

'Be responsible and respectful; Be proud and productive; Be happy and honest, always!'



Positive Behaviour Policy

January 2024

'Be responsible and respectful; Be proud and productive; Be happy and honest, always!'

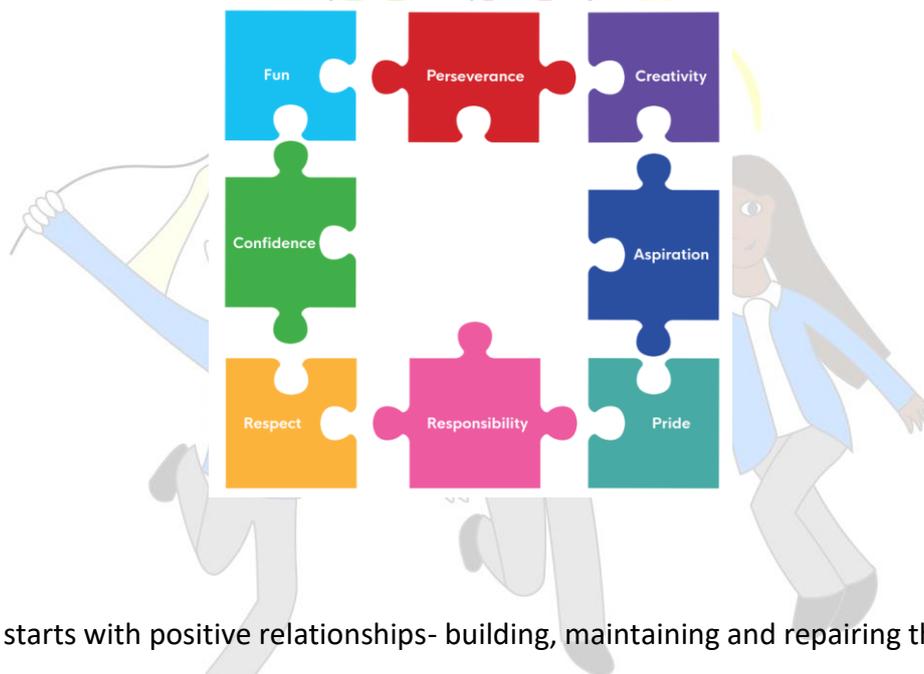
Behaviour Policy

Aims and Expectations

**At Leamington, we will:
Be responsible and respectful;
Be proud and productive;
Be happy and honest, always!**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose principles are built on mutual trust and respect for all. Our school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.

Leamington Primary Academy is driven by our eight Principles. These principles underpin everything we do at Leamington. They are displayed in every classroom and around school.



Our School Ethos

Everything we do starts with positive relationships- building, maintaining and repairing them.

We believe that children deserve our time – time to talk, time to explain and to find solutions. At Leamington, we believe in and practice a relationship based and restorative approach to understanding behavior. This approach is underpinned by 3 key principles.

1. **Unmet Needs**: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g. the need to feel safe, hunger, positive self esteem
2. **Individual Influences**: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g. their family, community, school
3. **Relationships**: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

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- o We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- o We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- o We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.
- o We ensure that our children enjoy a safe and calm environment in which they are treated with dignity and respect.
- o We provide all children with a clear, consistent and fair approach to behaviour.
- o We base our support on equity as opposed to equality. We know that each child deserves the support that the need as an individual (equity), and not necessarily the same support as everyone else (equality).

A simple set of school agreements ensures clarity for all. Everyone in the school community is expected to respect and follow these agreements. The children are reminded of the agreements frequently and they are displayed in every classroom and in shared areas around school.

If I choose to not follow the motto the following will happen:

- Up to 2 warnings from staff in school
- Spend time in a quiet place in my own classroom
- Spend time in another classroom to reflect on my choices
- Speak to a member of the senior leadership team about my choices
- Speak to the Head Teacher about my choices and spend time with them
- School will speak to my parents about my behaviour
- I may work away from peers to give me some time to reflect

At Leamington we will:

Be responsible and respectful.

