



Behaviour Protocol



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Ensuring Responsible Fair Choices

1. Introduction

At Skegness Infant and Junior Academies, we are proud of the calm, respectful, and purposeful atmosphere that defines our school community. Across both settings, pupils are supported to thrive in environments where kindness, safety, and high expectations are central to daily life. From the earliest years through to Key Stage 2, children are encouraged to take responsibility, show resilience, and contribute positively to their school community.

This policy outlines the standards we expect, the support we provide, and the shared responsibility we hold as an academy community to ensure every child thrives. As part of Greenwood Academies Trust, Skegness Infant and Junior Academies follow the trust wide behaviour policy which in turn, follows the [DfE guidance on behaviour in schools](#).

Our Behaviour Policy assumes that:

- Children have the right to learn and teachers must be enabled to teach them.
- All pupils can behave if they choose to (with appropriate support in place for identified children)
- Success brings with it plentiful praise and positive reinforcement
- Each teacher is responsible for the behaviour management of his/her own class
- Each day is a fresh start
- Everyone has the right to be listened to

2. Academy Culture and Values

Our academy values are intended to support the personal, social, and spiritual development of all pupils and underpin our learning behaviours.

Academy Values – R.I.C.H.E.R	
Resilience	• Never giving up • Accepting you will make mistakes • A positive attitude • Facing challenges, a ‘have a go’ attitude, trying different things, problem solving. • Trying new clubs.
Independence	• Reflect on your own behaviour and learning, using self-assessment tools and responding to feedback. • Demonstrating initiative by asking questions, seeking help when needed, and extending their learning. • Contribute to the academy community through independent roles such as monitors, buddies, or council representatives etc. • Make positive choices in line with the academy’s values, even when unsupervised.
Creativity	• Contribute creative ideas during discussions, group work, and problem-solving activities. • Use a variety of media and techniques to express themselves in art, design, and technology. • Show creativity in writing by experimenting with language, structure, and storytelling.

	• Take part in performances, music, and drama, showcasing creative talents.
High Aspirations	• Consistently strive to improve work through effort, reflection, and acting on feedback. • Engage fully in lessons, showing determination and focus even when tasks are challenging. • Participate in enrichment opportunities such as clubs, competitions, and leadership roles to broaden their horizons. • Maintain high standards in presentation, conduct, and attitude across all areas of school life.
Exceptional	• Is proud of personal achievement • Produces work of the highest quality • Sets high standards and personal goals for improvement • Makes best use of talents, time and resources
Respect	• Values all members of the academy community • Always displays good manners • Displays tolerance of others with different points of view and beliefs • Shows respect for the academy buildings, facilities and surrounding environment

‘Our aim is for all children to become RICHER. We want them to experience rich learning journeys, which will enable them to achieve their dreams.’

3. Academy Stage 1 – Positive Reinforcement

Skegness Infant and Junior Academies are committed to creating an environment where the highest standard of behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for the behaviour and to encourage others so do the same. By consistently reinforcing and celebrating positive behaviours, we empower our pupils to become confident and considerate members of our academy community.

Pupils who follow the Academy Values and positively contribute to their class and the academy, receive various forms of positive praise and recognition:

- Dojos - an electronic reward system used across the Academy. Pupils may be instantly rewarded with ‘dojos’ by members of staff. Parents will be able to log into their child’s account to see if they have received any dojos and what they have been awarded for.
- Embed routines and have high expectation for behaviour and conduct e.g. Whole academy approach to classroom transitions and movement around the academy.
- Celebration assemblies - held weekly to award certificates (Dojo Champion/Master, Star of the Week and Executive Principal/Head of School Award) to specific pupils or groups of pupils.
- Placing value on achievements e.g. work shown to another class
- Trophies and Special Awards e.g. sports, attendance.

- Special responsibilities e.g. school council/ Eco Warrior/ Digital Leader house etc.
- Child, group or class chosen as a role model
- Written praise e.g. a positive comment on work and stars for rewarding high expectations in work
- Verbal praise e.g. to the child, parent, another adult in the academy
- Year Group Displays - used to display pupil's work that shows outstanding effort / achievement.

