Common Trust Policy, Use as Published

Aquila Behaviour Policy

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V2	31.07.25	CB	Updates in line with legislation changes on use of reasonable force.
	05.08.25	AW	Removal of appendices 3-8. Information in separate documents for schools.
V3	06.07.26	AW	Dates

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 4
7. Staff induction, development and support. 4
8. Pupil induction. 5
9. Support for Pupils. 5
10. Pupils with SEND. 5
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. 10
18. Suspension and permanent exclusion. 10
19. Behaviour outside the school. 10
20. Communication. 10
Appendix 1: School Specific information. 12
Appendix 2 :What the law allows. 17

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.

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

School specific training and approaches are detailed in Appendix 1.

All incidents requiring physical intervention, will be recorded in Bromcom

16. Removal

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

Aquila schools will collect, monitor and analyse removal data in Bromcom to avoid repeat patterns and to check the effectiveness of removal as a means to improve behaviour. The Local Governing Body (LGB) will oversee this data and will support school leaders to make a data-based decision where a frequently removed pupil may benefit from additional or alternative approaches such as a pastoral review or SENCo investigation. The 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

Vision and values

Our school values are Connection, Curiosity, Determination and Honesty.
These are at the centre of everything we do in school and are pivotal in ensuring a calm, safe and supportive learning environment by linking them to past and present learning, acting as role models to their peers and in how they respond to others.

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

School rules

- Be ready
- Be safe
- Be respectful

School Routines

In Sandwich Infant School, pupils are expected to arrive at 8:40 (see attendance policy).

Arrival into school

- Children get off bikes and scooters before entering the school gate. They are placed in the correct, allocated spaces
- Children are not permitted to use the trim trail before the start of the school because of insurance purposes
- Children wait behind the yellow lines with their parents (incase the door opens on them)
- Parents stay until their child has been welcomed into the class by their teacher
- Reception children (and siblings) do not play with the resources that have been set up for the day in the Reception areas
- Reception parents drop and leave via the side gate near the Beehive (using the paths as much as possible)
- Adults greet children at the door at the beginning of the school day (8:35)

Coming into the classroom in the morning

- When the children enter the classroom at the beginning of the school day, they put their belongings away on the allocated peg
- Children take their reading book, contact book (and homework) out of their book bag and place in their trays.
- They place their lunch boxes on their pegs (or in a box in year 2)
- They place their water bottles in the tray
- Children assign their name to an emotion on the check in. This will promote successful transitions.

- Children do not walk around the classroom. They 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 allocated places with hands in laps and legs crossed.

Classroom expectations

- Children do not get up from the carpet to get a drink during the input of a lesson - they are reminded they can have them before or after.
- All children should sit on the carpet, facing the front with their legs crossed and hands in their laps
- All children should sit on their own carpet spot – not on chairs (unless SLT have agreed otherwise)
- Children listen to others talking and they do not talk over them
- Children will be reminded to show good looking, listening, sitting, and thinking.
- We show respect to others so pupils will raise their hands if they want to speak and not call out.

- All resources, in preparation for the lesson will be ready for the children on their arrival. The teacher will be ready to teach the children to eliminate any loss learning.
- When children are working in pairs, they keep on task and use low voices.
- If a child is stuck and needs help with their work, they put their hand up, or ask their friend for help first (year 2).
- If a child has finished their work, they should check their work and then read their book until an adult directs them to do something differently.
- If a child needs to go to the toilet, they put their hand up to ask, or will sign using Makaton. Again, they do not go through the main input of a lesson (unless desperate). This minimizes disruption.
- When an adult wants to gain the class's attention, they will ring bells/ clap or deliver a call and response. Raised voices should not be used as a way of gaining children's attention. Children should stop what they are doing, so they are able to listen to the instruction.
- A visual timetable will be displayed so that all learners know the daily expectations.

Transitions

- When transitioning between activities or lessons, children do so quickly and quietly. Adults should remind children to do this quickly, and eliminate any silly behaviour.
- 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.
- When lining up, to move as a class, all children face the front and stand quietly before they go. Children to be asked to sit back down until they are able to do this. Children to understand this is to ensure they are safe and respectful when moving around school.

Assembly

- Children should arrive in their line, facing the front
- When entering the hall for assembly, all children do not enter until they are quiet and ready.

