

Brackenwood Infant School



Positive Behaviour Policy

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

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Aims:

This policy aims to:

1. Provide a consistent approach to behaviour management that allows all children to feel safe and secure and able to flourish.
2. Define what the school considers to be positive behaviour and what actions will be taken to support children to show these behaviours.
3. Create conditions in our school community in which every child feels safe and understood.
4. Support all children to manage their own behaviour and accept responsibility for their own actions.
5. Summarise the roles of all staff, governors, parents and children to promote positive behaviour.

Mission Statement:

'To guide and nurture all children to shoot for the stars.'

Vision:

At Brackenwood Infant School we have a calm and nurturing environment in which all children feel happy and secure. The learning that we provide is fun, stimulating and challenging and enables all children to become resilient and independent learners ready to take on the world. All of our children develop a clear understanding of what it means to be a positive member of society and thrive to influence our community and beyond.

The shared vision of the governors, staff and families is that by the time our children leave us they will all be able to:

1. Read and write and solve mathematical problems at a year 2 standard.
2. Express their creativity in a variety of ways.
3. Develop their own ideas about the things that they learn.
4. Build lasting friendships.

Our Positive Behaviour Values:

1. Kindness
2. Effort
3. Resilience

At Brackenwood Infant School we focus on positive behaviour values rather than listing school rules. Each class develops their own class charter based on these values to ensure a consistent approach that is also personalised to the needs of individual children and classes. The expectation is that all children clearly understand their class' charter and take personal responsibility for showing positive behaviours.

Rewards

At our school, we believe that children must be motivated to show positive behaviours and during their time at our school we will support them to develop an internal desire to do this. As part of this process, we will use a variety of external rewards such as:

1. Positive non-verbal gestures
2. Positive verbal and/or written comments
3. Treasure stamps and prizes (F2)
4. Stickers
5. Certificates
6. Celebration assembly
7. Reward points (KS1)

Teachers will use the above rewards to ensure that all children strive to uphold the school's positive behaviour values in ways that are right for them.

As well as the school's positive behaviour values, we will support our children to develop the positive behaviours for learning that are identified in the Commando Joe's RESPECT guidelines (Appendix 4) and the Foundation Stage 'Characteristics of Effective Learning', (Appendix 5).

Sanctions (Logical Consequences)

'Self-control, and therefore self-motivation, needs to be encouraged and supported in school – and this starts with authentic relationships...Kim Golding uses the term, connection before correction.' Dave Whittaker.

Unconditional and consistent re-enforcement of positive behaviour is always more effective than sanctions. However, in cases of repeated misbehaviour or when a behaviour incident is extreme, for example, it causes harm to themselves or others, staff will adopt the following 5 step approach:

1. De-escalate – support the child to re-align themselves so that they become in control of their own feelings, emotions and actions.
2. Connect – the adults involved will help the child to find their key person in school. This is the adult at school with which the child has the best 'connection.'
3. Reflect – the key person will support the child to explain, in their words, what has happened. The key person may also need to investigate the incident further using the school's Incident and Investigation report form (Appendix 2).
4. Empathise – the key person will support the child to understand how their actions may have impacted others.
5. Restore – the key person will work with the child to develop a course of action (a sanction) that is logical and purposeful. The course of action will aim to

support the child to change their behaviour, restore a relation and/or fix a problem.

Logical consequences could include but may not be limited to;

1. Completing missed work at an agreed time.
2. Missing break or lunch time play for an agreed period of time.
3. Repairing/restoring/replacing any damaged or broken items or property.

Any logical consequences should be completed with the child's key person or member of the school's senior leadership team, if appropriate.

As well as the above, the repeated misbehaviours or extreme behaviour must be:

1. Discussed with the child's family.
2. Appropriately monitored to ensure that it is not repeated.
3. Reported to the school's headteacher or deputy headteacher who may decide to apply other actions such as:
 - Meeting with the child's family to develop a personalised plan of action.
 - Creating and monitoring the impact of a behaviour support plan (BSP).
 - Excluding the child for a period of days.

Definitions

Misbehaviour is defined as:

1. Behaviours that do not promote the school's positive behaviour values.
2. Disruption in lessons, around the school building, and at break and lunchtimes.
3. Non-completion of school work.

Extreme Behaviour is defined as:

1. Any form of bullying
2. Vandalism
3. Theft
4. Fighting with or purposefully hurting another child
5. Possession of any item that a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

Measures to Prevent and Tackle Bullying:

As a school, we believe bullying is the persistent use of any kind of behaviour with the intention of hurting another person, and which results in pain or distress to the victim.

