



## **Pegasus People...**

- **Care**
- **Are proud of themselves and proud of each other**
- **Are safe, healthy and happy**
- **Have good manners**
- **Strive to be independent learners**

## **Behaviour Policy**

This policy was revised in September 2020 to reflect day-to-day practice within The Pegasus Academy Trust. However, during this time of pandemic, should a period of “lockdown” be reinstated, it should be read in conjunction with our “Covid-19 annex to behavior policy.”

### **1. Introduction**

- 1.1** Within the Pegasus Academy Trust (PAT) schools we aim to create a happy, safe, caring, stimulating, inclusive environment for all. We aim to encourage self-discipline and to keep rules and regulations to a minimum. As members of the community we aim to build positive relationships with each other, with the children and with their families.
- 1.2** We use Social and Emotional Aspects of Learning (SEAL) activities which foster children's emotional development. Circle time sessions are timetabled to teach children the key skills of friendship and to build their understanding of SEAL themes.
- 1.3** As members of the PAT community we all have rights and responsibilities. We believe that everyone at school is important and to be valued. We expect each individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.
- 1.4** The purpose of this behaviour policy is to set out a framework which ensures a consistent approach to positive behaviour, making boundaries of acceptable behaviour clear, in order to ensure safety and to help children, staff and parents to have a common understanding and purpose.

### **2. Aims**

- 2.1** To establish an ethos within PAT where positive behaviour is promoted and inappropriate behaviour dealt with firmly and consistently.
- 2.2** To secure a learning climate where effective teaching and learning can take place and thus increase children's opportunities for their personal development.
- 2.3** To promote self-discipline and the skills necessary to form good relationships, with children making the right choices for themselves and others.
- 2.4** To motivate all children, irrespective of race, gender, faith or ability to enjoy and achieve.

### **3. Our expectations**

- 3.1** Our schools have an ongoing record of good behaviour and we expect to make very few exclusions, whether temporary or permanent. We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We aim to keep parents/carers informed at each stage of the policy and the procedures below detail how this dialogue will take place.
- 3.2** We expect parents to support the schools in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they are in agreement.
- 3.3** Good discipline is the shared responsibility of all teaching and non-teaching staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. As our ethos, the 'Pegasus People', states that '**We have good manners**'; we are '**Safe, healthy and happy**' and '**We care**', we expect staff to be positive and polite at all times. Job descriptions of all staff at PAT reflect this. We will not tolerate:
- a) humiliation – it breeds resentment;
  - b) shouting – it diminishes us;
  - c) over reacting – the problem will grow;
  - d) blanket punishment – the innocent will resent them;
  - e) harsh sarcasm;
  - f) threatening children with someone else's discipline;
  - g) using an area of the curriculum as a punishment (e.g. extra maths or no P.E.).
- 3.4** We know that poor behaviour can be caused by a lack of challenge or ambition in the activities that staff set for the children – if children are bored they may misbehave. We pride ourselves on the fact that our curriculum is designed for the children in our communities and is interesting, varied and matched to ability.
- 3.5** Through providing interesting and challenging individual, group and co-operative work the potential for conflict is reduced and opportunities for children to develop social skills and a dislike of irresponsible behaviour are positively encouraged.
- 3.6** In order to provide a safe and secure environment for our children we ensure the maximum number of adults in the classroom and playground. In each classroom there is usually at least one adult who works alongside the teacher, and children are well supervised on the playground, with adult to child ratios appropriate to the age range of pupils involved.
- 3.7** Pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include:
- a) House captaincy and membership of School Council;
  - b) monitor duty and teaching games on the playground;
  - c) taking care of the class lunch boxes;
  - d) Playground Friends;
  - e) handing out and collecting resources;
  - f) filling water bottles;
  - g) returning registers to the office;
  - h) supporting office admin staff to deliver letters/resources.
- 3.8** The ethos of the 'Pegasus People' underpins all rules relating to behaviour within the schools. In addition to this ethos, each teacher works with their class to formulate a set of approximately five shared, meaningful rules about appropriate ways of behaving in school and in the classroom. Examples of these might be:
- a) We are still, quiet and listen to what is being said;

- b) We treat others as we want to be treated;
- c) We allow others to learn;
- d) We try our best at all times and never give up;
- e) We are friendly, kind, gentle and caring;
- f) We look after our school.