- They remain standing until everyone is in their line (to ensure adequate spacing between one another). An adult will direct them to sit down.
- Children remain quiet for the assembly
- They put their hand up if they want to answer a question
- They project their voice so everyone can hear if they are answering a question
- Children should be reminded to go to the toilet before assembly (but they will put their hand up if they are desperate)
- Children will be dismissed from the hall class by class – when asked to stand, they face the front of the line and follow their teacher out of the hall to their classrooms

Coming in from the garden

- When the second bell is heard, all children line up in their classes outside of the correct door
- Children are expected to face the front and should not be touching one another or swapping where they stand in the line
- As soon as break or lunch is over, the class teacher (sometimes the class TA) meets the children from the playground and ensures they are ready to enter the classroom. 1:1 TAs will also greet the children in the garden.
- The line will not go into school until everyone in the line is quiet
- They will walk through the playground, following the teacher/ TA

Coming in from the playground

- *When the bell goes, pupils stand still immediately. When a second whistle/bell goes, they tidy away walk to classes in silence and line up, in silence. An adult will meet every class and take them back in to the classroom*
- When the second bell is heard, all children line up in their classes outside of the correct door
- Children are expected to face the front and should not be touching one another or swapping where they stand in the line
- As soon as break or lunch is over, the class teacher (sometimes the class TA) meets the children from the playground and ensures they are ready to enter the classroom. 1:1 TAs will also greet the children on the playground.
- The line will not go into school until everyone in the line is quiet
- The children will follow the teacher into the class

Break/ Lunch on the playground

- On the playground, adults will supervise in 'zones' and will play games with pupils to help them to play appropriately (lunch).
- 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.
- Children are expected to ask an adult if they want to go to the toilet. Only one child should be sent at a time (no pairs of children). Children will be given a yellow band by the adult that they have asked, so that the

adult knows when the child has returned. Adults in school must enquire why children are in school if they do not have a band.

- Children will be encouraged to put on their own coat and to ensure this is zipped up before going outside in the colder months.
- At lunch, when they hear the bell ring for the first time, they stop what they are doing and stand still to listen for the direction/ instruction.
- When the bell rings for the second time, they follow the given instruction sensibly. If they have toys/ equipment out, they will put these away.
- Children will then line up ready for their teacher to greet them.

Break/ Lunch in the garden

- Lunchtime supervisors provide play opportunities for the children and are responsible for redirecting negative behaviour. Each adult is responsible for an activity and should model how to play the game by playing alongside the children.
- Children are expected to ask an adult if they want to go to the toilet. Only one child should be sent at a time (no pairs of children). Children will be given a yellow band by the adult that they have asked, so that the adult knows when the child has returned. Adults in school must enquire why children are in school if they do not have a band.
- Children will be encouraged to put on their own coat and to ensure this is zipped up before going outside in the colder months.
- At lunch, when they hear the bell ring for the first time, they stop what they are doing and stand still to listen for the direction/ instruction.
- When the bell rings for the second time, they follow the given instruction sensibly. If they have toys/ equipment out, they will put these away.
- Children will then line up ready for their teacher to greet them.

Dinner hall

- Children will be encouraged to wash their hands properly (especially if they are muddy).
- A lunchtime supervisor will stand at the door to give the children antibac.
- Children will line up sensibly, without pushing.
- Key Stage One pupils will collect their own lunch from the ladies serving and children in Reception will sit at their tables as below.

- 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 speak to one another nicely and they will not shout across the table.
- Pupils will not throw food. If they drop food on the floor, they will pick it up and put it in the bin.
- Pupils will throw their rubbish in the bin.
- Pupils will sit at their table until dismissed by an adult – they will put their hand up to ask to go.
- If a child needs to go to the toilet or if they need help with opening something, they will put their hand up to gain the attention of a member of staff.

- Pupils will clear their own plate when they have finished lunch, putting knives and forks in the correct place.
- Year 1 and 2 will exit the hall through the door next to Otters classroom via cloakroom 4 and out onto the playground/ garden.
- Reception will exit the hall via the Reception corridor, past the office and onto the playground/ garden.

Coming into the classroom from break/ lunch

- The adult will not take the children into class until all children are quiet in the line, facing the front and with their hands by their side so that they can hear the instructions being given.
- Children will walk across the playground and into the classroom, led by the teacher. The children are not to run ahead.
- Pupils will not enter the classroom until they are told to do so by the adult.
- The children know that as soon as they enter the classroom from break or lunch, they have a drink and sit down ready for the learning to start - 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 allocated places with hands in laps and legs crossed.

Toileting and handwashing

- Children are to wash their hands in the sink with soap and water.
- Once washed, they shake the excess water off in the sink.
- Children dry their hands under the drier or with paper towels.
- They place paper towels in the bin.

General

- When in school pupils are expected to say please, thank you and you're welcome, and reply politely when someone greets them.
- Pupils will wear school uniform smartly and with pride. On PE days, this will be a correct PE uniform.
- Pupils always walk quietly and sensibly in and around school – no running.
- We show respect to others so pupils will raise their hands if they want to speak and not call out.
- Children should walk when they move around the school, to ensure they do not bump into others or disturb learning. Nobody should run in school.

Detentions

Children will be required to miss part of their break or lunch if they are not keeping school rules or competing the necessary work on request (following the norms and routines). Parents will be informed of this by the child's class teacher.

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.