Be proud and productive.

Be happy and honest, always!

If I follow this motto I will:

- Demonstrate all of our school principles
- Achieve my potential in my learning
- Get positive praise from staff in school
- Receive a Dojo from staff
- Receive a sticker linked to the principles or the behaviour code
- Receive Star of the Week from my teachers
- Receive a Head Teacher award
- You may be nominated for a Flying High Trust Award

Positive Behaviour Culture

At Leamington we are relentless in promoting a positive behaviour culture based on safety, consistency, clarity and dignity. There is a high expectation that all children and adults in school adopt and promote this culture at all times.

Our culture is embedded within Leamington's Positive Behaviour Curriculum. Our behaviour curriculum outlines how we do things at Leamington to ensure success. This is positively reinforced at all times by all members of the school community. It is modelled by everyone and it is actively taught. Leamington's Positive Behaviour Curriculum is prominently displayed in all classrooms and around school so that it is visible in shared areas, corridors and all outside areas.

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The aim is that our behaviour curriculum becomes so embedded that it is habitual and instinctive – a way of being at Leamington.

The Leamington Behaviour Curriculum is outlined in [Appendix 3](#).

Rewards

It is a firm belief at Leamington Primary Academy that children should receive rewards for good behaviour. We aim to instill in our children a strong sense of 'the right way to behave' through very high expectations which are consistently reinforced by every member of staff in the school. We praise children for good behaviour in a variety of ways:

- Verbal praise and congratulations
- Stickers
- Whole class reward
- Class Dojos
- Star of the Week assembly
- Superstar of the term

Whole School Reward Systems

Class Dojos

Class Dojos are a whole school reward system. Any member of staff can award a single Dojo at any time, to any child when they demonstrate one of the eight school principles. This is added to the online Class Dojo. Points focus on the School Agreements and Values. DoJo Points can be awarded by any member of staff both inside and outside the classroom. These are then used as house points and are added to the house totals each week. The winning house receive a reward each half term. DoJo is also used to communicate positive messages to parents about their child's attitude and for sharing examples of their work. It is expected that each child will be praised via a DoJo message regularly in order to reinforce positivity.

Stickers

School council give out stickers throughout the week to children who are stopped reflecting the chosen principle of the week, or linked to our behavior code. These are introduced during assembly on a Monday and children are highlighted as part of star of the week on a Friday.

Star of the Week

Star of the Week certificates are to be awarded to a child from each class. They are to be presented in the Celebration Assembly on a Friday and should be awarded to those children who have shown good attitudes to learning/school life through the week. The certificates are awarded linked to one of the School Principles

Head Teacher Award

A Head Teacher Award is a certificate given out by the Head Teacher. These are given to pupils whose work has really impressed the class teacher and has demonstrated the principles to achieve.

Superstars

At the end of each term, one child from each class is selected as superstar. The teacher completes a star with the reasons why the child has been chosen. A copy goes home and the other is displayed in school.

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A restorative approach to challenging behaviour

At Leamington, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour.

Some examples are: writing letters of apology; repairing damage to property; completing missed work in a playtime (but never the full playtime). If missed playtimes are happening repeatedly, the teacher needs to consider what the deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required in order to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Agreements and this will be explained clearly to the child. Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility:

Leamington Staff's Behaviour Steps Guide	
Step	Action
1.	<p>Up to 2 reminders</p> <p>A quiet, calm but firm reminder of the School Agreement that is being compromised. Follow this swiftly by a positive (repair) - refer to WARM conversation.</p>
2.	<p>Reflection time in my classroom</p> <p>Most appropriate adult quietly asks the child to talk to them inside the classroom, out of the sight and hearing of other children if possible. This invitation is given in a positive manner so that the child knows they have the opportunity to talk and return to their learning positively. WARM conversation for reference. Teacher then seeks to notice them doing the RIGHT thing and quietly praises.</p>
3.	<p>Reflection time in another classroom</p> <p>If the issue persists, child is taken by the most appropriate adult to the classroom of another teacher. The child must take work to complete and the teacher does not engage with them. <i>Parents must be informed by the class teacher that the child has had reflection time in another classroom due to behaviour. This also needs to be logged on CPOMs</i></p>
4.	<p>Collected by a senior staff member (Mrs Maloney/ Miss Culley or a phase leader)</p> <p>If the issue persists, class teacher to discretely call senior staff member to collect child. Again, child takes their work with them. The senior staff member discusses:</p> <ul style="list-style-type: none"> (a) the reason for the behaviour (b) the impact of the behaviour on others (c) how the child can move forward when they return to the classroom (repair) <p>The class teacher enters the incident onto CPOMs.</p>

