



# Ernehale

Flying High Academies

## Positive Behaviour Policy

***“Striving for Excellence. Making Every Day Count.”***

**We aim to provide a secure and caring environment where every individual can thrive, aiming high and becoming lifelong learners.**

**Approved by:** Ernehale Governing body      **Date:** November 2025

**Last reviewed on:** September 2025

**Next review due by:** September 2026

**We strive for excellence, making every day count, where children thrive and build the cultural-capital they need to make aspirational choices about their own future.**

***Our mission statement is: to provide a secure and caring environment where every individual can thrive, aiming high and becoming life long learners.***

*At Ernehale Flying High Academies we believe in nurturing the personal growth and character development of all our children. Our commitment to creating a stimulating curriculum encourages a passion for learning and nurtures enquiring minds.*

*At Ernehale Flying High Academies, we are dedicated to promoting British values that reflect inclusivity, diversity, and a strong sense of community. We believe in fostering an atmosphere where all members of our school community respect and value each other's unique perspectives, cultures, and backgrounds.*

*We want all members of our school community to have high expectations, striving for excellence in all that we do. By setting these standards, we empower our children to reach their fullest potential and become lifelong learners.*

*We believe in ensuring a journey of academic achievement, personal growth, and character building. Together, we create a nurturing and inspiring environment that shapes enquiring minds and prepares our children to succeed in a rapidly changing world.*

## **1. Policy aims and objectives**

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

Ernehale is committed to the emotional mental health and well-being of our children, staff and parents/carers. We wish to evidence this in all aspects of school life – in our ethos, environment and curriculum, supporting the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

## **2. 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, to explain and to find solutions.

At Ernehale, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. 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 eg. 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 eg. 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.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, unconditional positive regard is central to our school ethos.

- 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.
- 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.'
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.
- We ensure that our children enjoy a safe and calm environment in which they are treated with dignity and respect.
- We provide all children with a clear, consistent and fair approach to behaviour.
- 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).

### **Our School Values:**

At Ernehale Flying High Academies, our values guide everything we do. They encourage us to grow, achieve, and support each other in a positive and inclusive environment.

Our **Ernehale ABC Values** are:

- **Aim High**  
We set ambitious goals for ourselves and work hard to reach them. We believe in perseverance and taking pride in our achievements, always striving to improve and make the most of every opportunity.
- **Be Our Best**  
We bring our best effort to everything we do, whether it's in learning, playing, or helping others. We take responsibility for our actions and always strive to be a positive example for those around us.
- **Choose Kindness**  
We treat others with respect, compassion, and understanding. Whether in our words or actions, we make a conscious effort to be kind, creating a caring community where everyone feels valued and included.

### **Our School Rules:**

At Ernehale Flying High Academies, we believe that clear expectations help create a positive and inclusive environment where all members of our school community can thrive. To ensure this, we have established three simple yet powerful rules that everyone is expected to follow:

**Our School Rules:**

- **Be Ready**  
We come prepared to learn, always try our best, and approach each day with a positive attitude. We listen carefully, follow instructions, and take pride in ourselves, our work, and our school.
- **Be Respectful**  
We treat others with kindness, speak politely, and value the feelings and opinions of those around us. We show respect for adults, peers, and our school environment by following instructions the first time we're asked.
- **Be Safe**  
We act responsibly, ensuring the safety of ourselves and others at all times. We make choices that contribute to a secure and supportive school community where everyone feels valued and protected.

### **Being a S.T.A.R**

Children are expected to be active learners during each lesson. In order for this to be visible, we ask our children to be a S.T.A.R:

- S Sit up straight
- T Track the speaker
- A Ask and answer questions
- R Respect those around you

In support of our ethos we apply the practices outlined in the appendices.

[Appendix 1](#) "Responding in the Moment."

[Appendix 2](#) "15 Things to Build Relationships"

### **3. Positive Behaviour Culture**

At Ernehale 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 Ernehale's Visible Consistencies approach. Our Visible Consistencies outline how we do things at Ernehale 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. Ernehale's Visible Consistencies is prominently displayed in all classrooms and around school so that it is visible in shared areas, corridors and outside areas.

The aim is that our Visible Consistencies becomes so embedded that it is habitual and instinctive – a way of being at Ernehale

Ernehale's Visible Consistencies is outlined in [Appendix 3](#).