We frame our rules positively and we remind children about the rules in positive ways and praise those who are keeping them. Children are encouraged to take responsibility for their own actions and behaviour. They know the rules and the reasons for them and what the sanctions will be for those who infringe them.

**3.9** Our success is treated not by the absence of problems but by the way we deal with them. Good order has to be worked for; it does not simply happen. In our school we do not accept:

- a) bullying (including cyberbullying);
- b) racism, sexism or ageism;
- c) intolerance of the religion or beliefs of others;
- d) homophobic remarks or name calling;
- e) swearing or offensive behaviour, including rude gestures;
- f) physical abuse – pushing, pulling, spitting, hitting, biting, kicking, fighting;
- g) lying;
- h) stealing or abuse of property;
- i) leaving the classroom without permission;
- j) refusal to follow instructions;
- k) disrupting the learning of others;
- l) inappropriate reaction to criticism / discipline;
- m) disrespect to another child or member of staff or a visitor to the school.

Should any of these things occur we deal with them according to the guidance laid out in section 6.4 below

**3.10** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular Use of reasonable force - advice for Headteachers, staff and governing bodies July 2013 (reference DFE-00295-2013). Staff in our schools do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. When physical restraint is used it is proportionate to the danger that the child is putting him/herself in or the danger that they present to others. The actions that we take are in line with government guidelines on the restraint of children. All incidents of the use of restraint are reported to the Head of School and a record maintained.

## **4. The school environment**

**4.1** We know that the way a school is organised can impact upon behaviour. We are proud we have created a well-organised, attractive and stimulating learning environments and have invested in resources for our play spaces to make sure that time is spent constructively. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

### **4.2 Classrooms**

Just as it is important for staff to be in their rooms, or on the playground, for the beginning of sessions, so too it is important that children arrive at school on time and settle quickly to work in their classrooms.

**4.2.1** Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour.

**4.2.2** All of us should be proud of our interesting, well-resourced schools. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

**4.2.3** Children are expected to take an active part in this by:

- a) clearing up after activities by returning resources to the correct place;
- b) cleaning brushes, paints, pots and keeping the sink areas clean;
- c) ensuring pencils and pens are returned to containers;
- d) putting tops on felt tip pens, glue sticks etc;
- e) regularly tidying and sorting out trays, construction containers, book corners etc;
- f) treating measuring instruments, such as rulers and compasses, properly;
- g) leaving shared areas e.g. ICT room, library, ready for the next class.

### **4.3 Corridors**

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children should be encouraged to hold doors open for others showing politeness and consideration for others.

### **4.4 Assemblies**

Staff and children are expected to enter and leave the hall or gym silently and sit quietly during assembly showing respect for the adult or children delivering the assembly.

### **4.5 The dinner hall**

Children should line up quietly and take their meal and then follow the directions of the teacher in charge/lunchtime supervisors as to where to sit. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

### **4.6 The playground**

At lunchtime children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. As described in point **3.3** above the adults on duty must also model good behaviour themselves. Guidance for how to maintain a purposeful atmosphere is given in the 'relationships' section below. There will be a minimum of two staff on duty in the morning and normally at least four adult supervisors at lunchtime. All children should feel safe outside and must be made aware of the importance of informing a duty adult if they have been hurt or are being bullied or harassed. The lunchtime supervisors (LS) are responsible for ensuring that a good range of play equipment is available for the children. Additional guidance and rules for play time can be found at appendix F.

### **4.7 School uniform**

Children are expected to wear proper school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for proper school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office. All members of staff are expected to enforce rules on school uniform and challenge children who flout these rules.

## **5. Relationships**

**5.1** We aim to teach children the importance of forming good relationships and equip them with the skills to do this. The schools pride themselves on cultivating good relationships between children and staff and we know that children will generally respond positively when treated with fairness and respect. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour,

for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**5.2** Pegasus people 'have good manners'. This is an essential part of building good relationships. We all remember to:

- a) greet and be greeted;
- b) speak and listen;
- c) smile and relate;
- d) communicate and rephrase if we are not being understood.

**5.3** Staff at our schools realise that it is vital to involve parents/carers in behaviour management as they have responsibility for children for the vast majority of the time if we take into account weekends and holidays. Staff will involve parents/carers as behaviour concerns become more frequent or escalate in seriousness but will not generally contact parents/carers for every incident of poor behaviour.

