



Paganel Primary School

Behaviour Development Policy

Why? (Purpose)

The Department for Education (Behaviour Schools – Advice for Headteachers and School Staff September 2022) states that good behaviour in schools is central to good education. Being taught how to behave is vital for children to learn, thrive and succeed. Schools should create a calm, safe, supportive environment where children are explicitly taught about what good behaviour looks like. They also advise that schools need to provide structured environments with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems (Mental Health and Behaviour in Schools November 2018). A strong behaviour policy, that outlines rewards and consequences, supports staff in managing children's behaviour.

This behaviour development policy endeavours to encompass the advice above and in addition is based on the principles of:

- Safety for all in the school community.
- The United Nation Rights of the Child.
- The Equality Act 2010.

We believe that everyone within the school community has the right to be safe, treated with dignity, kindness and respect. The school's core values of Respect, Perseverance and Enquire are intrinsic to all that we do in the daily life of Paganel school. Therefore, this policy aims to demonstrate how our children grow within a safe and secure environment to become positive, responsible and increasingly independent and resilient members of the school and local community. Under the Equality Act, schools have a duty to make "reasonable adjustments" for pupils with disabilities, in addition to this an individualised graduated response will be taken when behavioural issues might be a result of educational, mental health, other needs or vulnerabilities (As recommended by DfE November 2018). Therefore, please note that some of our children may fall outside of this policy because they have specific needs. If this is the case, the school will seek the advice of the SENCO and other specialists to ensure an appropriate behaviour plan, if needed, is in place.

This policy has been developed to outline the school's values and beliefs around our expectations for positive behaviour and the strategies all staff utilise to support the children, as we acknowledge that good standards of behaviour are vital if children are to learn effectively. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management and development of behaviour.

What? (School Systems and Social Norms).

We have a clear vision of what good behaviour looks like based on clear rules, routines and structures to support our children in feeling safe when they are at school. Through a period of consultation with children and staff (2021), a set of rules were established to explicitly explain the school's core value of **RESPECT**.

The Rules for **RESPECT** are as follows:

- Responsible for our choices.
- Encourage and praise each other.
- Show good manners – be polite.
- Positive choices.
- Everyone shows kindness and is a good friend.
- Carefully follow instructions.

Tell the truth.

In September, time is taken to explicitly teach the children about the rules of Respect, what it means to Persevere and how and why it is important to Enquire. These lessons are taught through PHSE and are centred around core British Values.

The children are held accountable for upkeeping the rules for Respect rules throughout the day. Staff are the role models for demonstrating these rules around the school and praise and reward children who also demonstrate them.

Each class develop their own class charters based on the rules for respect at the start of the academic year to ensure that pupils have good understanding and ownership of the school's expectations.

At Paganel Primary School we are committed to taking a non-judgemental, curious and holistic approach to supporting our pupils with their behaviour choices. All adults in school recognise that behaviour is a form of communication and will focus on the thoughts and feelings that may have driven certain behaviour, rather than the behaviour itself. We regard children with behaviour difficulties as susceptible and will do all we can to explore this vulnerability or unmet need and work with the child to provide them with appropriate support.

Through our PHSE lessons and the use of peace circles, children are taught the names for different emotions and learn how these can affect the body. When dealing with behaviour incidents, we use the Paganel Pelican (see appendix 11) to support children through a restorative process to:

- Stop; identify the feeling
- Think: establish an understanding of what happened and who was affected
- Go: to create a plan to restore and repair the relationship.

To ensure that the language that is used is consistent but aged related, there are different versions of the Paganel Pelican used in school (see Appendix 11)

The following questions will be asked during a restorative conversation (this conversation will happen following the child being given enough time and space to be ready to engage effectively in the exercise):

- Where were you?
- Who was there?
- What happened?
- How did that make you feel?
- What did you do?
- What choices did you have?
- Who was impacted by your decision?
- What could you do now to make the situation better?

*All staff carry these restorative questions with them on their lanyard throughout the school day to ensure they conduct restorative conversations accurately and in line with the school's behaviour development policy – please see Appendix 11 for copy of the restorative question card.

How?

At Paganel Primary School our emphasis is on noticing and rewarding positive and respectful behaviours.

Throughout the school the J2Stars and house points are used to acknowledge and reward positive learning behaviours in class (J2Stars) and general positive choices outside of the classroom (House Points). Please see Appendix 1 for list of agreed behaviours for awarding points on J2Stars and House Points. The children will be given a raffle ticket for the weekly prize draw every time they receive 5 points on J2Stars (the prize draw is carried out on a weekly basis. House points (plastic, round tokens) will be awarded for behaviour outside of the classroom and tokens are deposited in the clear tubes in classrooms and then in two central locations in school, they are then counted every fortnight and the running totals are announced in assembly. Every term there is a reward afternoon for the house that has been awarded the House Cup the most times.