Discussion about repair. This in an option at any stage if you think appropriate, if at all.
 How could we repair what has happened? What does the child think the consequence should be?
 This has to be within LPA policy.

Pupil Voice

A Restorative Approach **W.A.R.M.** Conversation
 What happened? Tell the story.
 Affect/explore the harm. Who do you think was affected?
 In what ways?
 Repair. How are we going to repair what has happened?
 Move forward. How can we make sure this doesn't happen again?
 (Monitoring)
 The last step has to be followed up not once, but often, to ensure that the repair has happened.

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5.	<p>Collected by the Head Teacher</p> <p>The most appropriate adult requests for the HT to collect the child. The adult discretely explains the sequence of events that have led to this stage. This must happen out of the earshot of the child and others.</p> <p>The HT listens to the child's account and supports them to understand the points at which different action could have been taken and the effect on others.</p> <p>HT agrees the next step with the child depending on the situation. This could include actions such as:</p> <ul style="list-style-type: none"> ○ The child checking in with the HT at agreed intervals throughout the day (for a fixed period) – celebrating the positives. ○ The child returns to the HT to miss part of a break/lunchtime. This time will be used for restorative purposes. ○ Contact with the parents <p>The Head Teacher enters the incident onto CPOMs.</p>		
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After any of the above steps, the staff must adopt an approach of **unconditional positive regard** so that the child knows that they can move forward.

If a child has been referred to a senior staff member more than twice in a ½ term, the class teacher will seek advice from the Behaviour Lead.

Actions could include:

- ~ daily/weekly messages to parents
- ~ peer buddy
- ~ social group intervention
- ~ pastoral/ELSA referral
- ~ behaviour plan – [Appendix 4](#)

The class teacher will call the child's parents to explain what has been agreed and why, outlining how they can support at home.

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Beyond Challenging

At times, a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps above eg. verbal/physical abuse, racism, bullying or linked to one of the protected characteristics.

In this case, the teacher or TA will request the support of SLT straight away. SLT will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle'- [Appendix 5](#). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interaction with the child does not escalate the situation – the child needs to be given time and space.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened (saying nothing does not mean you are doing nothing). The member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

Beyond challenging behaviour will be logged on CPOMs.

Examples of restorative questions can be found on [Appendix 6](#).

Suspension

Suspension is only used in school as a last resort. The school uses the suspension checklist, developed by Flying High Trust to support in decision making to ensure the needs of the child are at the forefront.

If the decision is made to suspend a pupil, a letter is sent to the parent outlining the reason for the suspension and a date for a reintegration meeting.

If a pupil with SEND is involved, the SENCO is involved in the reintegration plan to ensure provision matches the needs of pupils.

The governing body is consulted if a suspension takes place. This is prescribed by the School Attendance Regulations 2024.

At reintegration, it may be agreed that a pupil returns on a part time timetable. If this is agreed, the absence is recorded as an authorised absence, with a transition to full time plan in place for the pupil.

Who created the policy?

This policy was based on guidance provided by Nottinghamshire County Council (NCC) Local Authority and has included input from members of staff, representatives from the governing body and our children.

Who is the policy for?