**5.4** Regular staff training has shown us that the best time to deal with poor behaviour is before it escalates too far. We '**fight fire with water**' and always seek to defuse incidents that have the potential to escalate. We do this by:

- a) keeping calm and speaking quietly in measured tones when situations are tense;
- b) listening carefully;
- c) being sensitive to others' points of view;
- d) being consistent in our dealings;
- e) using humour and praise wherever possible;
- f) not talking negatively about children in front of them or in front of other children;
- g) ignoring unrealistic threats, so we are careful to talk about sanctions we mean to uphold;
- h) admitting when we are wrong.

**5.5** While we seek to maintain a purposeful working atmosphere we know that we must always maintain a proper professional distance with the children. Although we know that children will not work at their best for teachers they do not like we seek to be friendly rather than an actual friend to the children. Children should call all adults by their surnames and adults should at all times set a good example – being confident, firm, reasonable, realistic and fair.

**5.6** We believe that for a child or young person school is where they should learn the norms of society beyond the home as well as their obligations to their peers. We work hard with parents to make this understood but believe that those parents who routinely challenge the authority of teachers or inculcate in their children a disregard for others are not helping them in the long run.

## **6. Principles and guidance for positive behavioural management in our school**

**6.1 The house system.** From Year 1 upwards, children in the schools are organised into house groups and are rewarded with house points for their work. House points are collected each week and shared with the school in assembly. The house groups are:

- Sparta (RED);
- Olympia (GREEN);
- Athens (YELLOW);
- Corinth (BLUE).

**6.2 Sunshine charts and cards.** Our behaviour policy celebrates the good choices and achievements that most children make every day and aims to keep parents informed about the choices that their child has made. The expectation is that all children make the right choices because they know that it is the right thing to do for themselves, their education and the school community. We emphasise that each day is a new day.

All classes have a chart displayed which is split into the following sections:

- a) rainbow
- b) sunshine
- c) sunny intervals
- d) clouds
- e) rain

**6.2.1** All pupils begin each day with their name card on the sunshine section of their class chart, making clear the expectation that: **'Every day is a new sunshine day'**

**6.2.2** Each child has an individual sunshine card with the 'Pegasus People' ethos printed on it. If a child is well behaved for the day and their name remains in the 'sunshine' section of the chart they are awarded a sunshine stamp on their card at the end of the day. Children take this card home each evening for their parents to see. Parents sign the card on a Friday as evidence that they have seen the card. When a child has collected 20 consecutive sunshine stamps (representing 4 weeks of consistent good behaviour) they receive a certificate from their teacher in recognition of this achievement.

**6.3 Additional rewards and incentives.**

In addition to a sunshine stamp in their sunshine card, we praise and reward children for good behaviour in a variety of ways. These include:

- a) teachers and teaching assistants congratulating children;
- b) teachers giving children stickers;
- c) children collecting 'blue beads', which result in a 'blue bead treat' when the jar is full, for whole class efforts and community spirit;
- d) teaching assistants nominating children for 'top table' or 'common room' which is announced in assembly;
- e) points being awarded for lining up in the playground correctly, with 10 blue beads awarded to the week's highest scoring class;
- f) lunchtime supervisors selecting 'lunchtime super stars';
- g) playground 'bike time' for the week's best behaved class during the lunch hour;
- h) rainbows being awarded to pupils who have made an exceptional achievement, be it in behaviour or learning, which is then recorded in the rainbow book and shared in a celebratory assembly.

**6.4 Sanctions-dealing with challenging behaviour in the classroom**

The schools employ a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and it is for individual staff to judge at what point in the 'ladder' a sanction should be pitched. However, it is important not to apply too harsh a sanction at too early a point in the process. Senior staff should be consulted if there is any confusion about which sanction would be most appropriate. We do not, as a rule, allow whole class punishments unless the whole class was involved in the incident. Sanctions include:

- a) **verbal and/or non-verbal reminder** of the need for good behaviour and concentration - the number of reminders a teacher gives is at their professional discretion, however, numerous idle threats and/or perceived 'unfairness' are not as effective as a direct, unilateral, 'two strikes and you're out' approach. Teachers may

indicate their warning by physically moving the child's name down towards or onto the line between the sunshine and clouds on the sunshine chart. It is important to reinforce to children at this point that they can still turn their behaviour around and remain in sunshine;