Every morning, the children are individually welcomed into class by choosing a hand greeting to share with their class teacher. As described by Adrian Bethune: Wellbeing in the primary classroom, “not only does this share some positivity in the tribe, but signs to children that they are safe and you (the teacher) is trusted”.

There is a Zone of Regulation display every classroom, all of the children’s names will start in the green zone every morning . After the children have entered their class, may choose to move their name to a different colour on the zone board. This non-verbal que allows the teacher check in with children and identify which children may benefit from a discrete chat. The children have the autonomy over this chart to move their names according to how they feel during the day. Some children maybe advised by their teacher to move their name to a different coloured zone based on their observations of behaviour. After this discussion, the child then needs to demonstrate self-regulation in order to return back to the green zone.

The flow chart below explains, in further detail, the school’s approach to behaviour development, please follow the flow chart for a detailed outline of how permitted and prohibited behaviour will be responded to at Paganel Primary School.

Daily initiative for positive behaviour:

- Verbal praise to be used
- J2Stars to be used for:
 - Displaying the school's core values- Respect, Enquire, Persevere.
 - Displaying the school's RESPECT rules.
 - Demonstrating a growth mind set.
 - Further examples or reasons are found in Appendix 1.

For every 5 J2Stars awarded, children receive a raffle ticket that is entered into a weekly prize draw in each class.

Additional initiatives to encourage positive behaviour choices:

-Enrichment time Friday afternoon – Good behaviour choices across a week will result in inclusion in enrichment activities linked to the curriculum offer (pastoral team will make arrangements for those disqualified from this to complete reflection activities to allow time and discussion around choices made and how to develop behaviour more positively in the future).

-House points – House points will only be used outside of the classroom (in assembly, in the corridor, at break and lunch time, for effort on homework etc...), pupils will be given house point counters at these times. When given a counter the children will deposit it in their house's clear tube on display in the classroom, each week these will be deposited in two central locations in school. House points will be counted fortnightly and the House Cup will be awarded to the best performing house, the house that wins each fortnight will receive a point. At the end of the term members of the house with the most points will attend the reward. (Further points will also be awarded through half termly house competitions e.g. singing, dancing and sports events). The termly rewards for the best performing house will be events such as a cinema afternoon.

-Behaviour tea party – Every term there will be a behaviour tea party, children will be nominated by adults in school (not just class teachers) to attend based on making consistently good choices over the course of a term. Parents will be invited to share achievements. This will also be celebrated in assembly.

-Behaviour trip – At the end of the academic year all children who were invited to the behaviour tea party will also get to go on a behaviour trip.

Negative behaviour choices:

-Prior to action being taken where negative behaviour choices are displayed the following actions should be employed:

- Use of positive, proximity praise.
- One verbal warning.

Negative behaviour choices continue:

-Yellow Card issued – This is a formal warning that behaviour is unacceptable.

-If behaviour continues – Second yellow card issued.

-Examples of yellow card behaviour: shouting out, getting out of chairs without permission, rudeness to staff or other children, refusal to work etc...

-If a child has more than 6 yellow cards (3x Two yellow cards being issued) they will miss enrichment activities for the week, class teacher to inform phase leaders to contact parents to discuss behaviour and missing enrichment.

At this point, children should have a time out in class in a particular area of the classroom)

If teachers feel that the child would benefit from a short time out of class then buddy classes should be utilised (see appendix 4)

Children should only be out of class for an age appropriate amount of time (chronological age plus one minute).

RESTORATIVE PRACTICE

When the child has been given time out either in the classroom or in a different class, the class teacher needs to make time to ensure that a restorative reflection takes place using The Pagnael Pelican so that relationships are repaired or rebuilt.

The teacher needs to keep track of yellow cards in the behaviour folder.

Negative behaviour choices continue or more serious incident:

- Red card can be issued for continued negative choices following issuing of yellow cards.
- Instant red cards will be given for: swearing, racial language, leaving the classroom without permission, refusal to enter the classroom, physical aggression or damage to school property etc.
- When a red card is issued, this is logged on my concern so that the Pastoral Team know what has happened and restorative practice can begin.

How to log onto My concern can be found in appendix 2.

-2 red cards being issued across a week will mean that the child misses enrichment activities for the week. The Pastoral team will ensure that restorative reflections are done through a mentoring session. The Pastoral Team will make a record of the session and report this back to phase leaders so that Parents are informed.

Consequence:

-If a red card is issued the children will spend 15 minutes of lunchtime in the reflection room. Children are to be brought to the reflection room by the class teacher. A record of the red card and the reason for this will be recorded in the reflection room register.

When the child has been given a red card a period of reflection needs to take place using the Paganel Pelican reflection sheet.

After this, the reflection sheet is returned with the child to the class teacher. The class teacher will be given verbal feedback or a feedback slip will be given so they have an understanding of what happened and how the issue has been dealt with. See Appendix 8.

A process of repair and rebuild needs to happen between the affected parties. This can be facilitated by the person on duty in the reflection room (Senior Learning Mentor, Pastoral Team, SLT) or the class teacher.