This policy is for all children, staff, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

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Supporting Staff

At Leamington, we recognise the importance of providing emotional support to all staff in order to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT available to support and advise
- Time for reflection
- A culture where the staff have the confidence to share questions, ideas and feelings
- A team approach to finding solutions (you are not on your own)
- Training – regular training in response to contextual needs
- Guidance from the FHP Inclusion Team
- Health Assured Employee Assistance Programme (EAP)

Supporting Children

At Leamington, we offer our children a range of experiences and programmes to support them in understanding and managing their behaviour choices. These include:

- ELSA and Pastoral sessions
- Jigsaw lessons
- Educational Psychologist support
- North Ashfield Partnership
- Forest Schools
- Leadership roles for children

Who is the policy for?

This policy is for all children, staff, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

Equality Duty

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and in particular our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that

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any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence
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

In cases where child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to above and are included in our 'Child Protection' and 'Child-on-Child Abuse' policies.

Complaints and Allegations

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved. For further details please refer to Leamington's Complaints Policy.

We will also make clear to pupils that they have a right, and are able to question/complain, about the use of reasonable force.

We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face to face dialogues, use of home/school diaries or by telephone.

Policy links

This policy links to the following policies in school:

- Relationships and Health Education
- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding (linked to KCSIE 2022)
- Physical Intervention

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- On-line safety
- Social Media
- Child on Child Abuse
- SEND
- Staff Handbook

Keeping the policy alive

We firmly believe that this policy is a 'way of being'. It is at the core of our school ethos. Therefore, it is important that it is evident in our daily practice.

Strategies to keep the policy alive:

- In staff meetings/phase meetings the Behaviour Lead will regularly share something related to the policy (top tip, verbal reminder of a key point, examples of excellent practice ...).
- Each ½ term there will be a staff meeting section in which the Behaviour Lead will present a scenario for discussion/give the opportunity for staff to problem-solve an issue/share a strategy/deliver an element of CPD from research.
- A staffroom display will be created to act as a visual reminder of the school's ethos and culture.
- A hall display will be created to act as a visual reminder to children and to be used as a learning resource.
- A class display will be created in every classroom containing: STAR poster (school agreements), behaviour steps.
- The policy will be reviewed by all staff annually.

Policy written by: Behaviour Lead in consultation with all staff
Date revised: September 2024
Approved by: Kaye Burnett (Head Teacher)
Review date: September 2025

Signed:

Chair of Governors, Di Morphew



Head Teacher, Kaye Burnett

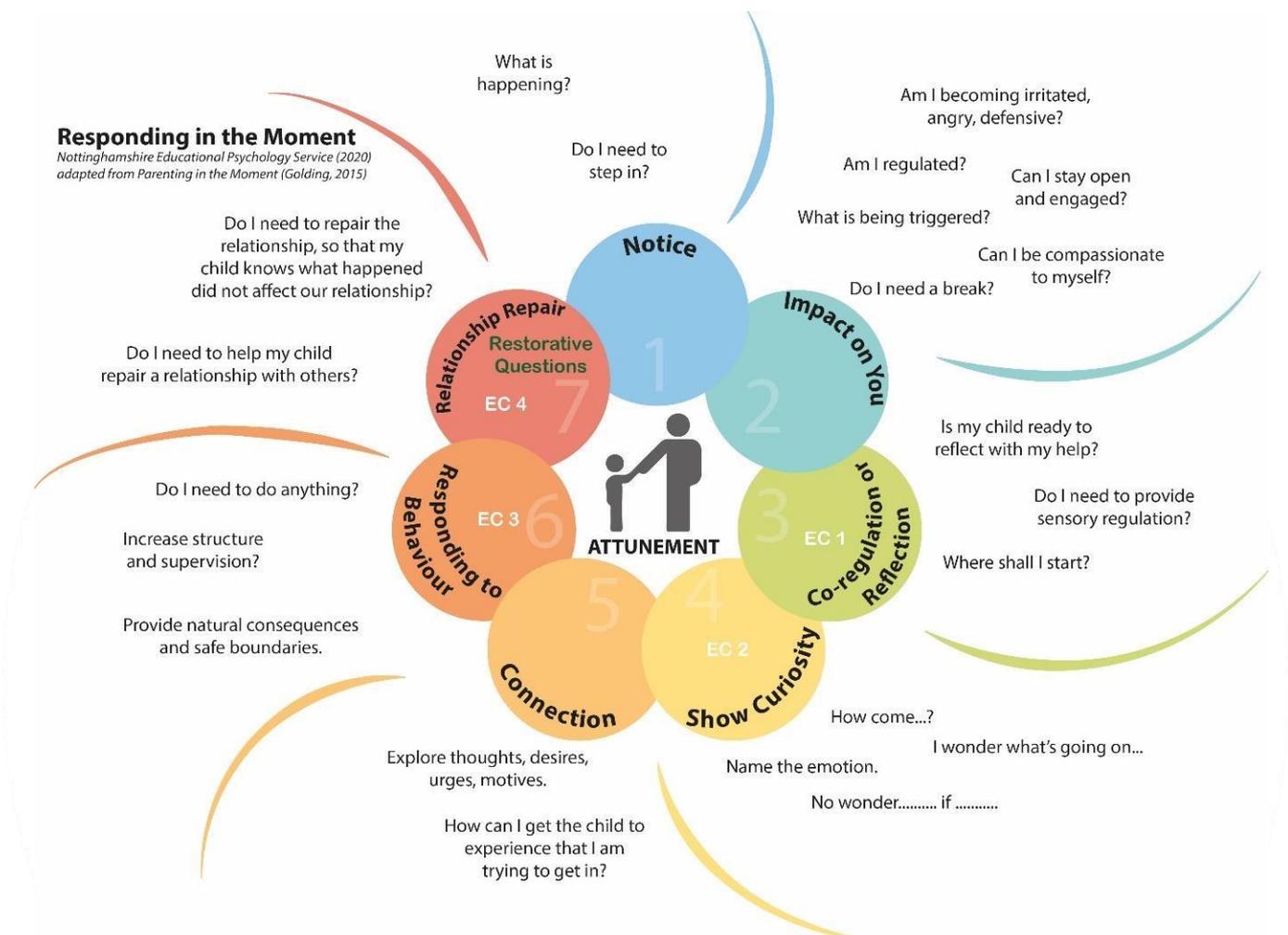


Appendix 1

Responding in the moment

Responding in the Moment

*Nottinghamshire Educational Psychology Service (2020)
adapted from Parenting in the Moment (Golding, 2015)*



Academy

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Appendix 2

15 Things to Build Relationships Tips for Staff

1	Be who you needed when you were at school. Every child needs a champion.
2	Make regular deposits into the positive bank.
3	Know your children well and allow them to know you well.
4	Difficult child or child with difficulties?
5	Separate the deed from the doer.
6	The best apology is changed behaviour.
7	Catch them getting it right more than you catch them getting it wrong.
8	Magnify strengths rather than weaknesses.
9	Strike when the iron is cold.
10	We learn to care by being cared for.
11	Smile at children, it's good for you both.
12	There is always a solution – you need to give your time to find it.
13	Never assume you deserve respect – you must earn it.
14	Calm begets calm.
15	Sometimes the child knows best!

Appendix 3

The Leamington Behaviour Curriculum (how we do it here)

Transition/ moving around school

Entering the Hall

- Class line up silently in the classroom.
- Class line is organised by teacher so as to avoid particular children sitting together if necessary.
- Class walks down corridor quietly. Teacher leads but ensures that the line can be seen by them at all times (continuously looking back). Teacher stops the line if the noise level/behaviour is not acceptable and lets the children know this in a calm and quiet manner – non-verbal communication is preferable whenever possible.
- Class sits down silently and listen to the music.
- Staff sit sideways on from the front, facing the class.

Class to be praised at each of the stages above so that they know what they are doing well.