- b) if a child continues to behave in an inappropriate manner their name is moved **from sunshine to clouds** and the number of the rule broken is recorded on their sunshine card (**the card is not stamped at this point** as they may turn their behaviour around to sunny intervals - see below);
- c) if the child chooses to turn their behaviour around their name is moved to sunny intervals and this is recorded on their sunshine card at the end of the day to show parents that, although they misbehaved, they managed to turn their behaviour around. **A child who has received a cloudy day stamp cannot return to a sunny day**, as this leaves no record of their inappropriate behaviour for their parents. If children are continually on sunny intervals, for example 3 times a week, even though they are turning their behaviour around, this needs to be brought up with parents, so that they are aware of the low level disruption/behaviour that their child is responsible for;
- d) if a child continues to misbehave in the same way their name **remains in clouds** and they are given another verbal warning. If they ignore this they are given a **time-out within the classroom or in one of the communal spaces as long as they are in sight of the teacher**. Time-out may be until the end of the session, or for no more than half an hour in EYFS/KS1 and no longer than one hour in KS2. Children should not be sent to 'sit outside' with nothing to do as the emphasis is always on completing work satisfactorily. A cloudy day stamp is put on the child's sunshine card in addition to the number (s) of the rule infringed e.g. a child who is calling out does not have good manners, which is an infringement of number 4 - 'Pegasus people have good manners'.
- e) Parents are informed by the cloudy day stamp, the number on the sunshine card and through informal meetings at the end of the school day when children are collected. The class teacher also makes a note on the class's 'cloud and rain behaviour monitoring sheet' (Appendix A) for monitoring purposes. If a child returns to the class and is back on board, they would return to sunny intervals on the class chart, however, the cloudy day stamp would remain on their card as evidence to inform parents;
- f) If a child receives 3 cloudy days on one sunshine card, a more formal meeting would be arranged with the class teacher to consider individual measures for the child;
- g) When a child returns to the group, the class teacher spends time discussing with the pupil what happened, resolving the issue and making expectations clear - it's time for a fresh start so the child's name returns to sunny intervals on the class chart;
- h) If a child returns to the class and continues to misbehave, or for more immediately serious behavioural incidents, the child would move to rain. The child is sent to work in another class (often that of a senior member of staff) for a set period of time, possibly for the rest of the day and a rainy day stamp is put on their sunshine card, over the cloudy day stamp. The class teacher makes a note on the class 'cloud and rain behaviour sheet' for monitoring purposes, detailing the incident. In addition, a 'rainy day letter' is completed with details of the incident to be given or sent to the parent (Appendix 'C'), and a text message may also be sent home. A copy of the 'rainy day letter' must be given to the Head of School. A copy of this letter is placed in the class file to inform future teachers. In all cases of a 'rainy day', the expectation is that the class teacher will speak to the parents at the earliest opportunity, either by calling

the parent to discuss the incident, or by meeting with the parent at the end of the school day;

- i) Some children with behavioural difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Sky cards', blue cards with the aphorism 'I am calm and I make the right choices' are given to these children, which they can use at their own discretion. Teachers would discuss the terms of a sky card with the child, for instance, where and for how long they are to take their self-elected time-out;
- j) An alternative version of the sunshine card is available from the Inclusion Manager. These cards are broken down into smaller parts, depending on the need of the child. These are used to support children who have particular ongoing behaviour issues. In discussion with the Inclusion Manager an appropriate card is drawn up. It is important to note that each part of the day is treated as a fresh start. It is integral to this system that each section is **completed with the child** at the end of each session denoted on the card. For example, if the first part of the day covers up to break, then the card must be stamped with the appropriate stamp based on the child's behaviour before they go to play. When they return it is a fresh start for the next session. Teachers must not wait until the end of the day to complete the whole card. As we need a record of these children's behaviour, a duplicate copy is kept by the class teacher (each time the card is stamped, both cards need to be done);
- k) A copy of the 'cloud and rain behaviour monitoring sheet' should be returned to the Head of School at the end of each half term for monitoring purposes.

