Hagley Primary School

Behaviour Policy

Date: **November 2021**

Date of review: **November 2022**

Responsible member of staff:

Signature: ……..

(*Chair of governors***)**

Signature: ……..

(*Head Teacher***)**

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Statement of Intent

Hagley Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The Governing Body has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any social, emotional and mental health (SEMH) related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm kind behaviour, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head Teacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the Head Teacher and Governing Body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Advising on the deployment of the school's budget and other resources, such as SEND resources, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS), to receive additional support where required and/or pupil referral services.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate (including those providing alternative provision).
- Liaising with educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

- Leading CPD on mental health and behaviour.
- Collaborating with the Governing Body, Head Teacher and the SENCO, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the Head Teacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

For the purpose of this policy, the school defines "Serious Unacceptable Behaviour" as any behaviour which may cause harm to oneself or others, damage property, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Bringing dangerous items e.g. knives, razors in to school

For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission

"Unacceptable behaviour" may be escalated as "Serious Unacceptable Behaviour", depending on the severity of the behaviour.

4. Smoking and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

5. Prohibited sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

6. Effective classroom management

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to meet the following expectations:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.
- Work hard, try their best
- Show kindness towards others
- Pupils will follow the school values and class rules

- **Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:**

- School Values and Classroom rules
- Routines
- Praise
- Rewards

School rules

Pupils will:

- Follow instructions and tasks with thought, pride and determination
- Show good manners
- Care for everyone and everything

Classroom Rules

Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom rules are always clear, comprehensive and enforceable.
Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. "I will act respectfully towards my peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Routines

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.

Once a routine has been established, the teacher models this for pupils to ensure they understand it.

Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.

Teachers ensure that the routine remains consistent and is practised throughout the year.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance, independence and resilience are encouraged.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded

The school uses different categories of rewards – these are:

- Social – praise and recognition, e.g. well done assembly.
- Physical – material rewards, e.g. stickers or certificates.
- Activity – activity-based rewards, e.g. extra play.
- Zone board

Zone Board Principles

All children start each day in the 'Green' Zone. This zone reflects the minimum expectations of behaviour.

Any positive behaviour observed by **any adult within the school** should be rewarded by moving *once* up the Zone Board into the 'Silver' Zone, reflecting Good behaviour. Examples of good behaviour may include: Good listening; helping out a friend; modelling good behaviour when moving around school, including lunch and break.

Further observations of positive behaviour **by any adult within school** may result in this child moving up the zone board once again into the 'Gold' Zone and should reflect Exceptional behaviour.

Any negative behaviour observed **by any adult within the school** may result in the children moving down the Zone Board.

Behaviours observed that fall into category 1 (please see Section 11) will result in a warning given by the adult. If the child receives another warning they will be sanctioned by moving down the Zone Board into the 'Orange' Zone. On some occasions, depending on the behaviour observed, the child may be automatically moved down into the Orange Zone. If that child remains in the Orange Zone by the next break or lunch time, they will be kept in for 5 minutes.

Further observations of negative behaviour by any adult within the school may result in this child moving down the Zone Board once again into the 'Red' Zone. If that child remains in Red by the next break or lunch time, they should be kept in for 15 minutes.

On some occasions, depending on the behaviour observed, the child may be automatically moved down into the Red Zone i.e. Category 4.

It is important to allow children the opportunity to move back up the Zone Board during the same session and throughout the day through the reinforcement of positive behaviour.

Class teachers are to track where the children have finished each day on the Zone Board. This could be managed by a classroom monitor. This information can then be used and shared with parents at Parents' Evenings, Reports etc.

At the end of each day, children who finish in the 'Gold' zone should be celebrated and appropriate rewards given.

7. Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and breaktime.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

The school aims to promote resilience as part of a whole-school approach, using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Positive classroom management
- Working with parents
- Peer support
- Thrive

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

8. The classroom environment

In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

To gain children's attention, staff raise an arm and expect all children to do the same.

9. De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

10.Intervention

All members of staff (if trained) have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects

- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving in a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the calm down room and the pupil's parents may be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

11.Managing behaviour

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.

