



Behaviour Protocol



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Ensuring Responsible Fair Choices

1. Protocol overview

The aim of this protocol is to ensure that all pupils attending Skegness Infant and Junior Academies learn in a safe and secure environment where each Academy upholds high standards of behaviour which support good learning.

This protocol outlines the behaviour that we expect from all of our pupils and the sanctions that will be consistently enforced if pupils do not meet these expectations.

The protocol is based on the good practice guidance outlined in the Department for Education's guidance on behaviour and discipline and is in line with the legal duties set out in Schedule 1 to the *Education (Independent School Standards) Regulations 2014*.

2. Encouraging positive behaviour

High standards of behaviour and discipline are expected inside and outside of Skegness Infant and Juniors and in each classroom. This protocol details these standards and aims to communicate these clearly to pupils, families, staff and other stakeholders. The protocol describes

- the code of conduct and Academy rules
- how positive behaviour is encouraged, supported and rewarded
- the items and behaviours that are prohibited from Skegness Infant and Junior Academy
- how the Academy will communicate with home about positive behaviours and when there are concerns over behaviour
- the standard types of advice and support provided for pupils with challenging behaviour
- the standard types of sanctions used in the Academy, which will be adapted with the seriousness and frequency of the behaviour
- how bullying will be dealt with and the academy's anti-bullying approach
- how calm rooms will be used, in line with any DfE guidance
- how physical intervention (if appropriate) will be used in line with the Trust's guidance and the principles outlined by the Restraint Reduction Network
- how the guidelines and sanctions are reviewed and monitored (including the use of pupil voice) to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring, particularly for those with protected characteristics.

All staff are accountable for implementing high expectations and for challenging behaviour which prevents effective teaching and learning. All staff are also expected to support all pupils appropriately to achieve high standards of behaviour, work and dress. Skegness Infant and Junior Academies seeks the support of parents/carers in upholding the standards in each Academy and values a partnership with home.

Skegness Infant and Junior Academies will take appropriate action under this protocol and their behaviour protocol where a pupil's behaviour falls below the standards expected and adversely impacts on the Academy or any member of our community.

3. Equality

In accordance with the Equality Act 2010, Skegness Infant and Junior academies makes reasonable adjustments to the application of the protocol where the behaviour is due to a reason related to a child's

special educational needs or disability, thereby ensuring that children with SEND are not placed at a disadvantage or unlawfully discriminated against.

Staff seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need, and to put in place measures to address the cause, ensure that the pupil receives appropriate support and prevent the behaviour re-occurring.

Staff will also seek to identify any 'triggers' for pupils displaying challenging behaviours to prevent the challenging behaviour persisting or worsening.

Skegness Infant and Junior Academies will work closely with all parents/carers of children with behaviour difficulties.

4. Reasonable force

Where it is necessary to prevent a pupil from causing injury or damage to the property of any pupil (including him or herself) prejudicing the maintenance of good order and discipline at the Academy reasonable force may be used by a member of staff.

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible, for example use of de-escalation techniques and contacting the parent/carer. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

Skegness Infant and Junior Academies will communicate with parents where serious incidents involving the use of force have been used.

5. Managed moves to another school

Where a pupil is at risk of permanent exclusion, a managed move to another school may be considered. A managed move is an intervention and a voluntary agreement between schools, parents/carers and a pupil, for that pupil to change school or educational programme under certain circumstances. If the pupil's parents do not agree to a managed move, the decision will be recorded in writing.

6. Non-compliance with the Academy uniform policy

The Academy uniform, as detailed in an Academy's uniform policy (also from the uniform sales website using the link <https://www.nationwideschooluniforms.co.uk/school-uniform/primary-school/skegnessinfant><https://www.nationwideschooluniforms.co.uk/school-uniform/primary-school/skegness-infant-junior-academies.html>[junior-academies.html](https://www.nationwideschooluniforms.co.uk/school-uniform/primary-school/skegness-infant-junior-academies.html#junior-academies.html)) should be worn by all pupils. Where a pupil attends the Academy without the correct uniform, the Head of school or someone authorised by the Head of School, will contact parents/carers to request the appropriate uniform is brought in to comply with uniform rules. However, if a pupil is absent through a breach of uniform rules, the pupil's absence may be recorded as unauthorised.