Further consequences:

- If a child has more than 6 red cards in a half term parents will be invited in to school for a formal meeting to discuss behaviour with the SLT and the child's class teacher.
- Child will be placed on a weekly behaviour report that will be monitored by SLT (See Appendix 5).
- Report will be discussed with parents either by phone or in person by SLT once a week.
- Child will be on weekly report for two weeks.

EYFS and Year 1

The children in the year groups above will be awarded yellow and red cards if their behaviour warrants this, however rather than attending reflection room they will be given an immediate time out upon receipt of a red card for an age appropriate (or developmentally appropriate) period of time in an appropriate areas of the classroom designated for this.

Red Hand

- Red hand should be used to alert staff to an unsafe situation in a classroom, if a red hand is sent all members should respond immediately to the location stated on the red hand.

Incidents of an extreme nature should be reported immediately to SLT, SW or SO – where appropriate more serious consequences will be applied such as internal and fixed term exclusions. If a child is excluded, please see Appendix 7 for the re-integration procedure.

Staff must be fair and consistent with children (taking into account individual needs) when dealing with behaviour incidents and children need to understand that the staff member is in control at all times enabling pupils to feel safe, all staff will follow the flow chart above to develop children's behaviour choices during their time in school.

The school also focuses on developing children's behaviour choices during less structured times of the school day (play time and lunchtime). The Pagan Pelican is visually displayed in the playgrounds along with visual aids for permitted behaviours linked to J2S and prohibited behaviours linked to red and yellow cards (appendix 12) Lunchtime supervisors undertake training on behaviours systems used in school. The school has developed a lunchtime charter (please see Appendix 10).

In September, the children within Years 4-6 may apply to become Peer Mediators/Prefects. These children receive training in restorative practice designed by Peace Makers and led by members of the Pastoral Team. These leaders work with other children to help them to resolve their conflicts in a peaceful manner.

Children from these year groups may also sign up to become Play Leaders. These children are also trained by the Pastoral Team and Lunchtime Supervisors in how to lead, support and encourage cooperative games. The playground has been zoned into different areas to encourage different types of games, types of play and to develop quiet areas for those children who prefer to relax.

Curriculum support for developing children's behaviour

Our PHSE curriculum has been designed to develop pupils understanding of behaviour through the use of Peace Circles in which key issues will be discussed by classes (please see the school's restorative policy for more information on Peace Circles). Within fortnightly lessons, children discretely learn about a specific emotion so that they develop their understanding of how to effectively regulate manage situations which may trigger negative emotional responses. The children in Year 2 follow the Zones of Regulation Curriculum.

Individual Behaviour Plans (Enhanced One Page Profiles)

To support children who encounter difficulties with their behaviour, the school will use individual behaviour plans (known as enhanced one-page profiles). These will involve the child working with a member of staff to create a plan which contains ideas for helping them to regulate their behaviours. These will be shared with class teachers and parents so there is a shared understanding of how their behaviour will be supported when in school. These will be reviewed regularly and amended as appropriate – for template of an enhanced one-page profile please see Appendix 3.

Positive Handling (Restrictive Physical Intervention) see separate policy

Staff are expected to work closely together to improve pupil's behaviour. Appropriate adult behaviour can serve to de-escalate a situation so it is vital for staff to work together to facilitate de-escalation as quickly as possible (a change in personnel or alternative strategies may be employed when required). If a member of staff is having difficulties with an individual child or group of children they are expected to seek support in order to make a positive change.

If required several staff in school are trained in team teach procedures, however physical intervention is seen as an absolute last resort and will only be used if reasonable, proportionate and

absolutely necessary. Intervention of this kind will only be used to prevent pupils from putting themselves or others at risk of harm or danger.

Incidents of positive handling:

- May be required to avert an immediate and dangerous situation.
- Will only be used as a last resort when all other de-escalation strategies have been exhausted.
- Will be applied using the minimum amount of force and for the minimum amount of time possible.
- Will be used in a way that maintains the safety and dignity of all concerned.
- Will never be used as a form of punishment.
- Will be investigated, recorded and reported to parents/carers in line with agreed school procedures.
- Will be followed by a comprehensive conversation with the child to ensure there is a shared understanding of why the intervention took place and, if required, relationships between staff and the child can be rebuilt.

The following members of staff have positive handling training:

Mrs B Gingell

Mrs V Shuter

Mrs C Ball (maternity leave)

Mr S Wilkinson

Mrs C McGettrick

Mrs S Lagah

Mr L Clayton

Biting See Appendix 13.

Banned prohibited items and searching

Any prohibited items found in a child's possession will be confiscated immediately. These items will not be returned to children. School may also confiscate any item which could potentially be harmful or detrimental to children or staff. These items may be returned to children at the end of the school day and following discussion with senior leaders and parents, as appropriate. If required, searching and screening of children at Paganel would only be conducted in full compliance with the DfE's guidance on searching, screening and confiscation. Please find the link to the governments guidance on searching, screening and confiscation below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Possession of any prohibited item would include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarettes and cigarette papers.
- Fireworks.
- Pornographic images.
- Any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for: Responding to a report, carrying out risk assessments, where appropriate, to help determine whether to: Manage the incident internally, refer to early help, refer to children's social care or report to the police.