In addition to the Academy reward system, class teachers are responsible for creating a positive ethos through praise and rewards for good work and behaviour in their classroom. Class Rules are also generated at the beginning of each year, following class discussion and agreement. They require re-visiting once a term and whenever expectations need to be reiterated to the class, groups or individuals. Teachers establish their own methods of rewarding positive behaviour with a consistent approach and to suit the individual needs of their pupils. All pupils take part in a termly assembly to re-induct them into behaviour systems, rules and routines.

We believe that behaviour is managed well, where adults know their children and develop positive relationships with all pupils. Therefore, we expect every adult to:

- Meet and greet at the door 'good morning' and to do this with warmth and a smile
- Refer to our Academy Values in their daily conversations with children
- Establish clear, consistent routines
- Highlight and promote positive behaviour – actively catching pupils doing well and giving lots of praise
- Develop positive relationships with all children
- Never walk past or ignore pupils who are failing to meet expectations
- Deal with all poor behaviour in private
- To be calm and not shout at children
- Follow up all behaviour with restorative conversations and communication with parents
- Have a clear plan and a range of strategies for dealing with low level behaviours and conclude the day positively
- Teach behaviour as part of the weekly curriculum
- Plan lessons that engage, challenge and meet the needs of all pupils

Academy Stage 2 – Behaviour Support & Intervention

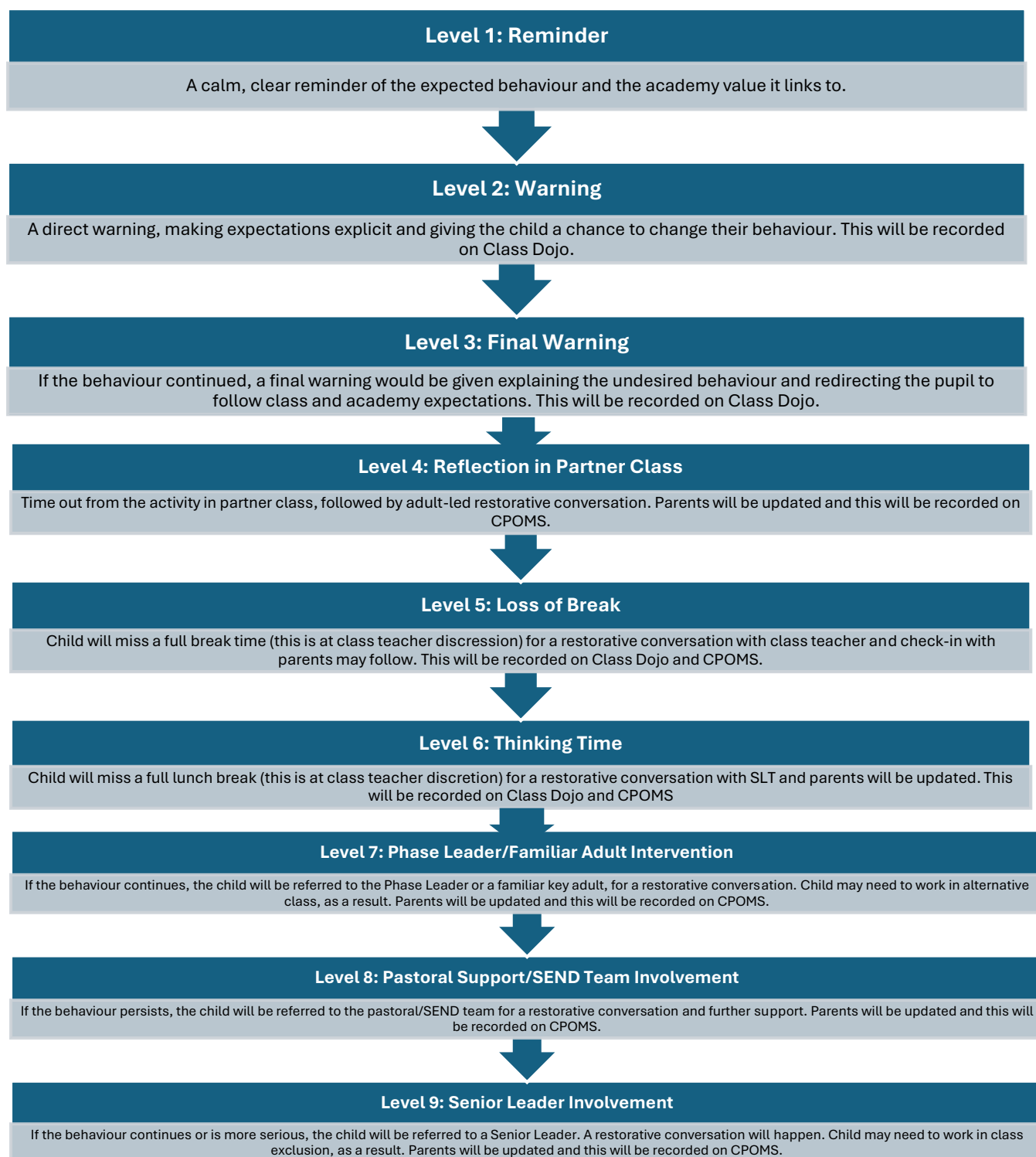
At Skegness Infant and Junior Academies, we use the following sanctions to enforce academy rules and values, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. All children start each day with a 'fresh slate'.