### **4. Rewards**

It is a firm belief at Ernehale that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect from all in school.

We praise our children in a variety of ways:

- Verbal praise and smiles (must be sincere, targeted and proportionate)
- Whole class reward systems
- Individual rewards
- A weekly Values assembly

#### Whole Class Reward

These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working as a team by respecting our School Values and School Rules. The children are working towards a whole class treat each term that will last for about 1 hour.

#### Individual Rewards

- Children are awarded individual Dojo points. Children can use points to spend in the Dojo shop. Points focus on our School Values and School Rules. Dojo Points can be awarded by any member of staff both inside and outside the classroom.
- 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.

#### Weekly Values Assembly

Children from each class are awarded a Values Champion certificate presented in a celebration assembly. Values Champions are shared with parents/carers in our weekly newsletter.

#### ABC Positive Postcards

Staff send out positive postcards to children who demonstrate our school values consistently well. Positive postcards can be sent out by any member of staff and are a surprise to the children as they are unaware the postcard has been sent.

#### **5. A restorative approach to challenging behaviour**

At Ernehale, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change the child's 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 and find an alternative approach.

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 Values and School Rules and this will be explained clearly to the child.

Consequences must be predictable, consistent and displayed clearly.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child – Behaviour Steps [Appendix 4](#).

## Ernehale Staff's Behaviour Steps Guide

Step	Action		
1.	<p><b>A Reminder</b> A quiet, calm reminder of the School Values and Rules that are being compromised. Follow this swiftly by a positive (repair) - refer to WARM conversation.</p>		
2.	<p><b>Reflection time in my classroom</b> 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><b>Reflection time in another classroom</b> 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.</i></p>		
4.	<p><b>Collected by a senior staff member (Mrs Clapham, Miss Rook, Miss Gell, Phase Leads if available)</b> 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: (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) <i>Parents must be informed by the class teacher that the child has been removed from the classroom by a senior member of staff due to behaviour.</i></p>	<p><b>Pupil Voice</b></p> <p>Discussion about repair. This in an option at any stage if you think appropriate, if at all. <i>How could we repair what has happened? What does the child think the consequence should be?</i></p> <p>This has to be within FHAL policy.</p>	<p><b>A Restorative Approach W.A.R.M. Conversation</b></p> <p><b>What happened? Tell the story.</b> <b>Affect/explore the harm. Who do you think was affected?</b> <b>In what ways?</b> <b>Repair. How are we going to repair what has happened?</b> <b>Move forward. How can we make sure this doesn't happen again?</b> (Monitoring)</p> <p><i>The last step has to be followed up not once, but often, to ensure that the repair has happened.</i></p>
5.	<p><b>Collected by the Head Teacher</b> 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. 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. 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"> <li>○ The child checking in with the HT at agreed intervals throughout the day (for a fixed period) – celebrating the positives.</li> <li>○ The child returns to the HT to miss part of a break/lunchtime. This time will be used for restorative purposes.</li> <li>○ Parents are contacted by the class teacher. (Discuss with HT prior to making contact with the parents)</li> </ul>		
<p>After any of the above steps, the staff must adopt an approach of <b>unconditional positive regard</b> so that the child knows that they can move forward.</p>			
<p>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 SLT. Actions could include: ~ daily/weekly messages to parents ~ peer buddy ~ social group intervention ~ pastoral/ELSA referral ~ behaviour plan – <a href="#">Appendix 5</a> The class teacher will call the child's parents to explain what has been agreed and why, outlining how they can support at home.</p>			

## 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 e.g., verbal/physical abuse, racism, bullying. 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 6](#). 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 7](#).

## Lunchtime Behaviour Procedures [Appendix 8](#)

### 6. Supporting Staff

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

- 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

### 7. Supporting Children

At Ernehale, 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
- Resilience, self-confidence and self-esteem interventions
  - Pupil-led groups:
    - Pupil Parliament
    - KIND Champions (Kindness, Inclusion, Nurture, Diversity)
    - Eco Champions
    - Playground and Sports Leaders
    - Librarians

## **8. 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.

## **9. 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.

## **10. 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 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.

## **11. 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.

## 12. 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 Ernehale'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.