Please refer to our child protection and safeguarding policy for more information on how incidents of this nature will be dealt with at Paganel Primary School.

Child on Child Abuse

It is important to recognise that abuse is not always perpetrated by adults; children can abuse other children and it can happen both inside and outside of school and online. This is referred to as peer on peer abuse and can include:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Verbal abuse in relationships between peers which leads to emotional upset, anxiety and fear.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence, such as assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress, or alarm. Upskirting is a criminal offence and anyone, of any gender, can be a victim.
- Initiation/hazing type violence and rituals.

Incidents of this nature will be dealt with as outlined above in the sexual harassment and sexual violence.

Who?

Key roles and responsibilities:

Individual/Group:	Responsibilities:
All staff	<ul style="list-style-type: none">-All members of staff are responsible for supporting the needs of children across the school.-Where a child is seen to be having difficulties they should be treated with respect and understanding.-All members of staff should use restorative practices when dealing with a behaviour incident – practice such as shouting and shaming pupils is discouraged.-Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising.-All staff will use the key principles outlined in this policy to support the needs of all our pupils.-All staff will record any incidents on my concern to ensure accurate records about behaviour are kept.
New Staff	<ul style="list-style-type: none">-Will receive guidance on the behaviour development policy and restorative practice as part of their induction.-Request further support if needed to adhere to the practice and procedure outlined in this policy.
Teachers	<ul style="list-style-type: none">-Ensure parents are contacted when: a child is having ongoing issues or there has been a 'one off' significant issue. Where possible the teacher should do this in order to have the ongoing dialogue with a child's parents or carers. On some occasions a member of SLT or the learning mentor will liaise with parents if the situation warrants the need for this response.
Learning mentor	<ul style="list-style-type: none">-Provide specific support for the children experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child may be having.-Provide support for pupils in class, at break and at lunchtimes.-Supports staff with managing the behaviour needs of the pupils in their class.-Supports with ensuring all reporting of incidents are up to date.-Create and manage children's IBPs to support them in managing and regulating their behaviour.-Ensure all relevant parties are informed of the content of the IBPs – child, parent, class teacher (SLT if required).
Behaviour Lead	<ul style="list-style-type: none">-Lead the ethos of this policy.-Ensures the policy is implemented effectively.-Ensures effective training for staff.-Oversees the specific needs of pupils across the school.-Provides support to staff, pupils and parents as necessary.-Links with outside agencies to offer additional services.-Ensures that all tracking and reporting of incidents and additional needs are up to date.-Monitors behaviour every half term by analysing relevant data (such as that recorded on My Concern) to identify key trends and issues that need to be addressed in the area of behaviour.
Head teacher	<ul style="list-style-type: none">-Leads the ethos of this policy.-Is the only person authorised to suspend a child.
Parents	<ul style="list-style-type: none">-Inform the school of any concerns (class teacher – phase leaders – AHT – DHT – Head teacher)-Have an open dialogue with the school.

	-Supporting the school when needing to get further support (e.g. from outside agencies).
Governors	-Setting down these general guidelines on policy and subsequently reviewing the effectiveness of this documentation. -Duty to consider parents' representations about a suspension.

Training, development and support.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on: The proper use of restraint, the needs of the children at the school and how SEND and mental health needs impact behaviour. Behaviour management will also form part of continuing professional development throughout the academic year. We use outside agencies such as Beacon and Peacemakers to support us with up-to-date training and to advise us upon on practice around behaviour.

Systems around behaviour are reviewed every 10 weeks based on observations, reported behaviours (red cards) and feedback including pupil voice questionnaires. The outcome of this feedback influences action planning, additional or individual training needs and highlights the names of children who may benefit from pastoral support.

Pastoral support includes the following:

- Nurture/ friendship groups
- Social skills
- 1:1 mentoring
- Drawing and talking
- Sand Play
- Sensory Circuits
- Dog mentoring

The Role of Parents

Paganel School recognises the crucial role that parental support has upon behaviour. We work hard to develop productive relationships with our parents to help them and us to understand any factors that may influence their children's behaviour in and out of school. We keep parents up to date with their children's behaviour through informal conversations and celebrating their successes with them. If we have concerns, we are proactive in speaking to parents and offer support if necessary.

This policy should be used in conjunction with the school's:

- Anti-bullying policy.
- Restrictive Physical Intervention Policy
- Equality policy.
- Restrictive Physical Intervention Policy.