Our levels are a guide, not a script: professional judgement is always used. Factors considered include:

- The child's age and stage of development

- Any underlying needs, including SEND
- The nature and frequency of the behaviour
- The context and impact on others

The whole academy graduated approach for teaching and support intervention levels are outlined below:



Level 10: Head of School/Executive Principal Involvement

For significant, repeated, or unsafe behaviour, the child will be sent to the Head of School/Executive Principal. This may involve:

- A restorative discussion
- A proportionate consequence
- Communication with parents/carers
- In rare cases, internal isolation or suspension

Where no change in behaviour occurs, further support will be explored and implemented (see Tailored Response).

Academy Stage 3 – Tailored Response

Should a pupil's behaviour become a concern due to frequency or severity, the academy's SEND team/SLT will review the processes in place with the class teacher and determine next steps. This may include:

- Class teacher to manage behaviour initially with individual behaviour chart/strip- filled in daily with specific target related to behaviour need. Completion of Boxall profile may follow.
- Referral to Pastoral team or SEND team. Increased emotional support or interventions from our ELSA trained staff/Family Key Worker.
- Further meeting with parents- class teacher and or behaviour/ pastoral team member.
- Complete EHA/TAF if appropriate
- Pastoral Support Plan written
- Pastoral Support Plan (PSP) process implemented.
- Referral to outside agencies, which may include BOSS, Educational Psychologist, Community Paediatrician etc
- Timetable reduction

If a pupil's negative behaviour persists to the extent that it poses a risk to others or significantly disrupts learning, suspension may be considered in line with Department for Education (DfE) guidance and local authority procedures.

Behaviour incidents are analysed regularly to identify trends both within each term and across the academic year. This analysis informs decision-making and may lead to actions such as staff redeployment, the introduction of new strategies, or referrals to external agencies.

For pupils at risk of permanent exclusion, we follow the Lincolnshire Ladder of Behaviour Intervention to ensure appropriate support and intervention is in place.

4. Lincolnshire Ladder Step One – Persistent Misconduct

The Lincolnshire Ladder of Behaviour Intervention is underpinned by current statutory guidance on permanent exclusion to which schools must adhere.

- Refer to SENDCo or Head of School/Executive Principal to screen for underlying unmet needs.
- Consider use of Special Educational Needs Plan.
- Consider use of multiagency assessment for pupils who demonstrate persistent disruptive behaviour, (considering pupil welfare needs, mental health and/or family capacity/environmental factors) – Early Help Assessment (EHA) and possible Team Around the Family (TAF).
- Consider use of Lincolnshire County Council Pastoral Support Plan (PSP) to agree a package in partnership with pupils and family.