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves (The Children's Act 2004)

We define bullying as having occurred **several times on purpose (STOP)**. All Staff, governors, children and parents should have an understanding of bullying and clear procedures for reporting bullying should be understood and followed.

For more details around the policy and procedures involved with bullying, please read the school's Anti-bullying policy.

<https://static1.squarespace.com/static/5e4c05c11ea5462a7ab0df5b/t/614ddb1842958f04575d309d/1632492314493/AntiBullying+Policy+FINAL.pdf>

The SEND Code of Practice

Where there are SEND needs or mental health needs, reasonable adjustments may need to be made. Treating all children in the same way may be unlawful where disability affects behaviour.

For more details on how the school supports children with SEND needs, please read the school's SEND policy.

<https://static1.squarespace.com/static/5e4c05c11ea5462a7ab0df5b/t/61cdf210c4b882097525b51a/1640886812826/SEND+Policy+2021+V2.pdf>

For more details on how the school supports children with mental health difficulties, please read the school's mental health and well-being website page.

<https://www.brackenwood-infant.wirral.sch.uk/mental-health-and-wellbeing>

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for:

1. Reviewing and approving the school's positive behaviour values (statement of behaviour principles) (appendix 1).
2. Monitoring the policy's effectiveness.
3. Holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

1. Ensuring that this policy is carried out in full
2. Organising and leading training
3. Analysing data collected around behaviour
4. Reporting to Governors
5. Ensuring that there is good communication between children, staff, parents and external professionals
6. Ensuring that this policy remains in line with other policies linked to behaviour, for example anti-bullying policy

Staff

Staff are responsible for:

1. Implementing the positive behaviour policy consistently

2. Modelling positive behaviour
3. Providing a personalised approach to the specific behavioural needs of particular children
4. Reporting behaviour incidents appropriately
5. Midday assistants should use the same approaches outlined in the 'Logical Consequences,' section of this policy
6. Midday Assistants should bring any incidents of misbehaviour or extreme behaviour to the attention of the Senior Midday Assistant or a member of the school's senior leadership team

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents and carers have responsibilities which will contribute to maintaining positive behaviour in and around our school:

1. To support regular attendance and punctuality
2. To ensure that their child arrives at school appropriately dressed and with resources to equip them for the day e.g. book bag, reading diary, water bottles, adequate PE kits and weather appropriate clothing (plus forest school equipment on organised days)
3. To support the school so that their child is actively encouraged to participate fully in their day to day school work and in the wider life of the school community
4. To ensure that the school is notified of any concerns or problems that might affect their child's work, behaviour or happiness
5. To support the school in carrying out the behaviour system by helping children to understand why consequences may have been put in place
6. These may be negative consequences e.g. having to stay in at break or positive consequences for example a letter home
7. To keep in contact with the class teacher so that communication can be open and honest
8. To ensure regular attendance at parent consultations to discuss progress and behaviour
9. That they themselves are a good, positive role models, showing courtesy on the school premises at all times

The policy will be formally reviewed annually responding to the views of the children, staff and parents.

Positive Behaviour Values (Behaviour Principles)

1. Kindness

All staff, children, parents and governors of Brackenwood Infant School will strive to be their kindest self.

2. Effort

All staff, children, parents and governors of Brackenwood Infant School will strive to try their best (shoot for the stars).

3. Resilience

All staff, children, parents and governors of Brackenwood Infant School will strive to overcome difficulties and show perseverance.

BRACKENWOOD INFANT SCHOOL INCIDENT AND INVESTIGATION REPORT



STAFF MEMBER WRITING REPORT		PUPIL(s) INVOLVED / CLASS	
LOCATION ON INCIDENT		INCIDENT MAP ATTACHED	Y/N

DESCRIPTION OF INCIDENT

FROM THE POINT OF VIEW OF:

FURTHER INFORMATION

FROM THE POINT OF VIEW OF:

FURTHER INFORMATION

FROM THE POINT OF VIEW OF:

ACTIONS AND IMPACT (SLT)

DATE ACHIEVED

ACTIONS AND IMPACT (SLT)	DATE ACHIEVED

OTHER

LESSONS LEARNED (SLT)



Brackenwood Infant School

Positive Behaviour Values

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3. Resilience

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Brackenwood Infant School

Positive Behaviour Values

Kindness

Effort

Resilience





The Respect Values:

- Resilience
- Empathy
- Self-Aware
- Positivity
- Excellence
- Communication
- Teamwork

EYFS Effective Characteristics of Effective Learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

1. Playing and exploring - children investigate and experience things, and 'have a go.'
2. Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
3. Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Overarching Principles

Four guiding principles should shape practice in early years settings. These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
2. Children learn to be strong and independent through positive relationships
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

These attributes will provide a secure platform from which children can achieve at school and in later life.