## 13. Policy links

This policy links to the following policies in school:

- Anti-bullying
- Attendance
- Child Protection and Safeguarding (linked to KCSIE 2024)
- Child on Child Abuse
- Early Years
- Equality
- Health and Safety
- Physical Intervention
- On-line safety
- Relationships and Health Education (RSHE)
- 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:

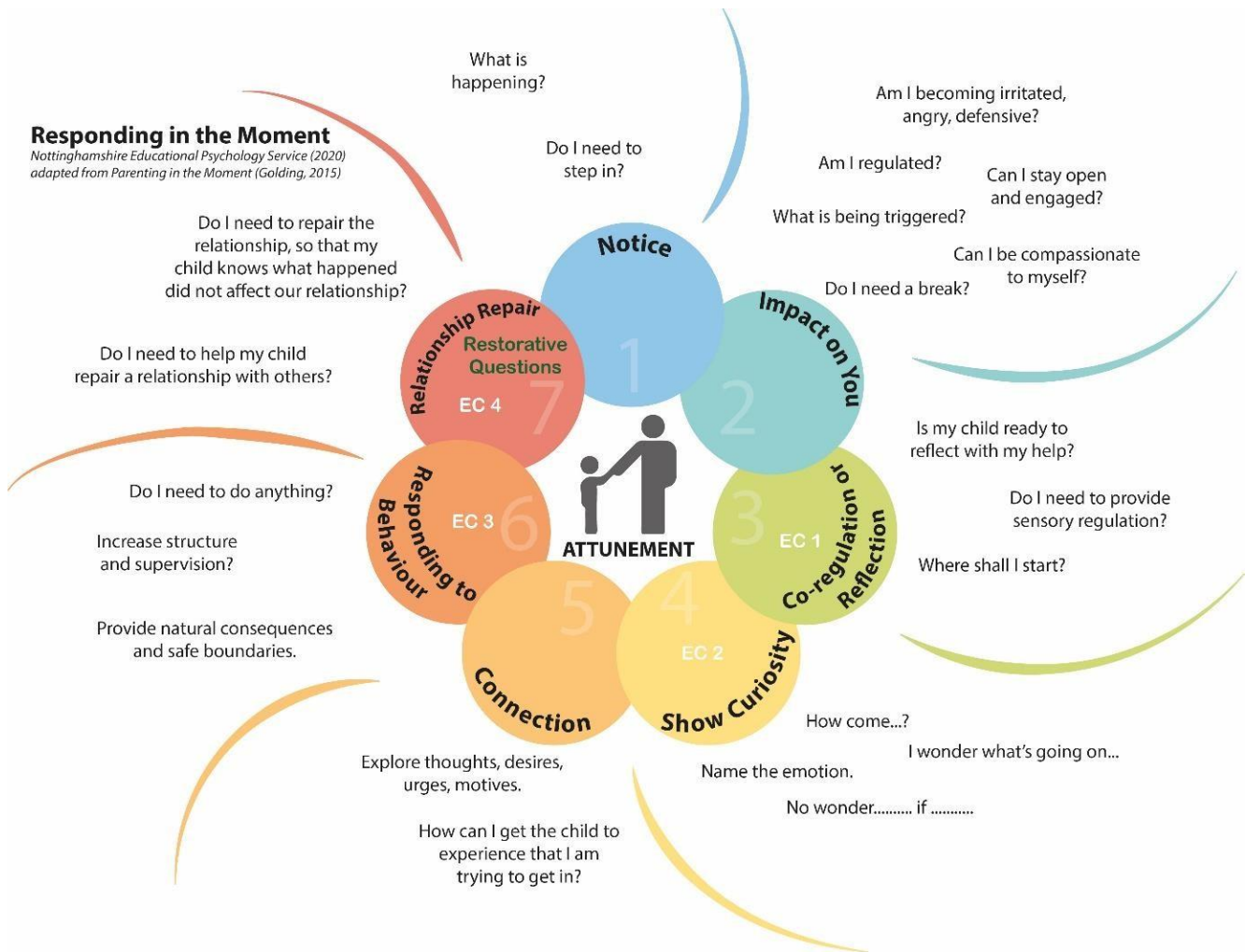
- In staff meetings/phase meetings SLT will regularly share something related to the policy (top tip, verbal reminder of a key point, examples of excellent practice ...).
- A staffroom display will be created to act as a visual reminder of the school's ethos and culture.
- A hall display will be created to act as a visual reminder to children and to be used as a learning resource.
- The policy will be reviewed by all staff annually.

