- verbal praise;
- communicating praise to parents via My Child at School, phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project;
- whole-class or year group rewards, such as a popular activity.

5. School rules

The specific school rules are laid out in Appendix 1.

6. Routines

Appendix 1 lays out the school's behaviour curriculum which defines the expected behaviours in the school. Aquila schools concentrate on what successful behaviour looks like and define it clearly. Some pupils may require additional support to learn to meet our behaviour expectations. This support should be given consistently and predictably. Adjustments may be temporary.

7. Staff induction, development and support.

All staff are expected to uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

8. Pupil induction.

All pupils deserve to learn in an environment that is calm, safe, and supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of, or reminded of, the school behaviour standards, expectations, pastoral support, and consequence processes at the beginning of every academic year. New pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will support the evaluation, improvement and implementation of the behaviour culture. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour routines, rules and sanctions.

9. Support for Pupils.

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

Aquila schools support pupils who find meeting our behaviour standards difficult. Pupils will be asked their experience of behaviour and this feedback will be used to develop the school culture.

10. Pupils with SEND.

Aquila schools' culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. All schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND. If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secure and the school must co-operate with the local authority and other bodies. Schools with good behaviour cultures will create calm environments that will benefit pupils with Special Educational Needs and Disabilities (SEND), enabling them to learn. We are an inclusive organisation and recognise that some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. We all need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

If a pupil with SEND misbehaves and requires a sanction, Aquila schools will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and DFE schools guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. The school need to ensure that the rules or instructions need to be accessible and can be understood by all children with SEND, such as making them visual or by adapting them to suit the learning needs of the child, such as those with a visual impairment. The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try to understand the underlying causes of behaviour and whether additional support is needed.

Children who have experienced trauma, adverse childhood experiences, or those with an identified or unidentified special educational need may have additional difficulties that mean the school's current behaviour policy is not having the desired impact on successful behaviours in the classroom and school. These children may benefit from an approach where adults support co-regulation of emotions through relational practices. Relational approaches are those where positive relationships act as a way to support a child's behaviour, with behaviour seen as a form of communication. Further details can be found in the Aquila Relational Policy. Using relational approaches with children should not be a reactive approach to one-off behaviours, instead they should be used within the school's graduated response using the assess, plan, do, review as detailed in the Special Educational Needs Code of Practice 2014. Relational approaches are best applied when there is a need for consistency in adults, routines and expectations to support children's feelings, emotions and wellbeing.

Behaviour is a core responsibility for the Headteacher and this role cannot be delegated. It is the Headteacher, or their equivalent, who is responsible for deciding when the Relational Policy needs to be applied as they retain a core responsibility for its outcomes. While the Headteacher does not have to be a part of the team around the child they must have an overview of its actions and outcomes.

There is no time limit for how long children's behaviour will be supported through the Relational Policy, however the focus should always be on the child coming under the school's Behaviour Policy as quickly as possible.

Under the Children and Families Act 2014, schools have a duty to use their "best endeavours" to meet the needs of a child with SEND. If a child has an EHCP the provision must be in place. If the behaviour is a result of this provision being absent at the time then the school must consider this in their response to the misbehaviour.
Our schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

11. The Role of Parents.

Parents have an important role in supporting schools' behaviour policy and links between home and school are an important part of the process. Parents are encouraged to reinforce the policy at home as appropriate, developing the child's understanding that a two-way communication between home and school will always take place. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. Aquila schools will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about pupil's behaviour and encouraging parents to celebrate pupils' successes through My Child at School or Dojo. Schools will hold sessions for parents to help them understand the school's behaviour policy.

If appropriate, parents will be included in pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

12. Child on child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.
We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.
Our child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Victims will be reassured that they will be supported, kept safe and are being taken seriously. Abuse that takes place on line or outside school will be treated equally seriously.

See our Child Protection and Safeguarding policy for further details (including appendix 4)

13. Banned items

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.
The list of prohibited items ('prohibited item' is defined in subsection (3) of Section 550ZA of the Education Act 1996) is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of any person (including the pupil).
    - an article specified in regulations:
    - tobacco and cigarette papers;
    - fireworks; and
    - pornographic images.