Lincolnshire Ladder Step Two – BOSS and Other Specialist Involvement

- Complete early screening for underlying causes (e.g. Working Together Team (WTT), Educational Psychologist (EP), medical involvement).
- Engage with the Pupil Reintegration Team (PRT) for advice
- Refer to Behaviour Outreach Support Service (BOSS)
- Engage with SEND tools and advice lines (e.g. Ask SALL, SEND Inclusion Toolkit).

Lincolnshire Ladder Step Three – Alternative Provision

- Consider Off-Site Direction or Managed Move if appropriate.
- Maintain regular review and communication with all involved agencies.
- Explore Intervention Placements at Springwell AP if available.
- Ensure Virtual School involvement for Children in Care or those with a social worker.

5. Permanent Exclusion

Exclusion is considered a final step in the behaviour management process and will only be used when all other avenues have been exhausted. This includes the implementation of Academy Behaviour Stages 1, 2, and 3, as well as the interventions outlined in the Lincolnshire Ladder of Behaviour Intervention.

A decision to suspend or permanently exclude a pupil will only be taken in response to:

- A serious breach, or persistent breaches, of the academy's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Before reaching this stage, the Senior Leadership Team (SLT) will explore all possible alternatives to exclusion. These may include:

- A managed move or off-site direction to another school
- Internal exclusion within the academy
- Additional support strategies or referrals to external agencies

However, in the most serious cases, suspension and/or permanent exclusion may be necessary.

6. SEND and Safeguarding

At Skegness Infant and Junior Academies, we are committed to ensuring that our behaviour policy is inclusive and sensitive to the needs of all pupils, particularly those with Special Educational Needs and Disabilities (SEND), those who are Looked After Children (LAC), and those who may be experiencing safeguarding concerns.

All staff receive annual safeguarding training and understand that behaviour may be a form of communication, particularly for children who have experienced or are at risk of significant harm or abuse. Staff are expected to follow the academy's safeguarding policy when recording concerns or disclosures and must report these promptly to the safeguarding team.

As part of the Greenwood Academies Trust, we uphold our legal duties under the Equality Act 2010 and do not discriminate against, harass, or victimise pupils based on sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities and those identified as having SEND, we will make reasonable adjustments to our policies and practices to ensure they are not placed at a disadvantage.

In line with the DfE SEND Code of Practice, where concerns arise about the behaviour or risk of exclusion of a pupil with additional needs or an Education, Health and Care (EHC) plan, the academy will work in partnership with parents, carers, the local authority, and other relevant professionals to review the suitability of current provision. This may include:

- Requesting an early annual review or an interim/emergency review of the EHC plan
- Considering additional support or alternative placements
- Implementing targeted interventions

For Looked After Children (LAC), we work closely with the Virtual School to ensure that any behavioural concerns are addressed with appropriate support and sensitivity. This includes regular communication, joint planning, and ensuring that the pupil's voice is heard in all decisions affecting their education and wellbeing.

Our approach recognises that behaviour is often linked to unmet needs, and we are committed to working proactively and compassionately to support every child in achieving positive outcomes.

7. Physical Intervention

The use of physical intervention is considered a last resort and is only implemented when absolutely necessary to prevent harm or maintain a safe and orderly environment.

In accordance with statutory guidance, reasonable force may be used by a trained member of staff to prevent a pupil from:

- Causing injury to themselves or others
- Damaging property
- Seriously disrupting the maintenance of good order and discipline within the academy

The majority of staff across both sites are PRICE-trained and they complete regular refresher training to ensure their professional development remains current and aligned with best practice.

Wherever possible, staff will adopt alternative strategies before considering physical intervention. These may include:

- De-escalation techniques
- Removing the pupil from the situation
- Contacting parents/carers for support

In the rare event that physical handling is required to ensure safety, the incident will be:

- Recorded on CPOMS
- Communicated to parents/carers as soon as possible

If a pupil requires regular physical intervention as part of their behaviour support, this will be formally documented within their individual behaviour plan. A risk assessment will be completed and shared with relevant staff and parents/carers to ensure transparency and consistency in approach.

Skegness Infant and Junior Academies are committed to maintaining a safe, respectful, and inclusive environment for all pupils and staff, and physical intervention will only ever be used in line with safeguarding principles and legal guidance.

