



PAT Behaviour policy

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

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** 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.
- 1.3** 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 ensure that staff take an considered approach, including being trauma informed, to managing poor behaviour and are equipped to undertake the process of restorative justice.
- 2.3** To secure a learning climate where effective teaching and learning can take place and thus increase children's opportunities for their personal development.
- 2.4** To promote self-discipline and the skills necessary to form good relationships, with children making the right choices for themselves and others.
- 2.5** 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 suspensions or permanent exclusions. 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 signing a home/school agreement as written evidence that they are in agreement with the Trust's behaviour policy.

- 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' statement makes clear 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 be included unnecessarily;
 - e) Harsh sarcasm;
 - f) Threatening children with someone else's discipline – e.g.. "I'll take you straight to Mr./Mrs. XXX";
 - 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 many classrooms 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 may 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** Our 'Pegasus People' ethos underpins all rules relating to behaviour within the schools. In addition to this ethos, each teacher may work with their class to formulate a set of shared, meaningful rules about appropriate ways of behaving in school and in the classroom. Examples of these might be:
- a) We aspire to be the best that we can be;
 - b) We are kind and gentle;
 - c) We are polite and honest;
 - d) We display good behaviours for learning;
 - e) We respect ourselves, the school environment and the wider community.
 - f) We behave in an orderly and self-controlled way
 - g) 'The Terrific Trio': Kind thoughts, kind words, kind actions.

3.9 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.

3.10 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 schools 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;
- n) Possession of prohibited items such as weapons, drugs, pornography or alcohol.

Should any of these things occur we deal with them according to the guidance laid out in section 6.3, 6.4 and 6.5 below

3.11 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 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 appropriate 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 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. computing room/trolley, 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 in an orderly fashion 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. 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 feel they are being bullied or harassed. The lunchtime supervisors 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 in individual schools.
- 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 [on the school website](#). 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 required to do this. Our 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 if 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 and deescalate 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 our 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.
- 6.2 Responding to good behaviour:** 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 the chance to make a fresh start and celebrate success in this through, for example:
- a) Names on recognition boards;
 - b) Teachers and teaching assistants congratulating children;
 - c) Teachers giving children stickers;

- d)** Children collecting 'blue beads' or 'marbles', which result in a 'blue bead treat' when the jar is full, for whole class efforts and community spirit;
- e)** House points or Class Dojos
- f)** Points being awarded for lining up in the playground correctly, with 10 blue beads awarded to the week's highest scoring class;
- g)** Lunchtime supervisors selecting 'lunchtime super stars';
- h)** Playground 'bike time' for the week's best behaved class;
- i)** Additional playtime;
- j)** Prize or raffle tickets for 'lucky boxes';
- k)** Rainbow Awards for pupils who have made an exceptional achievement, be it in behaviour or learning, which is then shared in a celebratory assembly.

6.3 Responding to misbehaviour: When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

6.3.1 Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. Unacceptable behaviour is never normalised. However, the behaviour is always dealt with by focusing on how it can be improved and the impact that the behaviour has on others.

6.3.2 All pupils will be treated equally and fairly under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. The trust believes that a restorative, trauma informed approach to behaviour is the best way to address misbehaviour. In the vast majority of cases trust schools will follow the procedure set out below.

6.3.3 When working with children who can become dysregulated, we are mindful of the impact of Adverse Childhood Experiences (ACEs). Whilst we do not use this to excuse the behaviour, it can sometimes help to explain why the behaviour might be happening and help us to understand the support needed for the child.