Reasonable force can be used to conduct a search for these prohibited items.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services in line with keeping children safe in education.

Under common law, school staff have the power to search a pupil for any other item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The DSL will always be informed of a search and a record will be kept on Bromcom. There will always be two members of staff present and the search will be carried out in an appropriate place.

Mobile phones. All our schools are mobile phone free environments and we prohibit the use of mobile phones and other smart technology with similar functionality throughout the school day. Mobile phones can be a useful safety resources for pupils walking to and from school but must be handed to the school office on arrival at school and collected as the child leaves the school site.

The only exception will be staff or pupils using a mobile device to manage a known medical condition, where tracking requires access to a specific app. In this case, due to the potential safeguarding risks to pupils, the school and staff member or pupil's parents must have explored and rejected all alternatives and the school leadership must be satisfied that cameras, other apps and access to messaging are restricted.

14. Sanctions.

When any member of school staff becomes aware of misbehaviour, they will respond predictably, promptly, and assertively in accordance with the school behaviour expectations. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. It is important that all staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

The law allows staff to sanction pupils whose conduct falls below the standard reasonably expected of them e.g. misbehaviour, rule breaking or failure to follow a reasonable instruction.

A response to behaviour may have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education.

Pupils may test boundaries or find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home.

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention;
- school based "community service", such as tidying a classroom;
- regular reporting including early morning reporting or being placed "on report" for behaviour monitoring;
- suspension ;(fixed term exclusion) and
- in the most serious of circumstances, permanent exclusion

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

Depending on the circumstance, school staff should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of keeping children safe in education, school staff should follow our child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Following a sanction, every school will consider how best to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. We want to avoid repeated misbehaviour.
These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The school need to consider how this can be delivered in the most appropriate way for a child with SEND.

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

The discussions and the outcomes will be recorded in Bromcom.

15. Extreme behaviour- Use of Reasonable Force.

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children who are a danger to themselves, to others or are damaging property. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Such approaches should only be used as a last resort to safeguard the pupil, peers or property. Aquila Schools should prioritise de-escalation over restraint.

All members of school staff have a legal power to use reasonable force in certain circumstances. Schools will ensure that staff who are likely to need to use reasonable force and/or other restrictive measures receive appropriate training. School specific training and approaches are detailed in Appendix 1.

The decision on whether it is reasonable to use force and/or other restrictive interventions depends on the individual circumstances of each situation. In assessing whether force and/or other restrictive measures are reasonable in a situation, a member of staff should use their professional judgement and might want to consider the following factors (as well as other factors relevant to the school, pupil and situation) :

- Is it necessary?
- Is it proportionate?
- Have you considered the pupil's welfare?

In the first instance, Aquila schools should seek to understand the underlying triggers challenging behaviour to provide proactive support. This may include using staff who know the individual pupils well to help manage trigger points and develop strategies to reduce the need for reasonable force. This particularly applies for pupils with SEND who may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. This can lead to pupils with SEND being disproportionately subject to the use of reasonable force and other restrictive interventions. Schools should work with parents, pupils and other professionals to develop prevention and de-escalation strategies as well as (where appropriate) involving them in any co-production of necessary behaviour support plans.

All 'significant' incidents must be recorded as soon as practicable. These will be recorded on Bromcom using an ABC form.

A significant incident is defined as "any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff." The requirement to record applies even if the use of reasonable force and other restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Information to be recorded includes:

- the name of pupils and staff involved
- the needs or circumstances of the pupil
- time, date, location and approximate length of time the incident was used

- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Aquila Schools must report incidents that require the use of reasonable force to parents as soon as practicable. Except where it appears to the staff member that doing so would be likely to result in significant harm to the pupil. This includes all forms of abuse and neglect. In this instance the staff member must report the incident to the local authority.