7. Behaviour off site

Where pupils misbehave on the way to or from Skegness Infant and Junior Academies, near the Academies premises or in circumstances in which the Academies consider it reasonable to impose sanctions for behaviour outside of school, this protocol will apply and the pupil will be disciplined by the Academies. In deciding whether to apply sanctions and the appropriate level of sanction, Skegness Infant and Junior Academies will take into consideration-

- the severity of the misbehaviour/breach of this protocol
- the extent to which the Academy's reputation has been affected

- the effect that the behaviour has had or may have on other pupils or members of the Academy community
- the extent to which the behaviour has implications for the orderly running of the Academy and its duty to uphold discipline
- whether the behaviour occurred when the pupil was identifiable as a pupil of the Academy.

8. Suspensions and exclusions

This protocol and all our processes relating to exclusions are informed by *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE September 2017)* (“DfE Guidance”).

For serious incidents of poor behaviour or persistent breaches of this behaviour protocol, the Executive Principal may resort to either a fixed term suspension or permanent exclusion.

As part of the Greenwood Academies Trust, Skegness Infant and Junior Academies are fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, we will make reasonable adjustments to policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

All suspensions and exclusions are monitored by the Skegness Infant and Junior Academies and the Education Directors who report on a termly basis to the Standards Committee of the Greenwood Academies Trust Board.

The decision to suspend or exclude will only be taken for a disciplinary reason and all decisions will be formally recorded.

In line with the DfE’s *SEND Code of Practice*, where Skegness Infant and Junior Academies have concerns about the behaviour, or risk of exclusion, of a child with additional needs and a pupil with an EHC plan it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil’s SEN. Where a pupil has an EHC plan, we may consider requesting an early annual review or interim/emergency review.

If a decision is taken to exclude a pupil for a fixed term (suspension)

- The parent is contacted by the Executive Principal or Head of School as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents’ right to make representations about the suspension or request a meeting of the Academy Advisory Council’s Disciplinary Committee is highlighted as appropriate.
- a meeting is set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff.

Following this meeting

- the pupil is reinstated
- the pupil may be placed on appropriate temporary sanction or support
- behaviour support and ‘reasonable adjustments’ will be reviewed
- a record of the suspension and meeting is kept in the pupil’s file.
- In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Council will arrange for a Disciplinary Committee to meet to consider reinstatement of the pupil if the suspension would bring the pupil’s total number of school days of exclusion to more than fifteen (15) in a term or if the suspension would result in the pupil missing a public exam.

Decision to permanently exclude

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by the Executive Principal of Skegness Infant and Junior Academies in response to a serious breach, or persistent breaches, of this protocol and where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances:

- Physical assault against another pupil
- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards another pupil
- Verbal abuse/threatening behaviour towards a member of staff or any other adult
- Any form of bullying
- Racist abuse
- Sexual misconduct or assault
- Drug and alcohol related incidents
- Damage to property (including arson)
- Theft
- Carrying an offensive weapon
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute
- Other (only in exceptional circumstances).

The Education Director will be informed of any Permanent Exclusion decision.

Permanent exclusion processes

The processes that the Academy must undertake following a decision to permanently exclude follows precisely the DfE guidance in this area.

When the Executive Principal decides to permanently exclude a pupil, the Academy Advisory Council will arrange for a Disciplinary Committee to review the case within fifteen (15) days of the exclusion. The panel will ensure they consider the facts of the case and representations at the meeting carefully before making a decision either to uphold the permanent exclusion or to reinstate the pupil.

If, following the completion of the exclusion review process, a pupil who was permanently excluded is to be re-instated, the process of re-integration will require careful planning. A reintegration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The Academy will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied.

