

The Aquila Way

A Guide to- Behaviour for Learning

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Influenced by Paul Dix: When the adult changes

General Principles-

- There are three school rules- safe, happy and learning. Classes discuss and learn what this looks like in their class- there are no additional rules
- We follow a low arousal approach to dealing with situations- adults must always be self-regulated before dealing with any incident
- Every class has 5/10/20 things they want to hear more of displayed in their classroom (these are written by the children at the start of the year) related to being safe, happy and learning
- We have high expectations of children's behaviour- it is never okay to say a bad word or hit someone
- All staff are **consistent** in applying these principles- it is everyone's responsibility
- In line with our school values we treat everyone with kindness and respect

Relationships - we are genuine, we don't just go through the motions

At the start of the year get to know our pupils - their names, family, interests

End of lesson routine- as pupils are creating picture perfect classrooms and at snack and break times- talk to them, have 'botherdness' talk about their clubs / activities / teams / ECAs / events. If you can attend or support any of these this would help build relationships.

Note-

- You can't build relationships in half an hour and you can't backfill them.
- They need to be slow and meaningful and take graft and hard work.
- Never build relationships on the cheap - by breaking rules/undermining adults.

Teachers start to build relationships during the meet the teacher meeting at the start of the year

Teaching behaviour

Our children come from many different cultural backgrounds, schools and prior experiences. Many families also have differing views on behaviour so we need to ensure we teach our children how we expect them to behave and model this with them.

We believe in giving children what they need not what they deserve and understanding good behaviour needs to be taught.

	Happy	Safe	Learning
Walking down the corridor	We can talk quietly with our friends	We keep ourselves and our friends safe so don't run and make sure there is space for others to pass-walking on the right hand side	We let our friends in other classes learn so we are respectful don't shout
In the canteen	We can talk quietly with our friends	We stay at in our seats and walk sensibly in and out of the canteen tidying away as we go	
In the staircases	We can talk quietly with our friends	We walk to the right hand side and keep our hands to ourselves	
In the library	We enjoy books quietly and calmly	We look after books respectfully	We let our friends read by keeping noise levels low
In shared learning and play areas	We play sensible games with our friends and try to involve others	We ensure we play safely and are aware of our surroundings	We are share, fair and considerate
In toilets and changing rooms	We ensure others are happy by respecting their privacy	We act sensibly	
On the buses	We keep hands and feet to ourselves, keep noises levels low being kind and considerate	We keep our seatbelts on and stay safely in our seats	We act as role models to the younger children
In assembly and when watching performances	We have fun and celebrate the learning and achievement of others	We walk sensibly to and from assembly	We listen respectfully to the speaker and show appreciation when appropriate
In class	We have fun with our learning, take risks and embrace positive challenges	We stay in our seats and follow the rules in specialist rooms	I am an active learner and ensure my behaviour allows my peers to learn too
Our environment	We are polite and kind and treat all people and animals with respect	We know all adults in school are here to keep us safe and reach out to	We are role models ensuring we don't litter and always recycle

		them when we need to	
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Promoting Positive Behaviour and Learning Ethos

Whole School

Recognition- we focus on positive communication

Praise- all adults in school should give verbal and non-verbal praise. Where possible this should be shared with other adults who can also recognise the child.

Common Behaviour

Teachers never display the names of pupils who have displayed poor behaviour on the classroom board or any other type of behaviour wall. We use positive praise and reinforcement underpin our approach to discipline.

Aquila Awards- are for amazing learning, i.e. progress or attainment. (Each teacher should give out no more than 2 a week, if you want to give one for everyone in your class it should be a class Aquila award)

In FS and primary they are written by the teacher and the teacher puts them Kylie's desk by 7.30am on a Monday morning.

In secondary, teachers write praises on iSAMS which both pupils and parents can read via the portal.

Positive phone calls home- all class and form tutors will call families at least once by the end of **term two** to share something positive about the child. Children can receive more than one phone call a year and are encouraged from every member of staff.

Parrot postcards- are postcards for peer praise and visitors/other adults to give to children

Meet and greets- all senior staff will be timetabled at different entry and exit points at the start and end of the day

All secondary teachers will meet and greet their classes at the door-
 Talk about things they enjoy / weekends / after school / holidays
 Stop and talk in the corridor - we don't believe in silent corridors

Hot chocolate-

FS and primary: Every Monday a class will join the principal, head of primary and assistant head for hot chocolate. FS and Primary after assembly - about 8.05am.

Secondary: End of month gratitude and acknowledgement year group assemblies where heads of year celebrate both individual and class achievements for that month.