A report of the incident made to parents should include the following details as a minimum:
• time, date, location and approximate length of time the force was used
• brief account of what type of reasonable force was applied, and the degree of force
• details of any physical injuries sustained, if applicable
• brief account of why the use of force was assessed as necessary in that instance

Aquila schools should seek to maintain respect for a pupil's dignity when reasonable force or restrictive measures are used. This may include, where possible, considering the location and environment where any intervention is used. Where possible, staff should also communicate clearly and calmly to the pupil about what is happening and why.

Schools will have risk assessments in place if reasonable force is to be used and, where possible, mitigate risks such as through training and prevention strategies.

Our schools should report the use of reasonable force to governors and regularly review and interrogate data on reasonable force and restrictive interventions. This should identify any disproportionate use of reasonable force and/or other restrictive interventions in pupils who have protected characteristics, have SEN, or other types of vulnerability. Governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil.

Following a significant incident in which reasonable force and/or other restrictive measures are used, our schools should hold a follow up conversation (s) to facilitate reflection, learning and to support pupil and staff wellbeing. Schools should continue to monitor pupil and staff wellbeing and provide additional support if needed. School specific strategies and support are outlined in Appendix 1.

<u>Whole-school measures include:</u>

• consideration of how the school and classroom environment can support all pupils to achieve and thrive

• sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds

• training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation

• development of working staff-pupil relationships and trust

• recording and analysing data on the use of reasonable force and other restrictive interventions to inform improvement planning

- All of our staff at Downs View Infant School will have received PROACT-SCIPr-UK training throughout this academic year. This is a positive behavioural support framework designed to prevent crisis situations and reduce the need for restrictive physical interventions in health and social care.

*Follow up support for staff and pupils following an incident where reasonable force and/or other restrictive interventions have been use.

Individual approaches include:

• working closely with parents to support individual pupils

*strategies to support individual pupils based on their identified needs, including the development of behaviour support plans. Where a pupil has a disability, schools have a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the school offers in the same way as a pupil who is not disabled. Strategies could include *removing stimuli that may be causing distress , changing body language, facial expression, and/or tone of voice , supporting the pupil to express their emotions before getting overwhelmed, engaging the pupil in an activity which can help them manage their feelings of anxiety, distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

• giving pupils time, space and strategies to calm down before their behaviour escalates

*Communicating the school's policy on the use of reasonable force and other restrictive interventions to all members of the community is an important way of building and maintaining the school's culture and makes expectations transparent to all.

Early support in place for specific pupils

16. Removal

Removal from the classroom for serious disciplinary reasons allows a pupil limited time out of class at the instruction of a member of staff. This is not the same as being asked to step outside the classroom to have a brief conversation with a member of staff.

Aquila schools will collect, monitor and analyse removal data in Bromcom to avoid repeat patterns and to check the effectiveness of removal as a means to improve behaviour. The Local Governing Body (LGB) will oversee this data and will support school leaders to make a data-based decision where a frequently removed pupil may benefit from additional or alternative approaches such as a pastoral review or SENCo investigation. The ~~Local Governing Body~~ LGB will check the removal policy is not disproportionally applied to pupils sharing protected characteristics.

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

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

Aquila schools reintegrate pupils following a removal from the classroom or suspension through reintegration meetings with the pupil and parents so that expected standards of behaviour are understood. At this meeting reasonable adjustments may be agreed to ensure the strategy has the desired effect and the pupil can meet the expected standards of behaviour and conduct.

17. Detention.

It may be necessary to use a detention to improve behaviour. A detention is a commonly used sanction to deter future misbehaviour, as a time to reflect or to avoid reaction to a situation becoming a habit. It is a short period where the pupil is required to remain under supervision of school staff when their peers have a less structured break time. When used, it should be done so consistently and fairly by staff. As part of teaching about behaviour and communicating about this policy, the detention process will be well known to all pupils and staff.

School specific approaches to detention are detailed in appendix 1.

18. Suspension and permanent exclusion.

All pupils are entitled to an education where they are protected from disruption and can learn and flourish in a calm, safe and supportive environment. The Headteacher can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour that is not improving despite in school sanctions and interventions. (See the Aquila Exclusions policy).