Appendix B shows an overview of the kinds of behaviour that would warrant different levels of sanctions within the policy

**6.5** If these 'everyday' measures have limited effect we move to another stage of the process. A good 'rule of thumb' is that this next stage is triggered after about **12 clouds/rain day incidents**. However, this policy is reactive to the child and these thresholds are flexible as we are consistent to our principles but flexible in our practice. The next stage involves a more in depth look at the child's problems and the setting up of interventions to 'retrack' their behaviour. These might include:

- a) daily catch-up when child is collected;
- b) a home contact book;
- c) a personal sticker chart;
- d) weekly meeting with parents/carers to discuss progress;
- e) work with the learning mentor;
- f) an individual risk assessment may need to be completed to evaluate and outline protocols for keeping themselves and others safe;
- g) meeting between HoS and parents/carers to discuss the issue and decide on action.

**6.6** We remind ourselves at this point that '**the problem is the problem**' not the child. The assessment and intervention tools are found at appendices 'D' and 'E'. However, to support this process we may need a further set of sanctions. These include:

- a) **Internal seclusion.** This involves the child spending the whole day working on their own. This kind of work usually takes place in the office of the Learning Mentor, Inclusion Manager, Deputy Head of School, Head of School or in a classroom or shared area outside the child's year group. Children are always supervised. Children may come into school after other children have arrived at, for example, 9:10am and leave



before the other children go home at 3:00pm. They have their lunch on their own and do not attend assemblies or go to playtimes;

- b) External seclusion.** This is a formal arrangement where a child is asked to go to work in another school in the Trust for a period of time. The protocols for this work were established as part of the Behaviour Improvement Project (BIP) and are shared with parents/carers as part of the process. Work arrangements are the same as for internal seclusions;
- c) Flexible timetable as part of a Pastoral Support Plan.** This will be considered as an option when a child has had multiple seclusions and/or fixed term exclusions; when they demonstrate difficulty coping with the full school day and/or are at risk of permanent exclusion (see below). This arrangement will be made with parents/carers and will be part of the child's Pastoral Support Plan. This plan and will be reviewed regularly.

**6.7** In the most serious cases, where behaviour is dangerous, a threat to another child or member of staff, is prejudicial to the good order of the school or damages property, we may use exclusions. We do not wish to exclude any child from school, but sometimes this may be necessary. PAT has therefore followed the guide from the Department for Education 'Exclusion from maintained schools, academies and pupil referral units in England' June 2012 (reference DFE-57501-2012). We refer to this guidance in any decision to exclude a child from school.

**6.8** The Heads of School will be the members of staff responsible for judging whether exclusion is appropriate.

**a) fixed term ('temporary') exclusions.** This involves the child being asked to remain at home for a defined period. During this period responsibility for the child passes to the parents. The Heads of School, inform the Executive Principals, local academy council, the Pegasus Academy Trust board of directors and the local authority about any fixed-term exclusions.

**b) permanent exclusions.** The decision to exclude a child permanently is a serious one and directors and MACs should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but in extreme cases a permanent exclusion may be appropriate. The Heads of School, inform the Executive Principal(s) local academy council and the Pegasus Academy Trust board of directors about any permanent exclusion. Neither the board of directors nor the local academy council can either exclude a child or extend the exclusion period made by the Heads of School or Executive Headteachers.

**6.9 Appeals.** Each school's Academy Council is able to form a discipline committee as required which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Directors. When a discipline panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and consider whether the child should be reinstated, if permanently excluded.

## **7. Regulating pupils' conduct and disciplining them for misbehaviour outside school premises**

**7.1** Within the Pegasus Academy Trust schools, we expect our children to behave properly on their way to school and when wearing school uniform in a public place. We also expect them

to behave properly when engaged in extended schools' activities which take place beyond the school day – e.g. school football matches. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. The Board of Directors of the Trust and local academy councils delegate the judgement as to what is reasonable in any set of particular circumstances to the Heads of School and the Executive Principals.

## **8. Confiscation of inappropriate items**

**8.1** The 'Education and Inspections act 2006 allows for the use of confiscation as a disciplinary sanction. In our schools situations where confiscation would be appropriate include:

- a)** an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff;
- b)** an item poses a threat to good order for learning: for example, a pupil uses a personal music-player in class. Pupils mobile phones would also fit into this category;
- c)** an item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom;
- d)** an item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils;
- e)** an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another;
- f)** an item which is illegal for a child to have: for example, racist or pornographic material; protocols for how to deal with such items can be agreed with local police.

**8.2** A separate legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. However, staff should note that this legal power to search currently only extends to weapons.