During Assembly

- Encourage all children (non-verbally) to participate. During singing, staff to model singing and signing as appropriate.
- Throughout the assembly, teacher/TA to continuously check for appropriate behaviour:

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- Legs crossed
- Hands on knees
- No talking
- Respect for the speaker at all times
- Joining in, hands-up when requested

Class to be praised (non-verbally) at each of the stages above so that they know what they are doing well.

At all times (in class or in the hall), staff should use a respectful means of gaining the children's attention.

If behaviour needs addressing, staff to correct it silently if possible through gestures.

Positive behaviour to be praised silently through gestures.

Leaving the Hall

- As entering the hall
- Children are quiet until they are back in the classroom – praise on return.

Transitions

- Children should walk on the left hand side of the corridor in single file
- Children should be silent when walking down corridors
- An adult should be at the front of the line, but be able to see down to ensure standards are maintained.
- On the stairs, children should hold the handrail and walk up and down on the left side.

P.E./Class Activities in the Hall

Entering the Hall

- Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall eg. "Once in the hall, find a space, sit silently facing the front."
- Follow procedures for collective worship.

Class to be praised at each of the stages above so that they know what they are doing well.

During the Lesson

- Noise can compromise safety, particularly in a physical activity; explain this to the class.

Leaving the Hall

- As entering the hall
- Children are quiet until they are back in the classroom – praise on return.

If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. As the class learn the expectations, a gentle reminder will be all that is needed as well as praising all those who are doing what is expected.

In and Around the Classroom

Environment

- The classroom will be tidy, well-ordered and well-resourced at all times.

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- Children's work areas will be tidy as they work and after each lesson.
- The classroom will be a place where children and adults alike enjoy spending time; they feel comfortable and welcomed.
- Displays and resources will be well-considered so that they support learning for children of all needs; allowing them to be independent in their learning.
- Teachers will have resources ready before the start of every lesson.

Learning Behaviours

- Eye contact will be given to the speaker.
- No one will speak over anyone else.
- Body language will be positive and respectful.

Child Behaviour

- Children will use good manners at all times eg. greetings, please/thank you ...
- A calm and respectful tone will be used so that all can be treated with dignity.
- Children will treat peers and adults as they would want to be treated themselves.

Adult Behaviour

- Adults will use good manners at all times eg. greetings, please/thank you ...
- A calm and respectful tone will be used so that all can be treated with dignity.
- Adults will treat peers and children as they would want to be treated themselves.

Appendix 4

Behaviour Plan

A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.
- A meeting between the class teacher and Behaviour Lead to agree actions and targets to be set, with a clear timeline e.g. referral to outside agencies, pastoral support plan, SALT.
- Planning provision.
- Ensuring Concerning Behaviours Pathway is included as part of the process.
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Risk Assessment if required.

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

If a behaviour plan is drawn up, SLT and Family Support Worker will be informed immediately and a plan forwarded to them.

Appendix 5

The Assault Cycle



1. The Triggering Events - Occurrence perceived by the individual as a serious threat to him/her.

TWO TYPES:

- Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
- Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