Recognition boards- name and frame- every classroom to have a recognition board with a key focus every week of what the class is looking for. [Recognition board themes](#) for 25-26 for FS and primary to ensure consistency in classes and specialists. New this year- teachers can also add on names for any positive reinforcement

When teachers see these behaviours they write the child's name on the board- the idea is that every child has their name on the board by the end of the week. Names only go up once and names cannot be taken off the board for poor behaviour.

Extrinsic rewards

We do not give out rewards or prizes and we **never** give out confectionery (lollies/candy).

Competitions may have extrinsic rewards (which could include a box of chocolates) - but these should always be approved and presented in assembly, never in private.

Pupils of determination

Think - Is the action due to their inability to self regulate? Is it a result of their needs not being met? Have they chosen to act/behave in a particular way, or can it not be controlled? Is their action typical for them, or out of the ordinary?

Remember - recovery time after a crisis is at least 40 minutes for neurotypical pupils.

In exceptional circumstances, where a pupil of determination is unable to understand or comply with this policy because of the nature of their difficulties, an appropriate range of strategies, rewards and sanctions will be used. Pupils who are identified by the school as having additional learning needs, and those with an identified learning need or disability, will have their behaviour targets addressed within their Individual Education Plans. The implementation of proactive strategies, responses and monitoring will be overseen and managed by the school's Head of Inclusion.

The inclusion lead / SENCO needs to be involved here as needed - this is highlighted on their learner profile / IEP.

Health and safety

If a pupil is a risk to the health, safety or wellbeing of themselves or others, the school may require a pupil to have additional support for extracurricular activities and/or school trips.

Sanctions

- Always catch good behaviour
- Be in control of yourself and your emotions before addressing any poor behaviour. If you make a mistake and deviate from the policy apologise to the pupil- this may be later when you are in control of your emotions.
- Always behave as if the parent is standing next to you
- Immediacy of response is most effective
- New day, fresh start
- Some children may need a personalised support plan- these will be drawn up in agreement with the family

FS-

Restorative conversations

Children in FS and year 1 are encouraged to follow the three school rules- safe, happy and learning.

- If a child does something that does not follow these **the adult** that has witnessed the event talks to the child about it with the following pattern of conversation-
 - Tell the child what happened
 - Model noticing how the other child might be feeling- teaching empathy
 - Encourage the children to think of a solution- how can they fix this solution?
 - Brainstorm ideas for if the situation came up again how they could react
 - Children should never be taken to another class/adult for a punishment
 - Families should be informed if it is a serious incident or a series of incidents but not for all minor low level behaviour issues

Year 1 to 13

Proportionate justice (consequences that relate to the action)

This is something a child has done that does not affect another person and the consequence for their action would link to the original behaviour (i.e. drawing on walls- they would spend their break time cleaning it off, dropping litter- they would spend their break time picking up litter, not completing class work- they would need to complete in their own time that break/evening). This is for actions which are reversible.

Immediacy and inconvenience

This is when a child does something which does not require proportionate justice and is not as severe as to warrant anything more than a quick chat. The inconvenience of having to talk to the adult rather than going to break/lunch etc is punishment enough. (e.g. a child who has disrupted the lesson may be asked by the teacher to come back at the beginning of lunch for a quick chat about behaviour, OR a child in year 1 who has not listened after a warning then goes inside with the teacher to reflect on their behaviour).

In primary this is tracked on our internal tracker- class teachers always deal with the behaviour of their own children, in specialists- teachers add it to the tracker immediately (with date, what happened, location of incident, and initial if not class teacher) and comment with the AHT for that days name- AHTs then follow up.

MOE SLT to deal with Arabic/Islamic issues (track on the same tracker)

After 3 incidents on the tracker - AHT to have a reflection with the child during break - send an email home about low level behaviour but no parent meeting.. If there is one further incident in the half term then a red card is issued.

Examples of behaviour - unkind words, damaging property, defiance or rudeness, stealing and lying, bus behaviour,

In secondary, actions requiring immediacy and inconvenience are tracked using ISAMs and HOY download weekly behaviour reports for the year groups and share concerns and actions at weekly pastoral meetings. Trends in behaviour - particularly low level behaviour - are flagged and a conversation is held with the child and their form tutor. If the child is flagged a second time, the child will have a conversation with the HOY during the next available breaktime. During this time, the child will identify what they need to do to change their behaviour. Families will be contacted - by either phone call or email - to inform them and ask for their support in encouraging the child to adapt their behaviour. If the behaviour continues, head of secondary and HOY will meet the family and the child to discuss how they can best move forward in supporting the child's behaviour to change. Wellbeing data - Komodo, PASS and Google forms - are analysed and used to support these restorative practices.