8. Code of Conduct

At Skegness Infant and Junior Academies, we are committed to fostering a safe, respectful, and inclusive learning environment. Our Code of Conduct outlines the expectations for pupil behaviour across both sites and supports our shared values of kindness, responsibility, and high standards.

All pupils are expected to:

- Respect all other pupils and staff, regardless of race, culture, gender, or religion
- Behave in a polite, calm, and orderly manner
- Follow the instructions of all staff
- Be punctual and attend regularly
- Leave lessons only with permission from a staff member
- Be properly equipped for learning
- Take care of academy property
- Maintain personal cleanliness and tidiness
- Work to the best of their ability during lessons

Pupils must not:

- Bring mobile phones or electrical items to school without prior permission

- Use inappropriate or offensive language
- Wear makeup
- Deface academy property (e.g., writing on desks or walls)
- Display intimidating behaviour (physical, verbal, or otherwise)
- Run in corridors
- Interfere with the work of others
- Bring chewing gum onto the site
- Use other pupils' passwords or access information that is not their own

At the Infant site, pupils follow a clear set of rules that are introduced early and consistently reinforced. These rules continue when the children are at the Junior site to support continuity and shared expectations:

- Be friendly to everyone
- Be respectful in your words and actions
- Look after each other and the school
- Play nicely with others and share
- Always use kind hands and feet
- Always demonstrate good speaking and listening
- Always try your best

These rules promote empathy, consideration, and care for people and property, and are central to our positive behaviour approach.

Upon transition to the Junior site, pupils begin the academic year by collaboratively creating their own class rules. This process encourages ownership and understanding of behavioural expectations. These rules are:

- Displayed prominently in each classroom
- Referred to regularly throughout the year
- Used to guide behaviour and reinforce positive choices

Each class also operates its own Class Dojo points and reward system, tailored to the needs and dynamics of the group. This promotes motivation, recognition, and celebration of positive behaviour.

We believe that working in partnership with parents and carers is essential to support pupils' awareness of our high expectations for conduct. Through consistent communication and shared strategies, we aim to ensure that every child feels supported in making positive choices and developing respectful relationships.

9. Playtime/ Lunchtime Behaviour

Lunchtime and playtimes are different to the classroom; however we still expect children to follow the key principles above.

To ensure that playtimes and lunchtimes run smoothly, all staff:-

- Will escort their class to the appropriate play areas or dinner hall.
- Will be punctual and not leave their class unattended when another member of the team might be delayed.
- Join in with games where appropriate e.g. lead skipping games, referee a football match, supervise play equipment.
- SLT and the Pastoral team will ensure that Midday Supervisors have training in behaviour management, conflict resolution and are aware of key children who may display more challenging behaviour.

In the dinner hall, we expect the children to continue to follow the key principles. Children will have adequate time to eat and interact with others. We expect and will train the children to take plates, dishes, knives, forks and waste to the appropriate place.

10. Bullying

At Skegness Infant and Junior Academies, we treat allegations of bullying extremely seriously. If proven to be true, bullying can be escalated straight to Level 9, where SLT will work with the children and contact the parents of those involved.

The DFE defines bullying as-

- Deliberate
- Repeated, often over a period of time
- Difficult to defend against.

Different types of bullying include emotional, physical, racial, sexual, direct or indirect verbal and cyber-bullying.

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social-networking sites, messaging apps or gaming sites,
Prejudicial or Discriminatory Language	Comments based on prejudice of protected characteristics such as race, gender, religion.

At Skegness Infant and Junior Academies, we actively teach and reinforce the message that bullying is never acceptable. Pupils are encouraged to report any incidents of bullying immediately—whether they are directly involved or have witnessed it happening to someone else.

We promote a culture of openness and safety, where children feel confident to speak to a trusted adult. Staff respond promptly and sensitively to all reports, following the academy's safeguarding and behaviour policies to ensure appropriate action is taken.

Categories of bullying will be discussed with the children during PSHE time at an age-appropriate level and also as required if incidents occur.

Bullying will be recorded through CPOMs and will be monitored by SLT, safeguarding and the pastoral teams.