If the decision to permanently exclude is upheld, parents/carers have the right, as described in DfE guidance, to request that the decision of the Disciplinary Committee be reviewed by an Independent Panel Review who may decide to-

- uphold the Disciplinary Committee's decision
- recommend that the Disciplinary Committee considers reinstatement

- quash the decision and direct the Disciplinary Committee to reconsider reinstatement.

Parent/carers' responsibilities

There is a duty on parents/carers to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed by the local authority. Parents/carers will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

At Skegness Infant and Junior Academies, we believe our Behaviour Protocol recognises the achievements and positive behaviour of pupils and ensures that they are shared and celebrated. We also recognise that reprimands and sanctions may need to be applied as outlined above.

We promote positive behaviour in the following ways-

Code of Conduct-

It is important that pupils and parents/carers are fully aware of the Skegness Infant and Junior Academies' high expectations for pupil conduct. A positive approach is taken, and pupils are encouraged to show empathy, consideration and care for people and property.

Pupils are to:

- Respect all other pupils and staff regardless of race, culture, gender and religion.
- Behave in a polite and orderly manner observing quiet, calm behaviour.
- Follow the instructions of all staff
- Be punctual at the academies, at the beginning of the school day and all other expect times.
- Leave lessons only with permission from a staff member
- Be properly equipped to carry books and equipment needed to attend the academies
- Look after the academy's property
- Be clean and tidy at all times
- Work to the best of their ability during lessons **Pupils must not:**
- Bring in unwanted mobile phones or other electrical items to school without prior permission
- Use bad language or swear anywhere on the academy site
- Wear make up
- Write on desks, walls to the detriment of the academy property
- Display intimidating behaviour either physically, verbally or otherwise.
- Run in corridors
- Interfere with other pupils work either physically or verbally
- Bring chewing gum onto the site
- Use other pupils' passwords to access information that is not their own mobile phones

Mobile phones

Mobile phones are not to be used by children while inside the academy. This includes in the mornings on entering and prior to leaving the site. We appreciate that children who are allowed to walk home alone will need a means of communication therefore if your child brings a phone onto site, it will need to be named and handed to the class teacher for safe keeping throughout the day. The phone will be returned at the end of day. Children allowed to walk home alone are those in Year 5 and 6.

Whole School Approach

We believe that good behavioural management and clarity on anti-bullying relies on a whole school approach involving all staff. Positive personal and professional relationships between staff and pupils are vital to ensure good order in the academies. Most pupils in our academies behave well and conduct themselves in a manner that brings credit to themselves, their parents or carers, and our Academies. However, a small number of pupils may not meet the standards of behaviour and conduct we expect of them for a wide variety of reasons. These behaviours need to be addressed as they can affect the learning

process for both themselves and others. The approach aims to be fair, consistent and supportive, and promote a culture of excellence so that the quality of the teaching and learning is enhanced. Staff are trained to ensure consistency and clarity in approach.

We expect everyone to Make Responsible Fair Choices.

- Wear full Academy uniform with pride.
- Work hard in every lesson, and on all homework
- Be polite, respectful and safe at all times

Our simple academy rules are the cornerstone of our consistent expectations, which support and focus on promoting positive behaviour and relationships. They incorporate a positive antibullying approach to ensuring good behaviour and relationships and sit in line with the code of conduct for pupils outlined above. They align with our academy values to support pupils to become **RICHER- Resilience Independence**

Creativity

High Aspiration

Exceptional

Respect

Parents/carers are required to sign a Home/Academy agreement when they start our Academies which includes Academy expectations. Pupils are made aware of all expectations during class time and in assemblies. Pupils new to our settings are introduced to the expectations from their first day. These expectations are positively reinforced by each staff member.

Class rules

These are developed through the PSHE curriculum and are set and referred to by staff. All rules are regularly referred to and reinforced by staff.

An agreed set of consequences should be followed by staff and applied to children not following the rules. This should be reviewed regularly and in consultation with SLT and the Executive Principal.