2. Escalation Phase - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

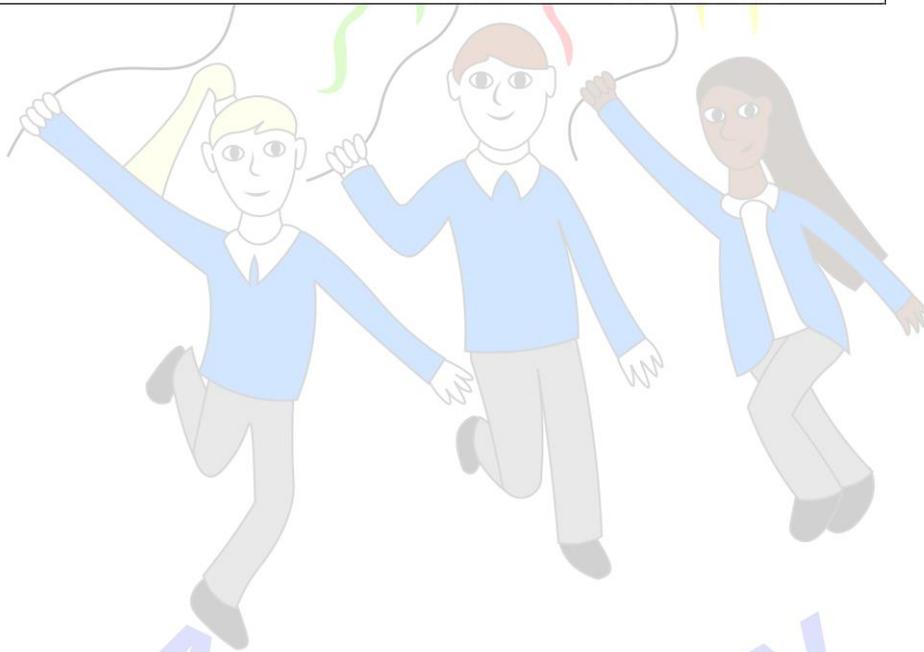
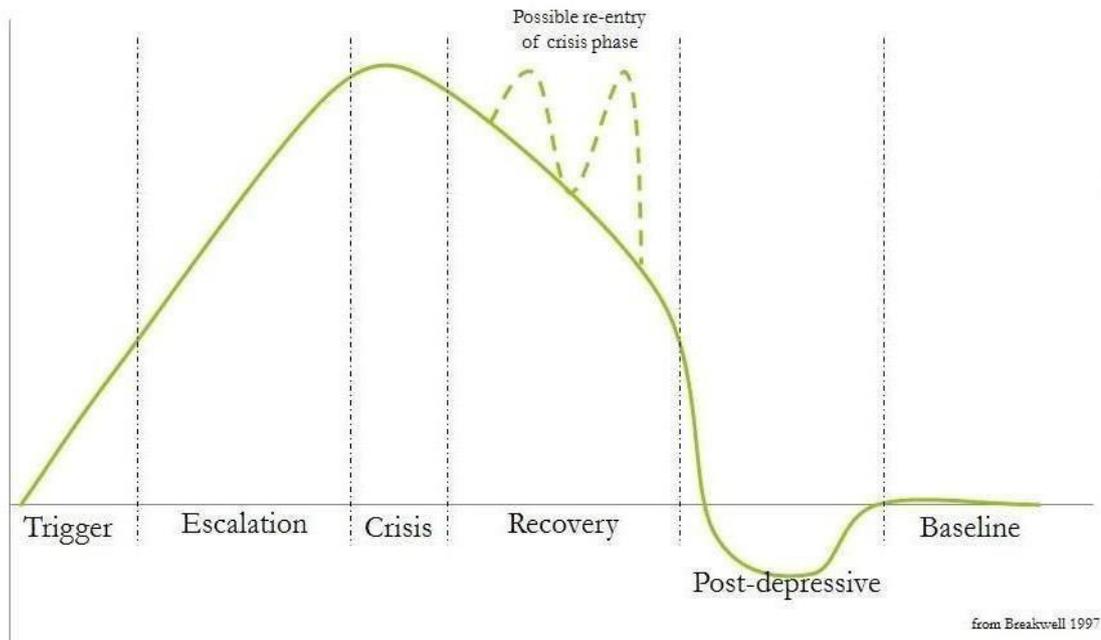
3. Crisis Point - Aggressor explodes into violent acts against the threat.