Red cards (years 2 to 6)-

- A red card is issued if a child says a bad word or uses any type of violence.
- The teacher issuing the red card must fill in the behaviour tracker and share with AHT
- The AHT emails the family with the class teacher and reporting teacher cc'd in (template below) If issues happen during MOE lessons the head/DH of Arabic emails the family with the AHT, class teacher and reporting teacher cc'd in
- If a child receives a red card the next morning they must report to school at 7.20am with their parent/s for a period of reflection with the AHT (or MOE leader for Arabic issues) and the reporting teacher.
- At the end of the meeting it is a fresh start for the child.

- If the incident is of a severe nature a warning letter may be issued-please see head of primary, Head of Inclusion or Principal advice.

Internal Exclusion (years 2 to 6)-

- If the incident is a [level 3/4](#) violation the school may implement an internal or external exclusion- head of primary or Principal will make the final decision.
- AHTs inform Principal and head of primary who will contact the families to let them know about the internal/external exclusion.
- On the first day of the internal exclusion and the first day after the external exclusion the child comes to school at 7.20am with a member of their family for a meeting with Principal/head of primary and the relevant teacher.
- Internal-
 - Child will be supervised by staff on a rota to be confirmed by the class teacher
 - The child will be set purposeful work by the class teacher
 - The child will remain with the AHT for break and lunch time
 - The child will not attend any ECAs that they would usually have that day
- During the last session of the day, Principal/head of primary and the relevant teacher meet with the child for a restorative conversation.
- The child will return to normal classes the following day provided that there has been a meeting with the child and parents to discuss the matter first
- The next day is a fresh start with a positive outlook
- If the exclusion is an external exclusion the class teacher would send home relevant work for the day.

Internal Exclusion (years 7 to 13)- are used to support level 4 or 5 incidents as per the appendix below. MRC and HOY can show discretion about whether the exclusion is internal or external.

- If the incident is a [level 4/5](#) violation the school may implement an internal or external exclusion- head of secondary will make the final decision.
- HODs inform head of secondary and then contact the families to let them know about the internal/external exclusion.
- On the first day of the internal exclusion and the first day after the external exclusion the child comes to school at 7.20am with a member of their family for a meeting with head of secondary/HOY and form tutor.
- Internal-
 - Child will be set purposeful work by the subject teachers

- o The child will remain with the head of secondary/HOD for break and lunch time
 - o The child will not attend any ECAs that they would usually have that day
- During the last session of the day, head of secondary and the relevant HOD meet with the child for a restorative conversation.
- The child will return to normal classes the following day provided that there has been a meeting with the child and parents to discuss the matter first. Where appropriate a behaviour letter will be issued and signed to indicate the child understands that what they did was unacceptable and they undertake not to repeat the action
- The next day is a fresh start with a positive outlook

External exclusion

- If an incident is [level 4 or 5](#), the HOY or head of secondary will contact the family and ask them to collect the pupil as soon as possible.
- The next morning, HOY or head of secondary will meet the families before the child is integrated back into school. Where appropriate a warning letter will be issued and signed to indicate the child understands that what they did was unacceptable and they undertake not to repeat the action
- If the exclusion is an external exclusion the child will be set purposeful work by the subject teachers
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Appendix A - [here](#) - guideline for behavior and levels

Appendix B (for years 2 to 6)

Dear Family,

As you know in our school we actively promote a positive approach to behaviour management. The children are very aware that we do not accept bad words being said or violent behaviour – no exceptions and no excuses.

Today at XXX, *****

As a result, we are issuing ***** with a red card.

We would like to meet you and your child at 7.20am on XXXX., please come to the main school reception. During that meeting we will discuss what happened and reflect on your child's actions and consider what they would do if in another similar situation.

Thank you in advance for your support.

Appendix C-

The contribution of parents to good behaviour

Parents are expected to:

- Follow the principles of the school behaviour policy.
- Work together with the school to ensure their child follows instructions and school rules.
- Send their child to school punctually every day, properly clothed, rested and fed.
- Inform the school of any factors which may make it difficult for their child to behave in an appropriate manner.
- Be supportive and take an active interest in their child's experiences in school
- Attend meetings with school staff, if requested, to discuss their child's behaviour.

The contribution of pupils to good behaviour: The school rules – happy, safe and learning

Appendix C – [Anti Bullying](#)

Appendix D- [E-safety](#)