6.3.4 Our schools employ a number of strategies to support children to follow the school rules, and to ensure a safe and positive learning environment. Senior staff should be consulted if there is any confusion about which strategy would be most appropriate. We do not, as a rule, allow whole class punishments unless the whole class was involved in the incident. A staged approach follows the procedure below:

<p>Public acknowledgement is given to pupils who are 'doing the right thing' using recognition boards. Praising a specific 'right' behaviour is key because children need to know what they are aiming for. Every learning session is a fresh start.</p>		
	Stages	Actions
1	Quiet reminder	<p>A reminder of class rules delivered privately where possible.</p> <p>Teachers are expected to remind pupil of the expectations and explain what the child is doing wrong and what they want them to do.</p> <p>Reminders should not be publically displayed as this approach has been shown to be counter- productive for pupils with the most severe behavioural needs.</p>
2	Second chance	<p>If the child fails to respond to the reminder, they should be given a second chance to correct their behaviour. Use the 'Micro-script' to engage with the pupil (privately where possible) and allow time for the pupil to act on the advice given. This might involve moving the child away from the situation or distraction.</p> <p>If the behaviour improves, ensure that you have shown <u>deliberate 'botheredness'</u> by saying at the end of the lesson or playtime:</p> <p><i>Thank you for making the right choice.</i></p>
3	Reflection Time	<p>This can be given in different, graduated ways.</p> <ol style="list-style-type: none"> 1. Reflection Time (for a short period of time: 5-10 minutes) This can be in a different seat or area in the classroom or in an outside shared area if the child can be supervised and if the teacher feels that this will be a better method to use to allow the child to 'reset' their behaviour. 2. Reflection Time in another teacher's classroom (for a set period of time) 3. Reflection Time in with a member of the inclusion team <p>The time is given for the pupil to reflect on their behaviour and have time to calm down.</p> <p>Reflection Time is a short exit from the situation to allow the pupil to reset their behaviour – it is not exclusion or seclusion from the class.</p> <p>Reflection Time at point 2 or beyond is recorded and monitored. (See Appendix B) The child is still expected to return to class and have a fresh start.</p> <p>If a child has had Reflection Time, this will always be followed up with a restorative conversation using restorative questions.</p> <p>This conversation will always be held by the original member of staff who dealt with the behaviour. However, this may be supported by another teacher or leader in the school</p>
4	Time In	<p>This is the final escalation in the policy and should be used judiciously.</p> <p>At this point the child's behaviour is so extreme or negative that a member of SLT has needed to be informed, has had to intervene, or the child has needed to be brought to SLT.</p> <p>Children are not to be 'sent to' SLT, they should be brought by a member of staff with a clear explanation of how the other 3 stages have been used but unsuccessful or how the child's behaviour warrants officially informing parents (e.g. in the case of prejudicial language or violent behaviour).</p> <p>The teacher/TA will note the behaviour on their recording sheet and inform parents about the child's behaviour. SLT may require the teacher to inform the parent in writing or choose to do so themselves.</p>

6.4 Responding to pupils with specific needs: Some children may need further support to regulate their behaviour. This may take the form of a behaviour report card which is available from the Inclusion Manager. These cards break the day 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.

6.4.1 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 marked 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.

6.4.2 If these 'everyday' measures have limited effect we move to another stage of the process. 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 a child is collected;
- b) a home contact book or session-by-session chart;
- c) a personal sticker chart;
- d) regular meeting with parents/carers to discuss progress;
- e) work with support staff or outside agencies;
- 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;
- h) involvement of the Inclusion Manager to identify any additional needs that may be impacting on behaviour and implementing strategies in class to support pupils in managing their behaviour e.g. some children may need a movement breaks, a fidget toy to help them focus or an exit card so that they can calm down

6.5 Schools need to manage 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 given. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour is connected to their SEND.

6.6 We remind ourselves at this point that '**the problem is the problem**' not the child. The assessment and intervention tools are found in the appendices. 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 suspensions; 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 suspensions and /or exclusions –see section 7 below. We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. This policy therefore follows the most recent guide from the Department for Education [‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’](#). We refer to this guidance in any decision to suspend or exclude a child from school.

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

7. Further behaviour sanctions

7.1 Suspension (previously called ‘fixed term’ exclusion). This involves the child involved being required 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 and the local authority about any fixed-term suspensions. If the child has a social worker or if the child is looked-after, the social worker and /or VSH (Virtual School Head), as applicable must be notified without delay.