Policy Revised – November 2023 (C.Cole)

Appendix 1 - Agreed behaviours for awarding points on J2Stars (in addition to those outlined in the policy):

- Demonstrating the schools 3 core values – Respect, Enquiry and Perseverance
- Following the Rules for Respect
- Good looking
- Good listening
- Good sitting
- Good effort
- Good attitude
- Supporting and helping others
- Successful completion of tasks
- Working hard towards a learning goal
- Following instructions
- Good manners
- Good SLANT
- Effort with handwriting
- Team work
- Being on task
- Positive contribution
- Being responsible
- Being ready to learn
- Making good progress in learning
- Being a good role model
- Utilising strategies for independent learning

Agreed behaviours for being issued yellow/red cards (in addition to those outlined in the policy):

- Swearing
- Continuous not on task
- Tapping
- Not respecting school property
- Shouting out
- Answering back
- Shrugging
- Eye rolling
- Throwing themselves on the floor
- Rude gestures
- Exiting classrooms (unless previously agreed on IBP or behaviour reward chart)
- Wondering round the classroom

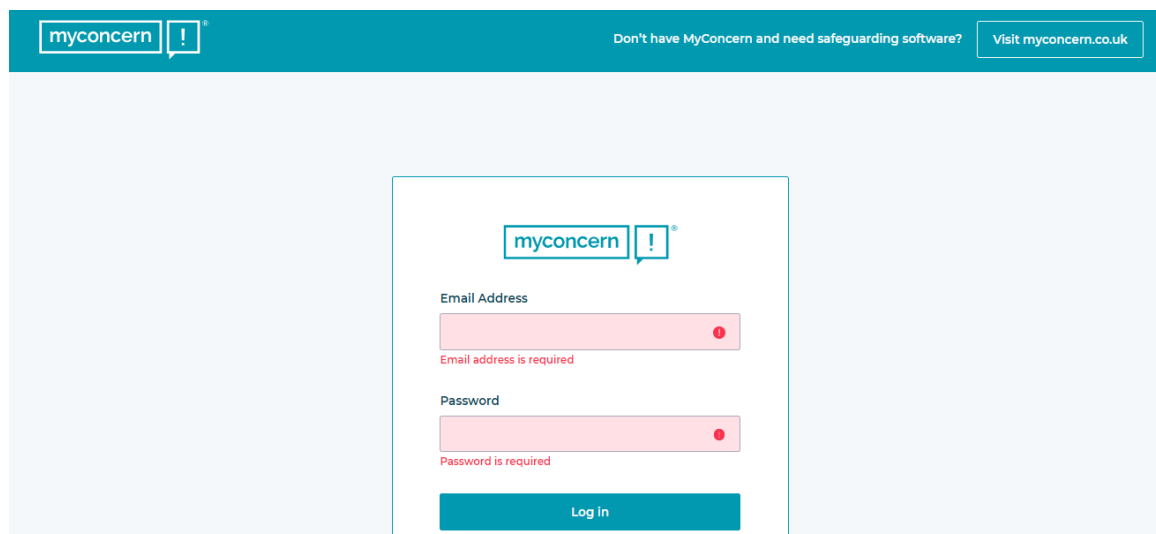
Agreed behaviours for an immediate award of a red (in addition to those outlined in the policy):

- Work refusal
- Disrespectful
- Inappropriate religious or cultural references
- Physical aggression
- Extreme damage
- Spitting
- Biting

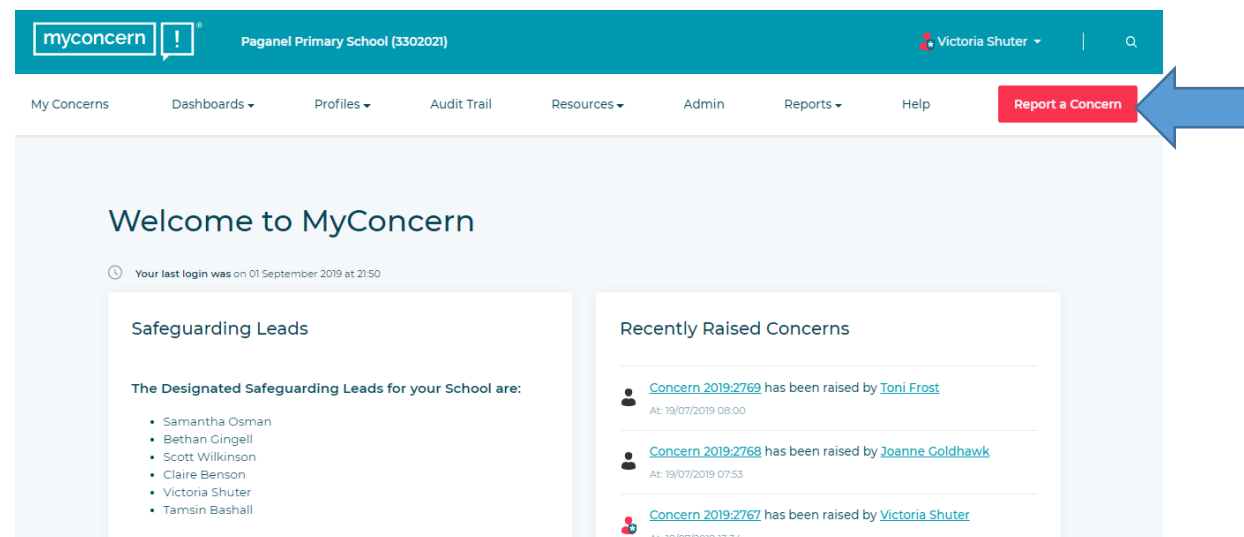
Appendix 2 - Reporting Behaviour Incidents – My Concern

Please find below the step by step guide for recording behaviour incidents on My Concern – behaviour incidents to be recorded in accordance with the sanctions section of the behaviour policy.