Positive Ethos

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tackling poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice fostering a move away from the idea that children are

'bad' or 'good', they are however making bad or good choices.

Praise is used in a rich and focused way with clarity about what is being praised. Positive language focuses on how much pupils have improved rather than expecting perfection. Staff model the behaviours they expect from children.

Examples of good behaviour choices may be rewarded in the following ways- •

- Dojo points
- All adults praise and congratulate children
- Celebration assemblies highlight achievements with a variety of certificates
- Reading crowns
- Stickers/visits to Head of School/Executive Principal to showcase good choices

Consequences for poor behaviour choices

Consequences given by staff for poor behaviour choices depends on the severity of the behaviour. It is important for pupils to know and understand that the emotions they display are acceptable but that the behaviour that accompanies that emotion is not. We use each consequence appropriately for each individual situation.

Phase 1 – Class Teacher.

Where possible and for the majority of incidences, behaviour should be dealt with by the class teacher. The class teacher should;

- Provide suitably differentiated universal provision.
- Reasonable adjustments to a child's provision to enable success. These could include (but not exhaustive) brain breaks, visual timetables, timers, now and next boards.
- Ensure that EHCP/SEN provisions are fully implemented.
- Work with dinner staff to support with lunchtime behaviour should this be necessary.
- Give two warnings and implement a PL warning (KS1) for the child to access lunchtime 'Thinking Time'(KS2)
- Make phone calls to parents where necessary.
- Ensure that behaviour, parental contact and conversations are recorded on CPOMS.

Phase 2 – Phase Leader (PL) and Senior leadership Team (SLT).

- Phase leaders and SLT will offer support to class teachers.
- Phase leaders will check that the above steps have been followed and offer advice if not.
- Share ideas with class teachers and support staff and ensure implementation time for these ideas to embed.
- Implement differing breaktime provision, where necessary and ensure that this is recorded.
- Ensure consistency in approach throughout the child's day, including lunchtimes.
- Liaise with SEN should any pastoral support be needed.

Phase 3 - Provision Review.

If necessary, the SEN team will carry out a provision review, looking at all aspects of the child's provision within school and key times where behaviour incidences are more likely. The SEN team may;

- Carry out observations of the child.
- Review evidence of steps 1 and 2 to determine the next steps.
- Implement any training needs should these be needed.
- Refer to the Lincolnshire ladder of intervention.
- Ensure reasonable time for implementation.
- Review evidence on CPOMS.
- Liaise with parents.

Phase 4 – SEN review.

At the review stage, if there is still no impact, then

- Referrals to outside agencies may be made, which could include counselling, Behaviour Outreach etc.
- These referrals will be made in conjunction with class teachers and class teachers will be kept up to date at each stage.
- Specific behaviour plans may be made.

Supporting Lunchtime

A proactive approach of creating and supporting play is the most effective way to ensure happy enjoyable lunchtimes for staff and pupils. Lunchtime should be the best part of the day for children when they are able to play and socialise.

Lunchtime Behaviour Expectations:

- To walk in corridors in single file quietly to and from the hall
- To be polite and respectful at all times towards everyone
- To eat using their table manners and not interrupt others eating Children may receive dojo points or stickers for good choices.

At Playtimes and Lunchtimes, pupils may be asked to-

- Consider the consequence of inappropriate behaviour.
- Have timeout from playground activities
- See the class teacher

- See the Executive Principal/Head of School

Additional Information-

Pupils who are identified as needing support with good behaviour may access a nurture group during playtimes and afternoons. Pupils are encouraged to make positive choices in social situations and calming down techniques are used where needed.

Where children need continued and repeated support, a behaviour plan is set up in liaison with parents and carers. If necessary outside agencies will be consulted to work with the pupil.

Good Communication

The frequency and means of communication with parents/carers about positive and poor behaviours is constantly being reviewed in order to carry this out in the best way.