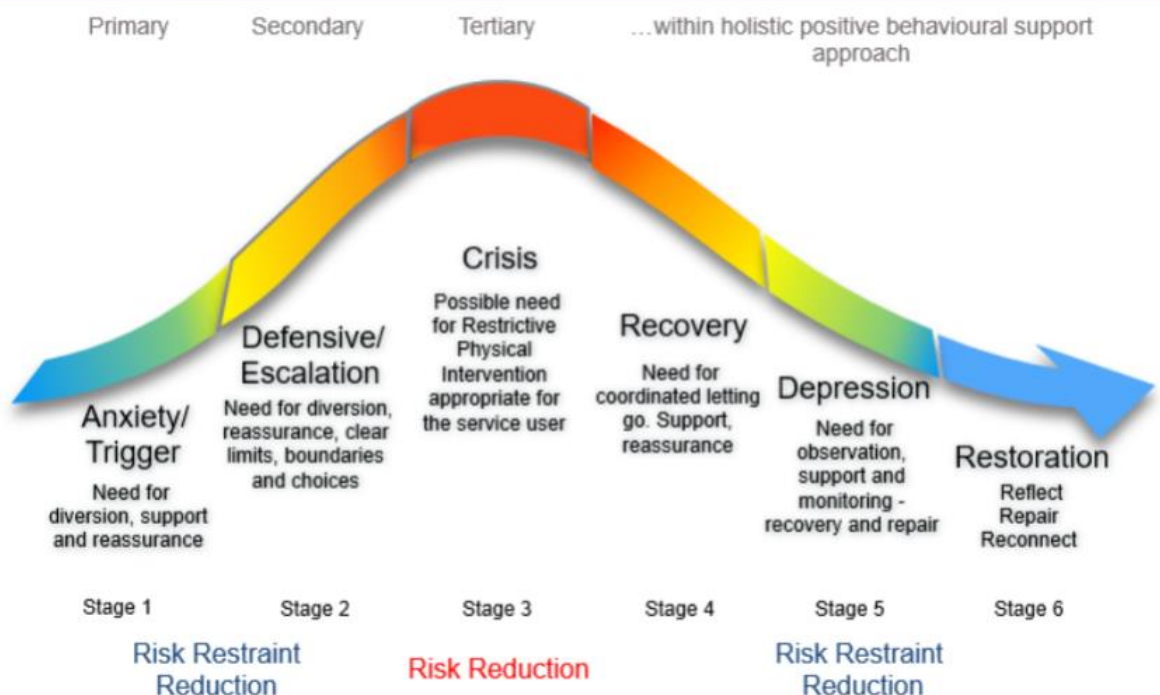


Appendix 6

Wirral LA Inclusion Team De-escalation Plan

Name:	Year Group:	Date:
<p>The de-escalation plan is intended to help staff to <u>de-escalate</u> situations before they reach crisis point and to help NAME to regulate emotions.</p> <p>It is important to consider the '6 Stages of Crisis' and remember it can take a considerable amount of time for NAME to calm down after a period of extreme anxiety/anger.</p> <p>Any discussion about the way NAME has responded should happen with a trusted adult hours after the event - otherwise it could regress back into crisis (Restore and rebuild the relationship).</p>		

Six Stages of Crisis



Possible triggers

- When he feels the work is too difficult for him (work avoidance)
- Too much work being presented to NAME
- His self-confidence in front of his friends
- Relationships with other children
- Not getting the answers correct
- Different expectations by T/TA or unaware of expectations
- Missing the input to the lesson due to sensory break (e.g.). This could then lead to confusion over the task
- NAME not feeling heard

Adult responses to avoid:

Confrontational/getting into a one way battle that you have to 'win'/ threatening sanctions/getting too close/aggression/change in your tone of voice or body language/ too many members of staff involved/ saying too much/ taking their words or actions personally/shaming the pupil through harsh criticism.

ALL adults working with NAME to ensure that they have read and are familiar with any changes that have been put in place. When changes are made to this live document, all adults to be re-sent the shared link and a copy provided to parents.