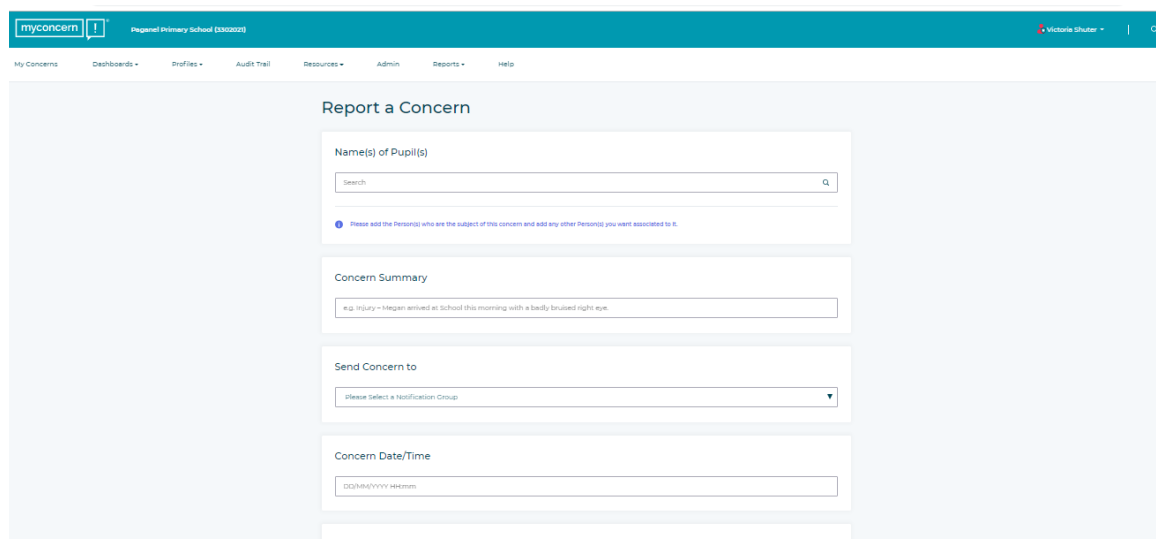
- 1). Go to My Concern website - www.myconcern.education.
- 2). Login to My Concern using normal username and password.



- 2). Select report a concern on the homepage.



- 3). Enter names of pupil or pupils involved, concern summary, concern date/time, details of concern etc...




- 4). In the box labelled 'Send concern to' select 'Behaviour' from the list on the drop down menu.

myconcern! Paganel Primary School (3302021) Victoria Shuter

My Concerns Dashboards Profiles Audit Trail Resources Admin Reports Help

e.g. Injury - Megan arrived at School this morning with a badly bruised right eye.

 Send Concern to

Please Select a Notification Group

Concern Date/Time

DD/MM/YYYY HH:mm

Details of Concern

zone board (1).docx zone board.docx Show all

5). The behaviour incident will be sent to SLT/SW/SO who will assign behaviour categories to the incidents reported.

One Page Profile

What we like and admire about.....	
What's important to..... (who, hobbies, possessions, routines, enjoyment, aspirations)	
<u>My difficult situation</u>	<u>Behaviours I might display:</u>
What's important for (help, support needed from others, details others need to know)	

Appendix 4 – Buddy Classes List

*Children will be sent to the buddy class for an age-appropriate period of time (chronological age plus 1 minute)

Reception and Year 1 (Reception Class – Year 1 class)

Year 2 – Children to be sent to the other Year 2 class (2A and 2B)

Year 3 and Year 4 (3A and 4A/3B and 4B)

Year 5 and Year 6 (5A and 6A/5B and 6B)

Appendix 5 – Weekly and Daily Report Cards



Paganel Primary School Behaviour Report Card

Name:		Wk Beg:	
-------	--	---------	--

Target 1:	
Target 2:	
Target 3:	

Day	Session 1	Session 2	Playtime	Session 3	Lunch	Session 4	Session 5
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 6 – Reflection Sheets

The Paganel Pelican Reflection sheet.

The Paganel Pelican Yr 5/6



How are you feeling?
I am in the ____ zone.



What is your body
doing?
My face/hands/tummy is/are...

I am in the ____ zone

I know this because

- Where were you?
- Who was there?
- What happened?
- How did that make you feel?
- What did you do?
- What choices did you have?
- Who was impacted by your decision?
- What could you do now to make the situation better?