7.2 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 suspensions first but in extreme cases a permanent exclusion may be appropriate. Heads of School will inform the Executive Principals and local academy council about any permanent exclusion. If the child has a social worker or if the child is looked-after, the social worker and /or VSH (Virtual School Head), as applicable must be notified without delay

7.3 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.

8. Regulating pupils' conduct and disciplining them for misbehaviour outside school premises

8.1 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.

9. Confiscation of inappropriate items

9.1 The 'Education and Inspections act 2006 allows for the use of confiscation as a disciplinary sanction. In our schools the 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.

9.2 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.

10 Monitoring and review

10.1 The Executive Principals and Heads of School monitor the effectiveness of this policy on a regular basis and discuss at SLT meetings as required. Executive Principals report 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.

10.2 The schools keep a variety of records concerning incidents of misbehaviour. The class teacher records incidents on the 'Time Out' sheet kept in class.

10.3 It is the responsibility of the Board of the Trust and local academy councils to monitor the rate of suspensions 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.

11. Revision history

Policy update	Brief description of changes made
December 2022	Section 7 revised to reflect new DfE policy and the use of the term 'suspension' rather than 'fixed term exclusion'. Some sub sections that were repetitious removed.
June 2023	Removal of 'sunshine chart' and associated materials in line with introduction of restorative justice and trauma informed approach

APPENDIX 'A'

Use the 'Micro-script' to engage with the pupil (privately where possible).

- *I noticed that you are...*
- *It was the rule about ... that you have chosen not to follow.*
- *I know you can ... because ...*
- *That's the person I want to see today. Thank you.*

A restorative conversation will always follow a time out in a timely manner, but not to the detriment of whole class lesson time.

This will be undertaken by the original member of staff who dealt with the behaviour and will use the questions outlined below.

We have different questions for EYFS and Key Stage 1 and Key Stage 2 to reflect the age and development of the pupils.

EYFS and Key Stage 1 Restorative questions:

- What happened?
- How did this make people feel?
- What should we do to put things right?

Key Stage 2 Restorative questions:

- What happened?
- What were you thinking and feeling at the time?
- How has your action affected others?
- What should we do to put things right?
- How can we do things differently next time?

APPENDIX 'B'**Reflection time & 'Time In' monitoring sheet**

Class: _____

Date	Name of child	PPG Y/N	Ethnic Code	Brief description of incident	Escalated to SLT?

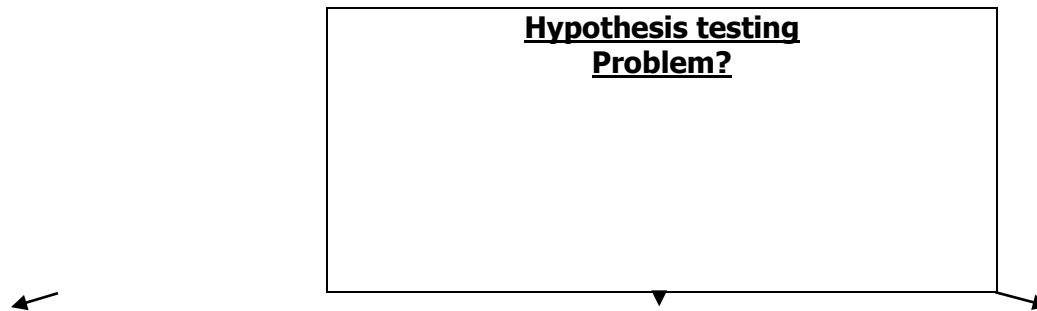
APPENDIX 'C'

Examples of different 'stages' of misbehaviour.