The Head Teacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

Behaviour categories

The school adopts a four-stage policy for handling challenging behavior:

Behaviour	**Procedure**	**Sanction**
Category 1 Not following any of the school/class rules and expectations through unacceptable behaviour	Verbal reminder of correct behaviour Thinking time and take up time Praise, change of seats or task Use of zone board	**Stage 1** Verbal warning→zone board (orange)→5 minute loss of break
Category 2 Repeating the above	Verbal reminder of the correct behaviour Praise, change of seats or task Use of zone board	**Stage 2** Zone board(red)→15 minute loss of break→phase leader informed and red card slip filled in for SLT
Category 3 Repeating the above 3 times in one week	Verbal reminder of the correct behaviour Praise, change of seats or task Discussions with the child regarding behaviour with the	Loss of a lunch time Time with a member of SLT/phase leader→parents informed

	possibility of a report card system in place Teacher and parent conversation	
Category 4 Ongoing category 3 behaviour Damaging school or other people's property Unsafe behaviour Physical assault Inappropriate language Serious unacceptable behaviour	SLT informed Parents informed in a timely manner or via a phone call from SLT/phase leader Physical intervention must only occur where the safety of a pupil or other person(s) is at risk or there is damage to property and may only be carried out by trained staff	Children removed from class or playground Possible period of lunchtime exclusion Possible internal exclusion/fixed term or permanent exclusion

*Pursuant to Section 29A of the Education Act 2002 the governing body may direct a pupil off site for education.

School will follow the procedure set out in Appendix 1 except in the case of category 4 incidents.

Challenging behaviour when children have additional needs

- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place where possible from the school's notional SEND budget.
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:
- Stage 1: Universal support – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
- Stage 2: Selected support – the support and interventions delivered using the school's resources, led by the SENCO.
- Stage 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.
- Where SEND is not identified, but the Head Teacher determines that support is still required for the pupil, a Pastoral Support Plan may be created to outline the necessary provisions in place.
- The Head Teacher has the legal right to enforce a fixed-term exclusion
- The local pupil referral service may be contacted to offer support (including placement) to the pupil.
- When the pupil returns to the school from any exclusion or placement, the Head Teacher or a member of SLT and parents will carry out a reintegration meeting.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil's behaviour, further sanctions, such as exclusion, could be considered.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head Teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all punishments are reasonable and proportionate in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND.

12.Lunchtime Behaviour Policy

This policy outlines the action taken to encourage good behaviour at lunchtimes. It gives details of the rewards and sanctions used and how responsibilities are distributed.

As mentioned previously, every adult who works in the school has a responsibility to enforce the Behaviour Policy. Communication between the Lunchtime Supervisors/ Play Workers and the class teachers is vital to ensure good and bad behaviour is being followed through appropriately and addressed. All Lunchtime Supervisors/ Play Workers have a notepad in which positive and negative behaviour can be recorded down. It is the responsibility of the Lunchtime Supervisor/ Play Worker to pass on these messages to the class teacher.

Sanctions

- If a child behaves inappropriately during lunchtime they are either:
    - **issued with a verbal warning, then withdrawn from play if the behaviour is repeated**

    or
    - **withdrawn from play immediately if behaviour is Category 4.**

All negative behaviour is recorded down in a Behaviour Notepad. This message is then given to the class teacher at the end of lunch who may need to action a sanction.

- Children who have been withdrawn from play are required to reflect on their behaviour. Category 4 behaviour needs to be recorded then reported firstly to Lead Play Worker who will inform Class Teacher. If required children will then spend the rest of lunchtime with a member of SLT.
- All serious behaviour incidents are to be recorded on a red note by staff dealing with the behaviour incident.
- Any child who is moved to 'Red' on the Zone Board will be sent to SLT to discuss their actions.
- If a child persistently behaves inappropriately at lunchtime, a fixed term lunchtime exclusion may be implemented.
- Trained staff will use physical intervention when the safety of children or staff is at risk or there is damage to property (Team Teach Positive Handling)

Lunchtime staff:

- Will speak to and investigate any behaviour incidents during lunchtime
- Implement sanctions when necessary, seeking advice if needed from the Lead Play Worker
- Will follow and implement behaviour categories with their discretion
- Supervise individual children according to lunchtime rota

Class teachers:

- Liaise daily with lunchtime supervisors and play workers and report any on-going concerns to parents and the SLT.

SLT:

- Will monitor lunchtime incidents and implement support when appropriate.

Parents:

- Support this policy through the home – school agreement.

13.The Calm Down Room

The school may decide to move pupils to a separate room away from other pupils for a limited period – this is known as the calm down room.

The school will only move pupils to this room where absolutely necessary or if a child chooses to go there to self-regulate.