- Let's go with the plan!
- What happened?
 - Did the person feel better?
 - How do you now feel?
 - What have we learnt from this situation?

The Paganel Pelican Reflection sheet.

Words or annotated pictures can be used here

The Paganel Pelican Yr 2,3,4

STOP!

How are you feeling?
I am in the _____ zone.



What is your body doing?
My face/hands/tummy is/are...

Think;
Plan!

- Where were you?
- What happened?
- How did this make you feel?
- What were your thoughts at the time?
- What are your thoughts now?
- What will help you to get back to the green zone?

Resolve!

Let's go with the plan!

- How do you feel now?

I am in the _____ zone

I know this because

Appendix 7 – Reintegration procedures from Suspension

Child given a suspension for incident in school



Child will be given formal letter and work will be sent home for the child to complete during the suspension period



Day before the end of the suspension period the child and parent/carer will be invited into school to meet with Head Teacher (and/or Deputy/Assistant Head Teachers) to discuss reintegration.



The following agenda items will be discussed:

- Timetable adaptations (if required)
- Behaviour report (weekly or daily)
- Expectations for improved behaviour choices
- Individual behaviour plans (enhanced one page profile)
- Targets for behaviour



All necessary paper work will be set up by the school



Member of SLT will report to parent/carer regarding behaviour on a weekly basis using behaviour report as evidence (more regularly if required), class teacher will give feedback as appropriate

Appendix 8 – Class teacher feedback sheet- if enrichment has been missed.

Behaviour reflection sheet for missed
enrichment on a Friday

What happened ?

--

What did I do ?

--

What did other people do ?

--

How do I feel ?

A large, empty rectangular box with a thin black border, intended for a person to write their feelings.

What could I have done differently ?

A large, empty rectangular box with a thin black border, intended for a person to write what they could have done differently.

What have I learnt ?

A large, empty rectangular box with a thin black border, intended for a person to write what they have learnt.



Reintegration from suspension – Meeting minutes

Date and Time of meeting:

In attendance:

Minutes of the meeting

1). Check in with the child - How are they? Have they completed the work set for them?
2). Discussion of the incident(s) that led to the suspension. Reminder of events and discussion regarding why they were unacceptable and led to a consequence of this kind:
3). Child's reflections regarding the incident:
4). Key reminders about acceptable conduct:
5). Behaviour report to be put in place. Targets for report will be as follows:
6). Additional support that will be put in place to support behaviour choices at school:
7). Is there anything else school can do to support positive behaviour choices in school:

Signed (SLT leading the meeting):

Signed (SLT witness and minute taker):



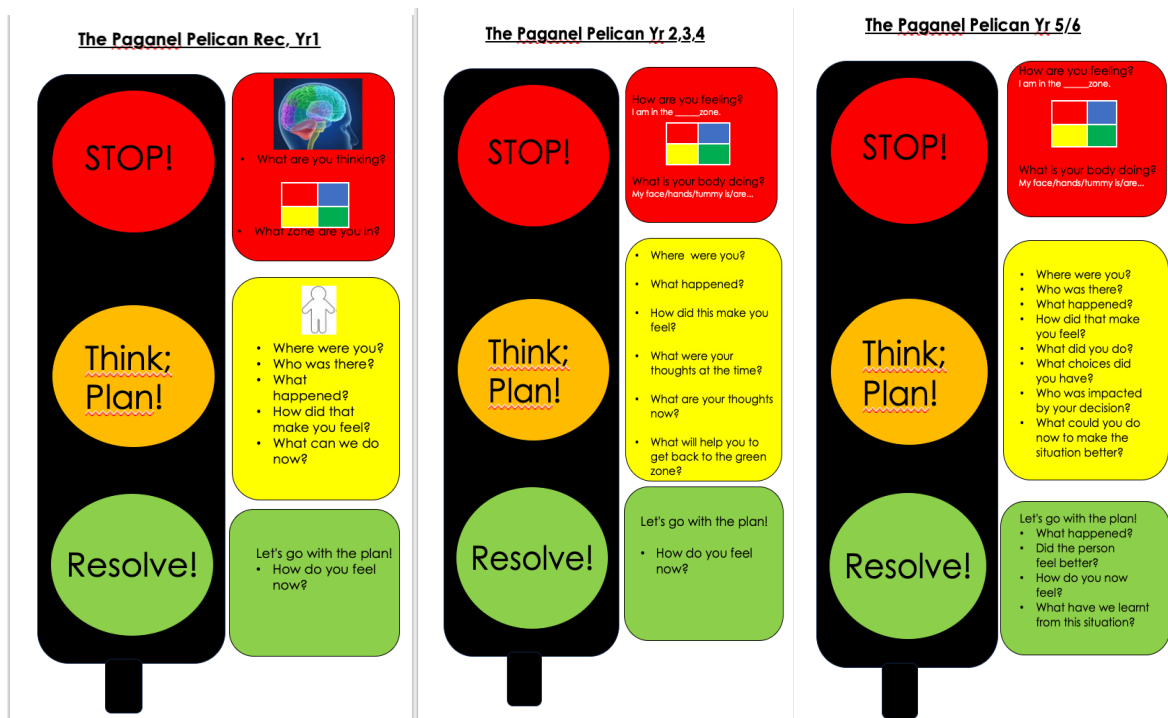
Paganel Primary School

Lunchtime Charter

We show respect at lunchtime by...