Tricky Times Timetable: Thinking Ahead:

Example – to be personalised for NAME for his tricky times

11:45 – 12	12	12.15 - 12.45	12.45 - 1	1
NAME will have time to complete a range of exercises in the small hall	Escorted to the dinner hall and TA to ensure that he is ready for his dinner	TA to watch NAME on the yard and to engage him in structured activities	TA to take NAME for a sensory break in the Well-being Room to help him regulate ready for the afternoon	TA to ensure NAME walks back to the classroom calmly and that he has all equipment ready for the session

Positive Behaviour / De-escalation Plan:

Stage	Behaviours	Possible Adult Responses
<p>Stage 0</p>	<ul style="list-style-type: none"> • NAME can decide for himself when he would like his 'sensory breaks' • NAME to be able to organise his visual timetable in the mornings • NAME is able to choose his own learning environment from a controlled selection: classroom / area outside or library • NAME is engaged within the lesson and is showing he is actively listening • NAME is able to complete tasks of his ability with realistic expectations 	<ul style="list-style-type: none"> • Use specific praise • Praise in public • Target chart • LSA supports with engagement • Positive reinforcement
<p>Stage 1 Anxiety/ Trigger</p>	<ul style="list-style-type: none"> • Hands on head/face • Head on desk • 'I can't do it!'/ 'I'm not doing it anymore!' • Huffing noises • Stamping feet • Banging his hand on the table • Fiddling • Arms folded • Whining/silly noises 	<ul style="list-style-type: none"> • Positive language and tone of voice to reinforce previous good behaviour. • DISTRACT! Get up/do a job/sensory break/conversation about interests. • Refer to reward chart. "You've nearly filled your chart today, I wonder if you are going to go home with a sticker today?" "I like it when...."

	<ul style="list-style-type: none"> • Asking for a sensory break • Picking up furniture (messing not aggressive) • Ignores instructions • Getting up out of seat 	<ul style="list-style-type: none"> • Offer a sensory break if NAME is clearly unfocused. The sensory breaks must provide him with sensory input. • 'I wonder if we need somewhere a bit more quiet. Let's try the Library' • Take NAME for a 5 min rest break away from current environment: -Outside -Well-being room -Library • Coming back in from a break: • Offer NAME the choice of two things when you need him to do something so he feels he has some control: "We can either hop back to class or skip, which shall we do?" • Using a timer (set by NAME) so that he doesn't need to be 'told' to come in. • Weighted blanket. • Reassurance.
<p>Stage 2 Defensive/ Escalation</p>	<ul style="list-style-type: none"> • Running away • Noises/shouting • Disturbing others • Crawling on the floor • Refusing to follow instruction but still choosing to remain in classroom • Stamping feet • Banging hand on the table. 	<ul style="list-style-type: none"> • Stay calm and avoid confrontation which may aggravate the situation. • Give some space and limit language. • Distract NAME by creating a positive role for him to take and lead him away from the current situation. "I need your help...." • Offer 2 choices: Let's go outside with your ball or have a snack? • Humour to move on (if appropriate) • Planned ignoring (if appropriate) • Name the feeling- I can see you are feeling..., why don't we go to the Well-being Room? (Scripted language) • Change of face: swap staff if the situation is escalating. • Remove eye contact.

		<ul style="list-style-type: none"> • Provide a calming activity that they enjoy.
Stage 3 Crisis	<ul style="list-style-type: none"> • Kicking people • Biting • Destroying furniture/property • Hitting • Pinching • Self-harm • Head banging • Throws objects • Runs from room. 	<ul style="list-style-type: none"> • Reduce Language • This may be the time to remove children from classroom • Remove audiences • Do not expect child to return to classroom • Give space to calm • Any discussion around behaviour needs to wait until the crisis is over • This may require a change of face
Stage 4 Recovery	<ul style="list-style-type: none"> • Quiet and withdrawn • Begins conversation • Breath becomes steadier 	<ul style="list-style-type: none"> • Sit quietly and wait • Ask "Are you calm enough to talk?"
Stage 5 Depression	<ul style="list-style-type: none"> • Cries • Apologise • Will ask for 'comfort items' 	<ul style="list-style-type: none"> • 'Shall we go and read a book together?' • 'We can go back into class now'

<p>Stage 6 Restoration</p>	<ul style="list-style-type: none"> • Willing to listen • May talk about what happened • Showing no signs of looping back into crisis • May apologise sincerely • May feel shame • May want to repair the relationship 	<ul style="list-style-type: none"> • What happened? • How did it make you feel? • What can you do differently whenever you feel like that again? • Do we need to put anything right?
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