The school will ensure that pupil's health and safety is not compromised during their time in the calm down room, and that any additional requirements, such as SEND needs, are met.

14.Staff training

The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

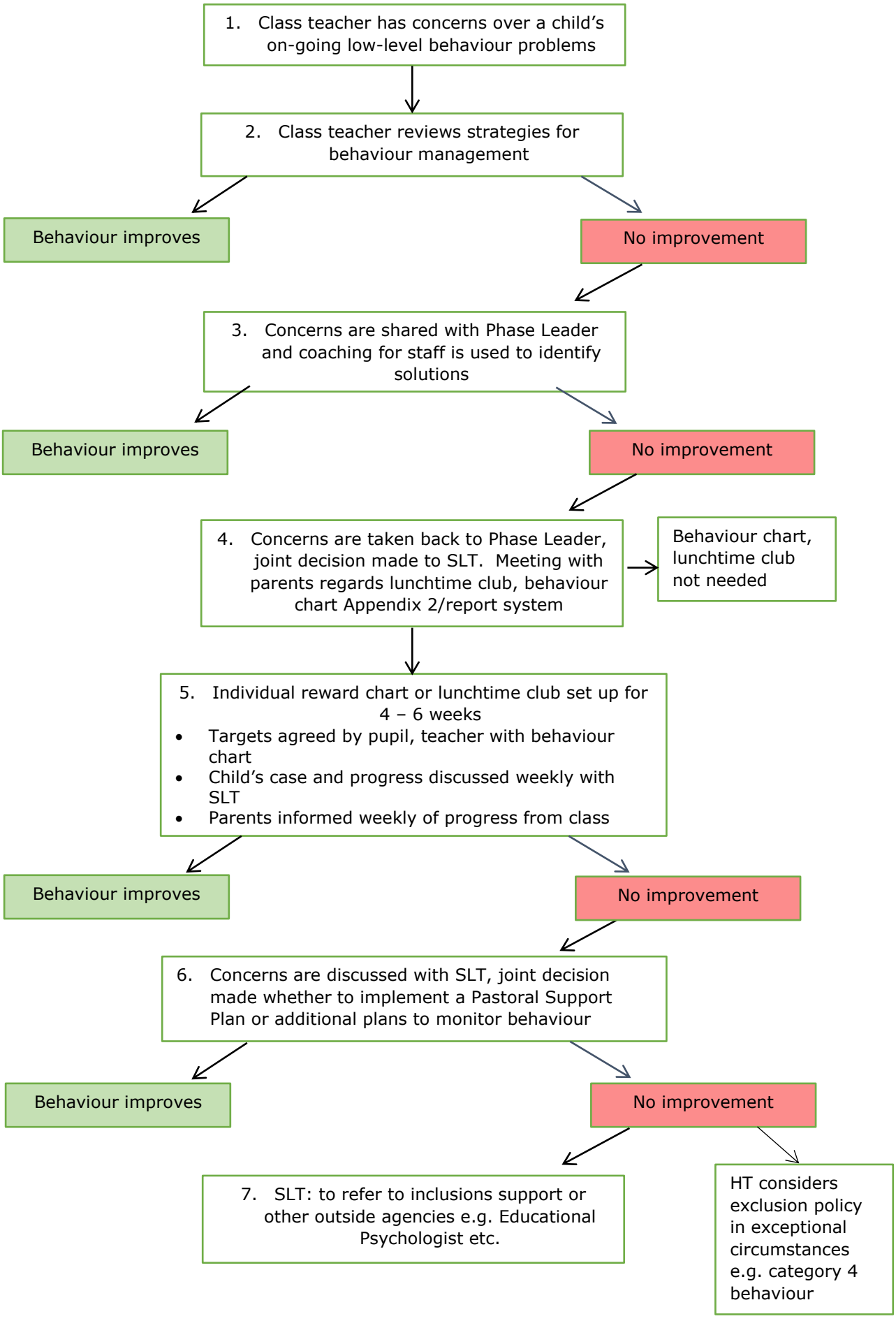
15.Monitoring and review

This policy will be reviewed by the Head Teacher on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections upon request.

Appendix 1

HPS Behaviour Concerns Procedure



Appendix 2

Report Card

Name:		**Class:**		**Week commencing:**	
My goal:					
My goal:					

	8.45-10.30	Break	10.50-12.00	Lunch	1.00-2.00	2.00-3.10	SLT sign & comment	Parent to sign
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

This card will be completed by your teacher at the end of each lesson.