A managed move may be in the best interests of the pupil. A managed move is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school. If a temporary move needs to occur to improve behaviour then off-site direction should be used.

19. Behaviour outside the school.

When pupils are on a school trip, all our usual expectations for high standards of behaviour apply. We expect our pupils to be polite and to keep themselves and others safe on the way to and from school and on any occasion when they are wearing our uniform.

Schools have the power to sanction pupils for misbehaviour outside the school. Poor behaviour and incidents of bullying, including cyber-bullying, witnessed by or reported to school staff, will be investigated in school and the usual school sanctions will be applied.

Behaviour issues on line can be difficult to manage and are likely to occur out of school hours when parents are responsible for their child's behaviour. However, these incidents will affect he school culture and all our pupils have the right to feel safe. Aquila schools will, therefore, work with parents to investigate incidents and sanction pupils, especially if the online behaviour poses a threat or causes harm to another pupil.

20. Communication.

Communicating this Aquila policy and school specific procedures (Appendix 1) to all members of our community is an important way of building and maintaining the school's culture and is part of the key role of the headteacher. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Our schools are committed to clearly communicating our behaviour expectations to pupils by regular practice and reminders. Our schools will share this policy on their school website and ensure parents understand rules, support and the sanctions by the headteacher writing to parents at least annually.

Appendix 1: School Specific information.

Our aim

Our aim is to provide an environment in which our children feel secure and confident. We aim to teach children the importance of living and working as part of a team, group or community where every child and adult matters. We aim to promote good behaviour which encourages children to become good citizens and respected members of the community.

Our approach

Our approach to supporting behaviour is simple, consistent, and easy to apply. Instead of relying on punitive sanctions we create a shared understanding of what good behaviour looks like. All staff use the same language, which helps set a positive tone across the whole school.
As a school we take time to teach these values explicitly. Our children learn what "ready, respectful, and safe" looks like in everyday situations across the whole day at school.
We pride ourselves on building awareness and a sense of responsibility.

Our values

Ready, Respectful and Safe

At its heart, "ready, respectful, and safe" is about setting clear and shared expectations for how everyone in our school community interacts. it's built on three straightforward principles: being ready to learn, treating others with respect, and ensuring everyone feels safe—both physically and emotionally.

- Be Ready – being prepared to learn, listening carefully, and looking after belongings. For example, children showing they are ready might be sitting on the carpet quietly, or getting their books and pencils out at the start of a lesson.
- Be Respectful – being kind to others, using polite words, and caring for property. For example, sharing toys, listening to a friend without interrupting, or using kind voices in class.
- Be Safe – looking after themselves and others. For example, walking indoors, keeping hands and feet to themselves, or following instructions on the playground. Safe goes beyond physical safety to include emotional wellbeing, creating a space where everyone feels supported and protected

How this looks in practice

You will hear staff using these three values every day when they praise children or help them make better choices. Instead of a long list of rules, we keep it simple and always refer back to the same language:

- "Thank you for being ready with your book open."
- "Well done for looking at me showing you are ready to learn".
- "That was respectful listening when your partner was talking."
- "Show me safe walking in the corridor."

Recognition Boards in Classrooms

Each classroom has a Recognition Board linked to our values. These are not about competition or rewards but about noticing the small, positive steps children take each day. When a child shows one of the values, their name is added to the board as a way of celebrating. By the end of the day, the board shows how the whole class has worked together to live out our values. By the end of the day the expectation is that all children will be on the recognition board for a positive achievement.

Supporting behaviour

Our philosophy at Downs View for supporting behaviour is our belief that beneath every behaviour there is a feeling and beneath each feeling is a need. When we meet that need rather than focus on the behaviour, we begin to deal with the cause, not the symptom.

Behaviour repair is not about sanctions, it's about teaching and restoring relationships.