We believe-

- Parents/carers have a right to know
- Children often respond better to a unilateral approach.
- Parents/carers may have additional information that will help us better understand the needs of a child.
- Therefore we
- Work hard to keep parents informed of progress and events
- Keep parents informed when things are going well, particularly for those children who have additional needs and are making that extra effort.

We use a variety of communication methods including Class Dojo, Tapestry, email, texts, calls, face to face and Teams. It may be necessary to contact parents/carers in connection with either repeated incidents or a more serious incident. This is initially through informal contact either face to face at home time or by phone. It may be necessary to arrange a meeting in school with class teacher or Executive Principal/Head of School to discuss and agree a joint approach. This may involve the development of a behaviour management plan which will be shared with parents.

Recording Behaviour Incidents

Serious incidents including bullying, racism and threatening or physical behaviour are investigated by Executive Principal, Head of School or Senior Leadership Team. The notes are logged onto the academies electronic safeguarding system.

In the case of a child having a social worker, including a child in need plan, a child protection plan or they are looked after, their social worker will need to be notified. If the child is looked after, their PEP should be reviewed and amended, and the Virtual School Head notified.

Incidents noted on our electronic incident recording system are reviewed daily by SLT and the pastoral team, then discussed with class teachers where needed to identify sudden changes in behaviour patterns and where behaviour is not improving.

Prohibited items brought into the academy will be confiscated in line with GAT's Pupil Behaviour and Exclusions protocol. Please refer to this protocol for a full list.

Where a member of staff suspects that a pupil is in possession of a prohibited item and the pupil refuses to cooperate with a search of their person or their property, the Academy may apply an appropriate sanction.

In dealing with the confiscation or disposal of items found following a search, the Academy will have regard to the DfE's guidance on searching and confiscation. (Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies, January 2018.)

All such incidents will be recorded onto the academy's electronic recording system and parents/carers contacted.

Appendix A Dealing with and altering inappropriate behaviour

When experiencing an escalation of inappropriate and challenging behaviours within Skegness Infant and Junior Academies there are several actions that we will use with immediate effect to support the whole class or individuals.

- Class teachers and staff will re-cap the school rules and behaviour expectations with children through PSHE and assemblies. These will need revisiting regularly and can be timetabled in.
- Use of visual behaviour charts in classes. An A3 screenshot of a zeroed Dojo chart can be put on the wall and used to collate the rewards / consequences or teachers can use the rainbow chart. Whichever is used, it needs to be clearly explained and modelled to children.
- 'Golden time' can be used to reward children for appropriate behaviour throughout the week. This time can be structured to use a wide range of activities to promote team skills, energy breaks, parachute play depending on the needs of the class and reasons for use.
- Class teachers review organisation of their class day, planning and activities to support children in maintaining appropriate behaviour and their motivation to learning, e. g Outdoor learning, etc.
- Counselling, SixBricks, ELSA, Theraplay, etc. are to take place in an allocated area pastoral room to help children distinguish these therapies and know they are not a consequence but a tool to help them manage their emotions.
- The behaviour Flow Chart will be referred to by staff for incidents of low -level disruptive behaviour (calling out, unkindness, etc.) At any point on the behaviour flow chart an exclusion may occur, or intervention may be needed from SLT.

De-escalation strategies.

These are used when to diffuse behavioural episodes before any consequence or review of provision can occur and may be necessary if a child is removed from their learning. (Provision review includes counselling/ therapies.)

- Sensory/calm room.
- Distraction - (at the discretion of the adult, using what works for the individual child)
- Responsibility (asking them to do a job)
- Change of adult
- Limited choices
- Calm tone and demeanour
- Finding common ground to talk about
- Active break / Sensory circuit.

High level disruptive behaviour where there is potential for harm to the child and others

If behaviour is at such a level that support is needed once all the usual strategies have been used following the behaviour flow chart, staff may contact the pastoral team for support or an SLT member.