- 1). Using our manners to ask for our lunch and thank staff for the lovely food we receive.
- 2). Listening to adults supervising us and responding the first time we are asked to do something.
- 3). Queuing quietly, in a single file line.
- 4). Using our 'inside voices' when eating our lunch.
- 5). Trying our best to be independent, remembering to use our knife, fork and spoon and tidying up after ourselves, placing leftover food in the bins.

Appendix 11 – Paganel Pelican



Appendix 12

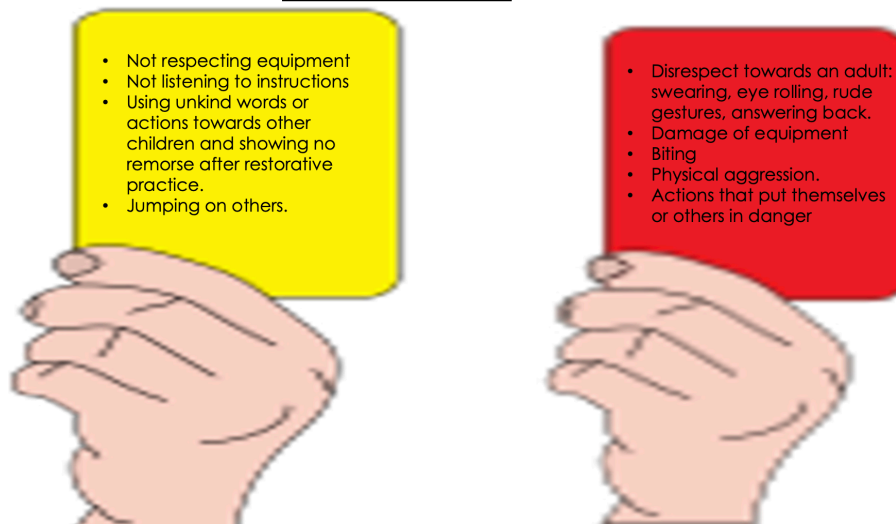
Behaviour at lunchtime.

If you are spotted.....

- Helping to clear away or to set up equipment
- Being kind towards others
- Respecting equipment
- Playing fairly
- Being a peacemaker



Behaviour at lunchtime.



- Not respecting equipment
- Not listening to instructions
- Using unkind words or actions towards other children and showing no remorse after restorative practice.
- Jumping on others.

- Disrespect towards an adult: swearing, eye rolling, rude gestures, answering back.
- Damage of equipment
- Biting
- Physical aggression.
- Actions that put themselves or others in danger

Appendix 13:

Biting at Paganel Primary School

Although biting is a common behaviour among children, we are aware that it can be a concern for both parents and staff. Biting can often be painful and frightening for the child / member of staff who has been bitten and also a frightening and confusing time for the child who bites. There are many potential reasons and circumstances that could cause a child to bite. This is a part of some children's development and can be triggered when they do not yet have the vocabulary to communicate their emotions or need. This stage can last longer for pupils whose development and progression are delayed. We consistently follow our behaviour development policy to promote positive behaviour choices at all times.

At Paganel Primary School we aim to ensure that all children in our care learn and develop well and are kept healthy and safe. 'Providers are responsible for managing children's behaviour in an appropriate way'. Statutory Framework for the Early Years Foundation Stage, 2023 p.34, 3:53. 'Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others'. Development Matters, 2020, Updated 2021 p 43.

Young children do not understand the difference between gnawing and biting a person. They discover that when they bite a person, they get a reaction. Children may bite to get attention, even though it is negative. They may also bite because they see another do it and are testing the boundaries, or because they are frustrated and need to relieve stress or tension.

In the event of a child or a member of staff being bitten, the child / member of staff with the injury is immediately comforted and attention to the affected area is carried out by a trained Paediatric First Aid member of staff. If the skin is broken and the wound is bleeding, it should be allowed to bleed as covering the wound can increase the risk of infection. Staff should always wear gloves when dealing with bodily fluids. In cases where the bite has broken the child's skin, a senior member of staff must contact the parent/guardian of the child immediately. This phone call should be sensitive and give reassurance to the

parent/guardian and offer an explanation of the procedure which has been followed. The parent/guardian should be advised to contact the child's GP. If the skin has been severely broken the child should be taken to Accident and Emergency. If a member of staff has been bitten they will be advised to seek medical attention.

After the incident:

A record will be made of:

- Who was involved
- What happened before and after the event
- When and where ▪ How the situation was handled
- The incident will be recorded in the accident book