11. Cyber bullying

Children at Skegness Infant and Junior Academies are **not** old enough to hold accounts on Facebook, WhatsApp, Snapchat, Instagram, Twitter, TikTok amongst others.

We recognise that many children can access these accounts because of poor age verification systems with the different companies. Many parents may struggle to understand or keep track of their child's online activity. Whilst many children use these sites responsibly, it can be a medium whereby children think that they cannot be checked on. Our behaviour policy still applies for incidents that occur between children and/or adults online.

12. Pupil support

We recognise that for some pupils their behaviour may be caused by a range of emotional factors, including stress, anxiety and low self-esteem. We are committed to understanding the root of challenging behaviour and identifying the triggers so that we can proactively prevent challenging behaviour from occurring in school. We aim to support children and keep them within their 'window of tolerance' by teaching strategies for self-regulation.

Mental break	Physical break	Spiritual break- yoga, relaxation techniques.	Positive self-talk	Grounding activities
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<i>Reading corner</i>	<i>Go for a walk</i>	<i>Class yoga</i>	<i>Star of the Day – say something kind about another member of the class.</i>	<i>Deep breathing</i>
<i>Chat to a Learning Mentor</i>	<i>Kick a football around</i>	<i>Juggling</i>		<i>Slow counting or counting games</i>
<i>Draw a picture</i>	<i>Show your work to your last teacher</i>	<i>Play a musical instrument</i>		
<i>Colouring in</i>	<i>Get a drink of water</i>	<i>Meditate</i>		

Some children may need additional support to develop their personal, social and emotional well-being. These children will be identified by their class teacher for additional support, through pastoral referrals, which may take the form of:

- Counselling sessions
- Nurture groups
- Intervention groups which encourage social interaction skills e.g circle of friends, musical interaction group.
- Mentoring
- ELSA support
- Lunch time groups

13. 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.

14. Outside School – travelling to and from the premises and collecting children from school.

In response to all non-criminal poor behaviour and bullying which is witnessed by a member of staff or reported to the school, the school will sanction the behaviour accordingly using the behaviour levels for consistency. This may include when the pupil is:

1. Taking part in any school- organised or school related activities
2. Travelling to or from school
3. Wearing the school uniform
4. Is identifiable as a pupil from the school

Negative behaviour that has repercussions for the orderly running of the school, poses a threat to another child or member of the public or could have an adverse effect on the reputation of the school will be dealt with according to the behaviour levels.

15. Staff Training

Working in school with large groups of children can cause anxiety and stress for teachers and other adults. It is the responsibility of SLT to ensure that teachers are adequately supported in their dealings with children, parents and other professionals. This will include ensuring all staff have training and are supported in their interactions with children, especially those who have their own behaviour plans and risk assessments.

Training may be provided by outside providers, for example BOSS, or may be dealt with internally by the SENDCo or other professionals. Likewise, staff are encouraged to speak to SLT if they are experiencing difficulties.

16. Complaints

An individual wishing to make a complaint regarding the school's actions in dealing with incidents of inappropriate behaviour should discuss this with Mrs French, Executive Principal, in the first instance. If the issue is not resolved then a formal complaint may be made, following the complaints procedure as set out in the Greenwood Academy Trust complaints policy.

17. Review of policy/procedures

This policy will be reviewed annually, and amendments made ready for the new academic year. In reviewing the policy, feedback will be sought from all stakeholders, including pupils, which will inform any decisions made. The effectiveness of the behaviour procedures forms part of the Academy's routine monitoring and evaluation cycle, which includes gaining the views and opinions of pupils relating to behaviour.

18. Related Policies

- Positive Handling and Use of Restraint Policy
- Attendance Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Home School Agreement
- Staff Code of Conduct
- Online Safeguarding Policy and Acceptable Use Agreements

Appendix A

Guidance on the use of Calm Rooms/Calm areas

Rationale

All students 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 policy 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 policy 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 policy.
- 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 student via a window.
- At no time should students be locked 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 student 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.
- The response to use the Calm room must be recorded after the event in line with school policy. 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.