This policy was written with reference to:

- NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion" October 2020
- "Behaviour in Schools" DfE September 2022
- "Creating a Positive Culture" Tom Bennett



## Responding in the Moment



## 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!

## Whole School Visible Consistencies

### Our School Values:

Aim High, Be Our Best, Choose Kindness

### Our School Rules:

Be Ready, Be Respectful, Be Safe

All staff must consistently uphold these values and rules. Every adult is responsible for behaviour, working together to ensure clarity and eliminate gaps. Consistency from adults is key to driving positive behaviour change in our children.

### Core Expectations for Staff:

1. Focus on Positive Behaviour:  
Prioritise positive behaviour. Address poor behaviour with calm, reasoned responses and restorative practices—never anger or aggression.
2. Modelling Expectations:  
Adults must model the behaviour expected from children—whether in assemblies, walking through school, or interacting with others. “What we permit, we promote.”

### Daily Routines & Visible Consistencies:

#### Lining Up:

- One behind the other, straight line, facing forwards, hands by sides, silent.

#### Walking Around School:

- One behind the other, hands by sides, silent, give way to adults, hold doors when needed.

#### Getting Attention:

- Adult stands still, raises hand, waits for children to respond by putting hands up, sitting/standing still, and being silent.

#### Responding to Adults:

- Make eye contact (when appropriate), greet politely, ask respectful questions (e.g., “How are you?”), hold doors, step aside.

#### Assembly:

- Enter silently, hands by sides, stand in lines. Ensure uniforms are tidy, and nothing is in hands or on heads. Use the Makaton signal for sitting. Adults remain silent.



**Adults need to model the expectations remembering ‘what we permit we promote’. For example modelling listening in assemblies, picking up items on the floor, eye contact and conversation with other adults and children.**

## Classroom Visible Consistencies

### Coming into the classroom:

- Morning activity must be ready prior to children arriving.
- Visual timetable on display prior to children arriving
- Coats are hung on named pegs
- As the children enter in the morning, lunchboxes and water bottles stored neatly in the correct place. Must remain neat all day.
- Book bags stored neatly in designated place. When they have been used children sensibly return them to their storage place.

### Organisation of water bottles:

- All stored in a central place, **not on tables**. Bottles must be stood up and kept neat throughout the day.

### Going to the toilet:

- One child allowed from the class to go to the toilet at any time. The children put their hand up to ask (unless this is agreed for an individual, based on a medical need).

### End of lesson (placement of books, resources, seating):

- Everything tidied away into table pots
- Table pots must be kept organised and tidy
- Table must be tidy after every lesson
- Only resources for next lesson should be on tables
- Reading books are not to be kept on working tables
- Chairs must be placed under the table by the child
- The children must ensure the classroom floor is tidy (no rubbish, pencils, pens, rulers etc are to be on the floor at any time)

### Leaving the classroom:

- Line up silently showing readiness to move around school
- Adult to lead the children out of the classroom to their destination

### In class transitions (eg carpet to desk):

- Children must move around the classroom in a calm and orderly manner

### Sharpening pencils:

- Pencils must be sharpened and ready to use for each lesson.

### Accessing resources:

- All resources needed for the lesson e.g. word mats, base ten etc are on the table ready for use prior to the start of the lesson
- Photocopying to be done prior to the start of the lesson
- Resources to be prepared and ready for us, prior to the start of the lesson

# OUR BEHAVIOUR STEPS



**1. A reminder.**



**2. Reflection time in my  
classroom.**



**3. Reflection time in  
another classroom.**



**4. Collected by a senior  
staff member.**



**5. Collected by the Head  
Teacher.**

## Appendix 5

### **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.

## The Assault Cycle

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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.