A range of strategies will be used to de-escalate behaviours (energy break, sensory room, Sixbricks, etc. as described above) but it is important to note that these are separate to the consequences for the behaviour. Once the child has calmed a consequence will be put in place usually after discussion with the class teacher and fed back to all class staff. The child may be ready to be reintegrated back to their learning once de-escalation has taken place.

Long term strategies

There are a range of longer-term strategies that are available for us to utilise to support children- • Behaviour management plan

- Additional Funding request
- BOSS referral
- WTT
- STT
- EHA
- EHC Request

The need for this intervention will be assessed depending on the occasion, frequency and severity of the behaviours causing concern.

This appendix is designed to be used in line with the Behaviour flowchart.

Appendix B Guidance on the use of Calm Rooms/Calm areas

Rationale

All pupils learn best when they are calm and relaxed. There will be times when a pupil may require access to a quiet and calm space so that they have an opportunity to regain control of their feelings and emotions. A Calm Room is a sensory-controlled calming area. The purpose of a Calm Room is not exclusion or punishment. Rather, it is a space to help the pupil to calm down and to begin to use self-regulation skills. They are not to be used as sanctions. It is anticipated that over time pupils will come to recognise the therapeutic and safe setting that the Calm Room provides and will take themselves there to calm and self-regulate their emotions so that they can then return safely to their classroom activity.

Overview

In the majority of cases the use of the Calm Room should form part of a pupil's individual behaviour plan and should be an agreement between school leadership and parents/ carers and pupils.

In optimum circumstances the pupil will choose to access the Calm Room, sometimes with a prompt from staff. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Calm Room using agreed positive handling strategies.

The Calm Room should only be used after in-class strategies have failed to calm the pupil. A decision to use physical intervention to support the pupil in accessing the Calm Room should be based upon a dynamic risk assessment to prevent:

- Self-harming
- Injury to others including staff
- Damage to property
- Any behaviours prejudicial to the maintenance of good order and discipline within the site.

The Calm room can be accessed as a means to-

- help the pupil to manage their own emotional state;
- reduce the danger to staff/students and or removing the disruptive behaviour from the body of the school;
- reduce the need for prolonged use of physical intervention.

Staff dealing with the pupil should be trained appropriately and competent in communicating effectively with them. This could be through Makaton, use of visual cues or verbal communication and will be included in a pupil's behaviour support plan.

The Calm Room is not a teaching room. It is a place of safety and should create a calming environment for the pupil. Lights should be low. Cushions, mattresses, bean bags can be used for pupils who need to lie down. Soft blankets and covers can be helpful to students who like to cover themselves up. Staff must be able to see the pupil at all times.

Helping pupils to understand how to use the Calm Room

Introduce the Calm Room in a positive, proactive way that helps the pupil to understand the benefits that can come from its usage. Ensure this happens before the room is needed and the child is in the appropriate state of mind to understand. When introducing the Calm Room initially, the pupil should be asked to spend five to ten minutes in there. They can lie down on something comfortable if they want to (e.g. a bean bag, specially provided mattress, etc.) or they can stand and move around if they want to. This introduction session should be used in a proactive manner, when the pupil is calm and receptive, in order to help her/him feel good about being there.

Following several sessions when the pupil has been able to spend time in the room while in a pleasant and quiet frame of mind, the next step is to explain or model to them that the Calm Room will also be available when they need a place to calm down, help them stop worrying or help them to feel less angry. Explain or model to the pupil that the room can be used when she/he becomes aware that she/he is starting to get upset, get worried or get angry. Use language or other communication methods that are simple and positive.

Staff should avoid entering the Calm Room unless absolutely necessary, i.e. to keep the pupil safe, or unless the pupil has asked or indicated the adult should join them in the room.

The Calm Room should not be used on a 'scheduled' basis. It is meant to be used as and when a pupil is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.

The best outcome of using a Calm Room is when a pupil learns how to 'self-regulate' independently and is able to calm her/himself down.

The Calm Room needs to be used with a calm and positive approach in order to help reduce anxiety. This means using a planned and sensitive manner to help the pupil move towards the room during and after they have spent time there.