Stage 1-3	Examples	Strategies
Quiet Reminder Second Chance Reflection Time	Inappropriate behaviour could include: <ul style="list-style-type: none"> • fiddling with equipment/tapping; • not listening; • talking when you should not be; • name calling; • shouting out; • making fun of people/mimicking; • drawing or doodling when you should not be; • climbing on objects in the classroom; • flicking or tossing objects; • pulling hair or touching others unkindly; • singing/humming; • sulking when being spoken to by an adult; • rocking on your chair; • blaming other or not owning up; • not lining up or walking in line properly; • distracting others; • bad language; • disrespectful behaviour; • getting out of seat; • squabbling; • making silly noises; • encouraging others' poor behaviour; • 'winding others up'; • insubordination (answering back; refusal to complete work; failure to accept consequences) 	Quiet reminder to the child, expectations made clear of what needs to happen. If poor behaviour continues, class teacher should refer to the 'micro-script' for undesired behaviour aiming to get the child back on track as part of a 'second chance'. Use 'reflection time' within own class or in parallel year group class or supervised communal area. Welcome the child back using restorative approaches after this period and make a fresh start. Record incidences of 'reflection time' on monitoring sheet at Appendix A Always making it clear that it is the behaviour and not the child that is the problem.
Stage 4	Examples	Strategies
Time In (Intervention by SLT)	Persistent low level disruption as described above may be escalated to SLT if a child fails to respond to intervention at earlier stages. Serious misconduct which might instigate immediate involvement by SLT includes: <ul style="list-style-type: none"> • Racism and racist comments; • Sexist and/or sexualised comments; • Homophobic comments or behaviour; • Bullying - targeting the same child repeatedly; • Physical violence (including intentionally throwing things and biting) • Threatening behaviour (abuse, swearing, spitting general aggression) • Stealing; • Fighting; • Compromising their own safety or the safety of others (e.g. walking out of the building) • Anything involving any prohibited items; • Bringing the school into disrepute; 	Such incidents usually require SLT to inform parents and a record will be kept. A meeting may be necessary to discuss the issue with parents. Referral to support staff or outside agencies for repeated incidents. Seclusion, suspension or permanent exclusion

APPENDIX 'D'

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



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

APPENDIX 'E'

Intervention toolkit

<p><u>Physiological tools</u></p> <p>Muscle relaxation Stress toys Breathing exercises Music Exercise (20 minutes) Self soothing Aromotherapy Re-ordering of classroom</p>	<p><u>Feeling tools</u></p> <p>Emotional resilience (SEAL) Self esteem work – things you like about yourself, things others like about you Anger management techniques Emotional literacy</p> <ul style="list-style-type: none"> • Wanted, warm, trusted • Sad, lonely, embarrassed
<p><u>Thinking tools</u></p> <p>Cognitive restructuring – CBT</p> <p>“I can’t do it!” “You mean you can’t do it yet”</p>	<p><u>Behavioural tools</u></p> <p>ABC – Antecedents, behaviour, consequences Co-operation training Consequences – positive/negative for individual and group</p>
<p><u>Social tools</u></p> <p>Circle of friends Social skills training Performance or skills deficit identification Goal analysis</p>	<p><u>Happy tools</u></p> <p>Positive event planning Badge of courage Acts of kindness (5 happy days) Evocative music Positive memories</p>

THE PEGASUS ACADEMY TRUST

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.

Adult Behaviour

- Calm, consistent and fair;
- Always give first attention to those making the right choice;
- Show deliberate botheredness for all pupils;
- Greet pupils with a smile and 'good morning or afternoon';
- Recognise 'Above and Beyond' behaviour and work;
- We 'fight fire with water' and always seek to defuse and deescalate incidents.

Micro-Script

- I noticed that you are...
- It was the rule about ... that you have chosen not to follow.
- I know you can ... because ...
- That's the person I want to see today. Thank you.

A restorative conversation will always follow a time out in a timely manner, but not to the detriment of whole class lesson time.

This will be undertaken by the original member of staff who dealt with the behaviour and will use the questions outlined below.

EYFS and Key Stage 1 Restorative Questions:

- What happened?
- How did this make people feel?
- What should we do to put things right?

Key Stage 2 Restorative Questions:

- What happened?
- What were you thinking and feeling at the time?
- How has your action affected others?
- What should we do to put things right?
- How can we do things differently next time?