## **9 Monitoring and review**

**9.1** The Executive Principal(s) and Heads of School monitor the effectiveness of this policy on a regular basis. They also report to the local academy councils and to the board of the Trust on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The Trust has a legal responsibility to bring the contents of the behaviour policy to the attention of parents at least once a year. In our schools we do this by publishing the policy on our website and reminding parents to read it, through newsletters or text messages.

**9.2** The schools keep a variety of records concerning incidents of misbehaviour. The class teacher records incidents on the 'cloud and rain behaviour sheet' kept in classes. We also keep a record of any incidents that occur at break or lunchtimes.

**9.3** The Heads of School keep a record of any child who is suspended for a fixed-term, or who is permanently excluded.

**9.4** It is the responsibility of the board of the trust and local academy councils to monitor the rate of temporary and permanent exclusions, and to ensure that the PAT policy is administered fairly and consistently. The Board of Directors and the Academy Councils will pay particular attention to matters of racial equality; they will seek to ensure that the schools abide by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background. The Heads of School keep a

record of cloud and rain incidents and the ethnicity of the children involved for monitoring purposes.

- 9.5** The Board of Directors review this policy once every three years. The Directors may, however, review the policy earlier than this if the government introduces new regulations, or if the directors receive recommendations on how the policy might be improved.
- 9.6** A member of the academy council (MAC) can at any time suggest changes to the policy for consideration by the Board of Directors.

**APPENDIX 'A'**

**Cloud and rain behaviour monitoring sheet**






Class: \_\_\_\_\_

Children who have a reduced sunshine card \_\_\_\_\_

Date	Name of child	Pupil Premium	Ethnic Code	Cloud (C) Rain (R)	Brief description of incident

**APPENDIX 'B'**

Behaviour policy overview with exemplars of different behavioural categories

Section	Exemplars	Strategies
Rainbow 	An outstanding achievement in an area of learning-social, emotional or educational	Celebration of achievement;
Sunshine 	This is the expectation for all children each day and requires meeting this expectation consistently	High expectations of behaviour by class teacher; Use of SEAL and circle time to support understanding
Sunny intervals 	This is the way back for a child who has broken a school rule, not responded to a reminder, but has now turned things around	Quiet reminder to the child, expectations made clear of what needs to happen to move to sunny spells.
Clouds 	A child would move to clouds after verbal reminders of rules have been given but inappropriate behaviour continues. This could include: <ul style="list-style-type: none"> <li>• fiddling with equipment/tapping</li> <li>• not listening</li> <li>• talking when you should not be</li> <li>• name calling</li> <li>• shouting out</li> <li>• making fun of people/mimicking</li> <li>• drawing or doodling when you should not be</li> <li>• climbing on objects in the classroom</li> <li>• pulling hair or touching others unkindly</li> <li>• singing/humming</li> <li>• sulking when being spoken to by an adult</li> <li>• rocking on your chair</li> <li>• blaming other or not owning up</li> <li>• not lining up or walking in line properly</li> <li>• distracting others</li> <li>• use of bad manners</li> <li>• getting out of seat when you should not</li> <li>• squabbling</li> <li>• making silly noises</li> <li>• encouraging others' poor behaviour</li> <li>• 'winding others up'</li> </ul>	Quiet reminder of what is needed to move to sunny spells.  If poor behaviour continues, class teacher should spend time discussing the behaviour decision at a break time or lunchtime with the child.  Inform the parent via the sunshine card which rule has been broken.  Use 'time-out' within own class or in parallel year group class or communal area for ten minutes as reflection time, welcoming the child back after this period and making a fresh start.  Always making it clear that it is the behaviour and not the child that is the problem.
Rain 	A child would immediately move to rain for serious incidents such as: <ul style="list-style-type: none"> <li>• Racism and racist comments</li> <li>• Sexist and/or sexualised comments</li> <li>• Homophobic comments or behaviour</li> <li>• Bullying - targeting the same child repeatedly</li> <li>• Physical violence (including intentionally throwing things and biting)</li> <li>• Insubordination (answering back; refusal to complete work; failure to accept punishment)</li> <li>• Threatening behaviour (abuse, swearing, spitting general aggression)</li> <li>• Stealing</li> <li>• Fighting</li> <li>• Walking out of the classroom or building</li> </ul>	All rain incidents require a letter to parents, which is kept on file. SLT is made aware of incidents  A meeting is called with parents to discuss the issue  Referral to the learning mentors for repeated incidents  Seclusion, referral, temporary or permanent exclusion

**APPENDIX 'C'**

**(rainy day letter wording to be pasted into appropriate headed paper - hard copies to be kept in the school office for staff)**

Date \_\_\_\_\_

Dear Parent/Carer,

\_\_\_\_\_ has received a rainy day stamp and been sent to work in another class today. His/her behaviour was unacceptable because:

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Please take time to discuss this incident with your child. Should you need to discuss this with me, please make an appointment.