Explain that sometimes a member of staff will suggest that 'this is a good time to use the Calm Room' or the pupil themselves may recognise that the time is appropriate.

Staff should be alert to warning signs that the pupil may need a break and remind them that this may be a good time to use the Calm Room.

Procedure for the use of the Calm Room

- When a member of staff notices that a pupil is becoming anxious or agitated, they should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour protocol or in the student's individual behaviour plan.
- If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other students and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.
- Other staff should be alerted for support as appropriate.
- If the pupil continues not to comply, staff should suggest 'this is a good time to use the Calm Room'.
- If the pupil continues not to comply and, subject to a dynamic risk assessment, staff may consider it necessary to escort the pupil to the Calm Room using an approved physical intervention in line with school protocol and the law.
- Once in the Calm Room, and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the pupil spending the minimum time necessary in the Calm Room.
- When the Calm Room has been used, the incident must be recorded appropriately in line with school protocol.
- While a pupil is in the Calm Room, senior staff should ensure that appropriate staffing is available to support the pupil.
- At no time should pupils be unsupervised in a Calm Room. It may be appropriate to allow the pupil to calm on their own but staff must be able to see the pupil via a window.
- At no time should pupils be locked or held in a Calm Room.
- If a pupil tries to leave the Calm Room before they are calm, staff should use low and slow responses to direct the pupil to stay. In extreme cases when the pupil is very distressed and unable to process requests, staff may need to implement a dynamic risk assessment. Pupils should be allowed to leave the calm room if they wish to. Staff should not prevent this from happening unless there is immediate danger of harm to themselves, other pupils or others.
- If a child is not calming down in a designated safe space, it's crucial to stay calm yourself, validate their feelings, and offer alternative calming strategies. Assess the situation, and if necessary, consider providing a different safe space or adjusting the current one. Focus on co-regulation and teaching self-regulation techniques for the future.
- Strategies to consider:
 - 1. Stay Calm and Present:**
 - Your own calm demeanour can help de-escalate the situation. Take deep breaths and model appropriate behaviour.
 - 2. Validate Feelings:**

- Acknowledge the child's emotions without judgment. Say things like, "I see you're really upset right now," or "It looks like you're feeling frustrated".

3. Offer Choices:

- If the child is refusing the calm space, offer them a choice within a safe context. For example, "Do you want to sit on the beanbag or the cushion?"

4. Modify the Safe Space:

- If the current safe space isn't working, consider making adjustments. This could involve adding or removing items, changing lighting, or adjusting the level of stimulation.

5. Co-Regulation:

- Engage in calming activities with the child, like deep breathing or listening to calming music, to help them regulate their emotions.

6. Teach Self-Regulation:

- Help the child learn to identify their emotions and develop their own calming strategies, such as using a feelings chart or engaging in sensory activities like deep pressure or movement.

7. Safe Physical Intervention (Last Resort):

- If the child is a danger to themselves or others, and de-escalation techniques are not working, physical intervention may be necessary, but only as a last resort and following school policy and legal guidelines.

8. Communicate with Staff:

- If the child's behaviour is a recurring issue, collaborate with teachers and school staff to develop a comprehensive support plan.

Important Considerations:

Individual Needs:

- Each child is different. What works for one may not work for another. Observe the child's behaviour and tailor your approach accordingly.

Safety First:

- Ensure the child's safety at all times. If there is a risk of harm, intervene appropriately.

Positive Reinforcement:

- Praise and acknowledge the child's efforts to calm down, even if it's a small step.

Prevention:

- Work proactively with the child to identify triggers and develop coping strategies before a crisis occurs.

Following a pupil being in the calm room

- The use of the Calm room must be recorded after the event in line with school protocol. If this becomes a regular requirement it must be included in the pupil's individual behaviour support plan.

Definition of a dynamic risk assessment-

The continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing circumstances of an operational incident.

The Behaviour and Exclusions Protocol is reviewed annually