Children need to know:

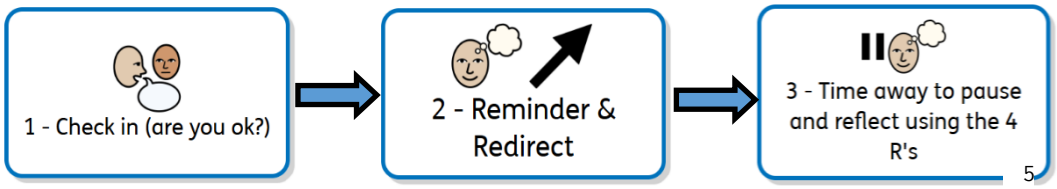
They are still safe and cared for.

Their actions can be repaired.

They can try again next time.

Following these beliefs as a school we have shaped our behaviour system that supports children to make the right choices. This system has been based upon the restorative approach to supporting behaviour. Restorative practice is a proactive approach focussed on building and maintaining positive relationships, resolving conflict, and repairing harm through dialogue and understanding, commonly known as emotional coaching. It emphasises building a culture of respect, accountability and shared responsibility empowering children to find solutions and make amends.

We will be using a simple 3 step approach to support children with making the right choices in school. (See appendix 1 for a detailed one-page framework for how we support behaviour at Downs View School).

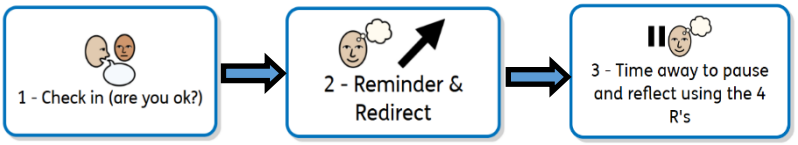


The '5 R's' referenced above stand for:

Staff at Downs View will be using the '5 R's' to help children to talk about behaviour and reflect on choices and how different choices could be made in the future. See below examples of restorative language our staff will be using to help support children with choices and behaviour.

Detentions

Downs View infant School does not use detentions as a sanction.



1. First Response: Check in

Use when: behaviour is low-level or one-off (e.g., calling out, not following instructions).

- Check in to acknowledge you are aware of the behaviour

Staff language:

- "Are you ok?"

2. Second Response: Reminder & Redirect

Use when: behaviour continues or disrupts learning/play.

- Give a calm, clear reminder of the expectation.
- Redirect to the task or positive choice.

Staff language:

- "Remember, we use our thinking thumb."
- "Let's try that again the right way."

3. Third Response: Time away to pause and reflect

- Short, supported time in a calm space in class/playground.
- Adult helps child regulate using emotional coaching techniques (breathing, calming activity) if needed.
- Follow the 5 R's.
- Child re-joins when ready.

Staff language:

- "I think we need some time together to talk about what is happening"
- "Let's spend some time together to talk about how you are feeling"

4. Harm to others (Use step 3)

Use when: behaviour impacts others (e.g., unkind words, physical harm, or a child cannot regulate themselves following an incident)

Example behaviours- pushing, pulling clothing

- Short, supported time in a calm space in class to calm
- Adult helps child regulate using emotional coaching techniques (breathing, calming activity) if needed.
- Follow the 5 R's.
- Child re-joins when ready.

Staff language:

- "I think we need some time together to talk about what has happened"
- "Let's spend some time together to talk"

5. Serious Incidents (Use step 3)

Use when: behaviour is unsafe or persistent (e.g., physical aggression, serious physical act towards child or staff, not regulating after a substantial amount of time for that individual child)

Example behaviours- hitting, biting, kicking, scratching, pinching

- Supported time in a calm space in class to calm
- Adult helps child regulate using emotional coaching techniques (breathing, calming activity) if needed.
- Follow the 5 R's.
- SLT informed.
- Parents informed by SLT where appropriate.

Appendix 2: What the law allows.

Equalities considerations.

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

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

Detentions.
Teachers have authority to issue detention to pupils, including same-day detentions. A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction. A detention outside normal school hours will be lawful if it meets the following conditions:

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

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

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

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

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

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

Corporal punishment by school staff is illegal in all circumstances.