4. Recovery Phase - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

5. Post-Crisis Phase - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

The assault cycle

the **root**
of it
changing lives, accessing education



Academy

Primary

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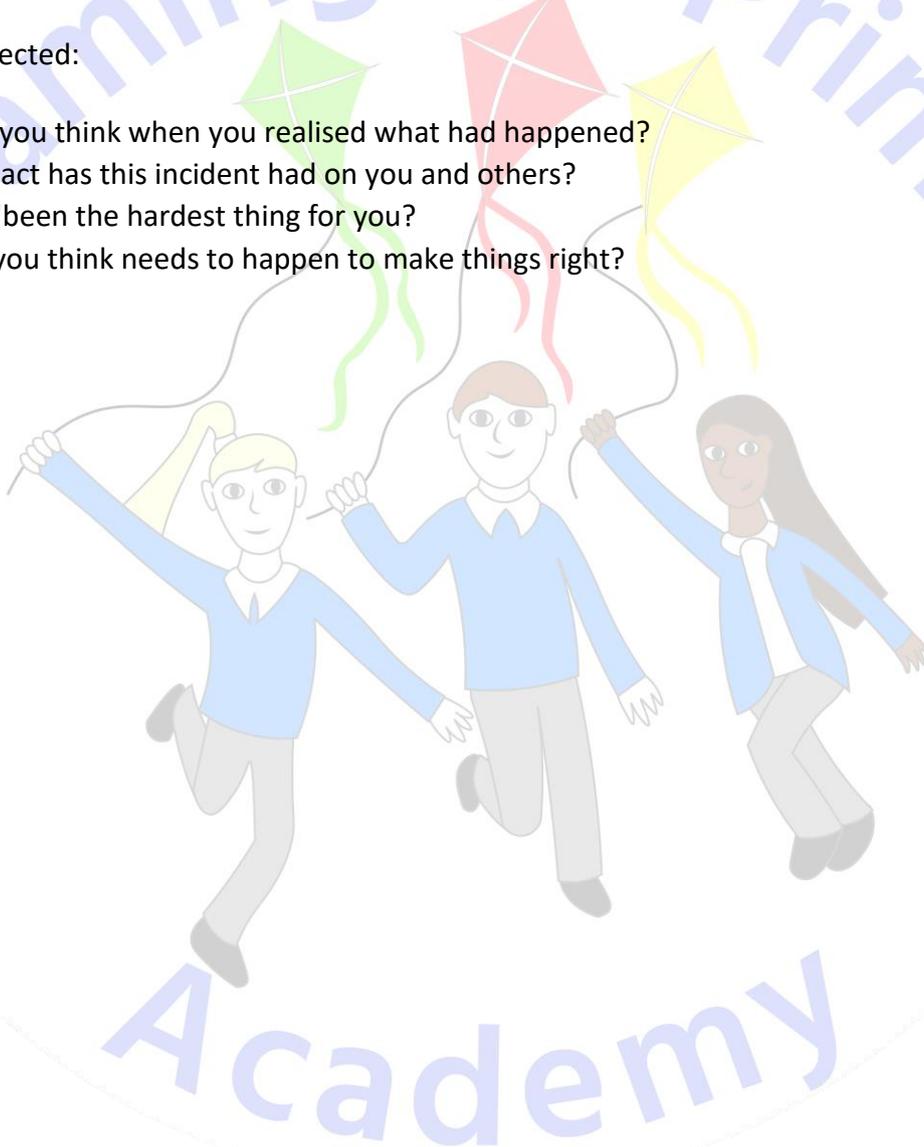
Appendix 6

Examples of restorative questions that could be asked when challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



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Lunchtimes

The school motto applies at lunchtime just as they do at other times.

School Motto

Be responsible and respectful; Be proud and productive; Be happy and honest, always!

Actions will vary from those in the classroom as the environment is so different.

Challenging behaviour

1. Quiet word

2. Two minutes **time-out** (stand with the midday/TA). Child returns to play.

3. If child continues to be challenging, Midday radios for support from lead midday who will speak to the child about their behaviour: (a) the reason for the behaviour (b) the impact of the behaviour on others (c) how can the child move forward when they return to the classroom? (repair) and remain in the area for a period of time to ensure that the child is settled.

4. If the behaviour continues to be challenging, midday radios for SLT to support. The child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps above eg. verbal/physical abuse, racism, bullying.

In this case, the midday will request the support of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Hall duty

- In the hall Midday Supervisors are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.
- The 4 steps for challenging behaviour and beyond challenging, apply in the hall just as they do outside.

Lunchtime rewards Midday supervisors should award dojos for positive behaviour. The teacher should be made aware of any rewards given, when the class is handed over.