Yours sincerely,

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(Class teacher)

**APPENDIX 'D'**

**Assessment of child's needs and action plan (with thanks to Rob Long)**

**Hypothesis testing**  
**Problem?**



<b><u>Specific aim 1</u></b>	<b><u>Specific aim 2</u></b>	<b><u>Specific aim 3</u></b>
<b>Actions to realise aim (see toolkit)</b>	<b>Actions to realise aim (see toolkit)</b>	<b>Actions to realise aim (see toolkit)</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		
<b>4.</b>		

**APPENDIX 'E'**

**Intervention toolkit**

<p><b><u>Physiological tools</u></b></p> <p>Muscle relaxation          Stress toys          Breathing exercises          Music          Exercise (20 minutes)          Self soothing          Aromotherapy          Re-ordering of classroom</p>	<p><b><u>Feeling tools</u></b></p> <p>Emotional resilience (SEAL)          Self esteem work – things you like about yourself, things others like about you          Anger management techniques          Emotional literacy</p> <p>☑ Wanted, warm, trusted          ☒ Sad, lonely, embarrassed</p>
<p><b><u>Thinking tools</u></b></p> <p>Cognitive restructuring – CBT</p> <p><b>“I can’t do it!”</b>  <b>“You mean you can’t do it yet”</b></p>	<p><b><u>Behavioural tools</u></b></p> <p>ABC – Antecedents, behaviour, consequences          Co-operation training          Consequences – positive/negative for individual and group</p>
<p><b><u>Social tools</u></b></p> <p>Circle of friends          Social skills training          Performance or skills deficit identification          Goal analysis</p>	<p><b><u>Happy tools</u></b></p> <p>Positive event planning          Badge of courage          Acts of kindness (5 happy days)          Evocative music          Positive memories</p>



## **APPENDIX 'F'**

**Playground rules** include the following (in addition to the list of 'unacceptable behaviour' in 'expectations' at section 3):

### **At Whitehorse Manor Junior school:**

- a) the canopy area is reserved for sitting and playing quiet games;
- b) no standing on walls, railings or benches or swinging on basketball rings;
- c) no games involving mock or 'play' fighting or self-defence poses (e.g. karate) allowed at any time;
- d) no racing across the playground;
- e) only school supplied balls are allowed on the playground and field at any time;
- f) only fruit may be eaten in the playground during morning break, with the exception of known medical situations.
- g) no food is allowed outside during lunchtime unless specific permission is given – e.g. if children with packed lunches are allowed to eat outside in good weather;
- h) grassed areas will only be used in the terms when we have dry warm weather;
- i) adults on duty to be out in good time;
- j) when the first whistle blows at the end of a playtime children have the opportunity to begin packing away and to have a drink; when the second whistle blows children will move out into the main area of the playground (i.e. patio area) and then stand still in silence;
- k) classes will be told to join their lines by the duty adults maintaining 'lining up points' for the manner in which they do it;
- l) children will proceed to class quietly with their teacher.

Playground sanctions:

- a) oral warning;
- b) time out, e.g. with teacher or supervisor (5 minutes);
- c) time out, e.g. to stand by wall, sit on seat, to think about behaviour (10 minutes);
- d) sent in, accompanied, to the office;
- e) persistent unacceptable behaviour – teacher informed by supervisor. Record kept in carbonated record book;
- f) playground ban – parents informed, lunchtime exclusion;

Record keeping:

- a) midday supervisors record serious incidents using carbonated record books. One copy of this is given to the class teacher and one is retained in the supervisor's book
- b) class teachers will be informed of any incident that needs to be followed up

**At Whitehorse Manor Infant School:** See separate 'playground policy'

**At Ecclesbourne Primary School:** See separate 'playground behaviour policy'

**At Cypress Primary School:** See separate 'playground behaviour policy'

**At Beulah Infant School:** See separate 'playground behaviour policy'