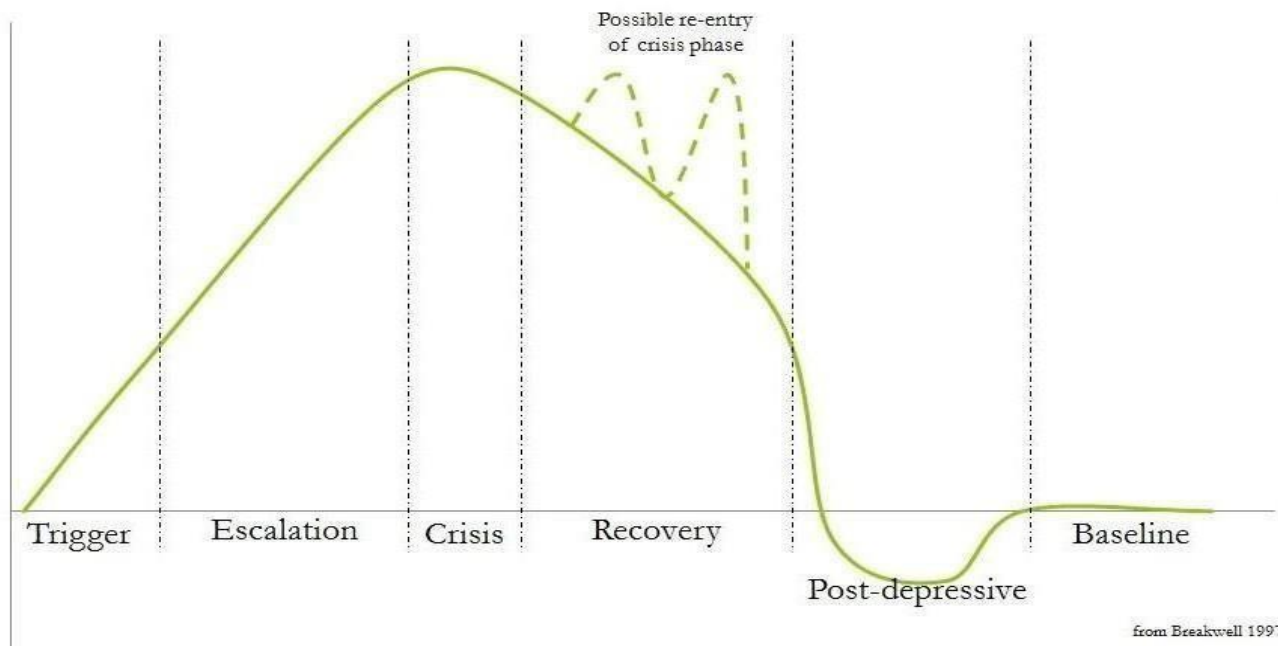
2. **Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

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



## Appendix 7

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?

### Lunchtime Behaviour Procedures

The School Values and School Rules apply at lunchtime just as they do at other times of the day.

Our **Ernehale ABC Values** are:

- **Aim High**  
We set ambitious goals for ourselves and work hard to reach them. We believe in perseverance and taking pride in our achievements, always striving to improve and make the most of every opportunity.
- **Be Our Best**  
We bring our best effort to everything we do, whether it's in learning, playing, or helping others. We take responsibility for our actions and always strive to be a positive example for those around us.
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We treat others with respect, compassion, and understanding. Whether in our words or actions, we make a conscious effort to be kind, creating a caring community where everyone feels valued and included.

Our **School Rules**:

- **Be Ready**  
We come prepared to learn, always try our best, and approach each day with a positive attitude. We listen carefully, follow instructions, and take pride in ourselves, our work, and our school.
- **Be Respectful**  
We treat others with kindness, speak politely, and value the feelings and opinions of those around us. We show respect for adults, peers, and our school environment by following instructions the first time we're asked.
- **Be Safe**  
We act responsibly, ensuring the safety of ourselves and others at all times. We make choices that contribute to a secure and supportive school community where everyone feels valued and protected.

Procedures will vary from those in the classroom as the environment is so different. However, it is expected that the Midday Team share the same school ethos as outlined in this policy.

#### Challenging behaviour

1. **Quiet word**
2. Two minutes **time-out** (stand with the Midday). Child returns to play.
3. If child continues to be challenging, **Midday radios** for a member of the SLT team. They 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 play area? (repair)The SLT member will 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 again. The child will be brought inside/out of the hall and remain under the supervision of the SLT 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 e.g. 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. A Note of Concern form needs to be completed before they finish their working day. This will be logged on CPOMs.

### **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 above, apply in the hall just as they do outside.

### **Lunchtime rewards**

Midday supervisors will award stickers for positive behaviour. The teacher should be made aware of any rewards given when the class is handed over. The teacher, class and Midday should celebrate the rewards. Each sticker = 1 class dojo for following the School Values and School Rules. Middays should aim to give out 2 stickers per class each day.