



Together We Inspire, Challenge and Achieve

Brookmead School Positive Behaviour Policy

Pupils enjoy learning and behave well in class. Teachers have high expectations of behaviour and pupils respond well. Staff teach pupils the habits and attitudes they need to be successful learners. For example, staff teach pupils how to regulate their emotions and support each other (Brookmead School Ofsted Inspection, December 2019)

Our Expectations of Behaviour at Brookmead

At Brookmead School we take responsibility by:

- being kind, helpful and gentle
- being honest
- being polite and respectful
- looking after our property and our environment
- doing our best

These are the behaviours we expect from all members of the school community.

Our expectations of behaviour are consistent with our school's vision and values. The Brookmead School Positive Behaviour Policy should be read in conjunction with the Brookmead School Anti-Bullying Policy and Exclusions Policy.

Aims

To promote a positive learning experience and ensure the safety and wellbeing of all members of the school community.

To provide the basis for a consistent approach to positive behaviour management across the school that reflects our vision and values.

To define the expectations that we have of each member of the school community.

To provide guidance and support for pupils, parents and staff when dealing with inappropriate behaviour including the consequences of inappropriate actions.

Objectives

For children to learn the difference between acceptable and unacceptable behaviour in school.

For children to develop self-discipline, the ability to learn independently and work cooperatively.

For children to develop positive attitudes towards themselves and others, valuing diversity and differences of opinion.

For children to develop strategies and a proactive approach to deal with unacceptable behaviour, including bullying.

For rules to be clear, simple and consistently applied by all members of staff throughout the day.

For parents and school staff to work together in finding constructive solutions to any situation involving their child which is causing concern.

To teach children that actions and choices have consequences and that we are all accountable for what we say and what we do.

Whose responsibility is it to promote positive behaviour at Brookmead School?

Every member of staff is responsible for following the Brookmead School behaviour policy and for promoting positive behaviour with every child at Brookmead. Every member of staff is expected to read and understand the behaviour policy.

Recognising positive behaviour and celebrating our achievements

Children are recognised for their positive behaviour in a number of ways:

- Verbal recognition from a member of staff
 - Sent to another member of staff for verbal recognition and wider celebration (this could be the Headteacher, a former teacher, a member of senior staff)
 - House points that are given for a specific reason relating to behaviour/attitude
 - Recognition in celebration assembly (including values certificates based on our vision, values and positive behaviours)
 - A telephone call to parents or conversation on the playground
 - Sticker
 - Praise Pad from class teacher or member of SLT

It is important for children to understand what behaviour is being recognised and why - e.g. it is not for completing a task but for showing determination/working well in a team etc. Recognition should be linked to the school's values and expectations of positive behaviour.

A certificate will be awarded weekly (Brilliant Brookmeader) to recognise pupils who consistently demonstrate one or more of the school values or expectations of behaviour:

Together we inspire, challenge, achieve

And also to the behaviour expectations of Brookmead School:

We take responsibility by:

- being kind, helpful and gentle
- being honest
- being polite and respectful
- looking after property and our environment
- doing our best

We also give a weekly Busy Bees certificate for those children who have shown independence in learning alongside our Busy Bees school theme for independent learning. Usually a class will have one named person for a Brilliant Brookmeader award (based on the school values of Together We Inspire, Challenge, Achieve) and one named person for being a Busy Bee each week. There is a housepoint cup for the winning house each week and a 'Bee Tidy' award for the tidiest classroom each week. Busy Bee and Brilliant Brookmeader of the week sits on the honeycomb thrones in the class weekly library slot

The Zones of Regulation - a whole-school approach to promote understanding and self-regulation

At Brookmead School we use the Zones of Regulation to help pupils develop self-awareness and promote self-regulation that draws on their understanding of how their own and other's emotions can trigger responses that need to be managed in different contexts.

What are the Zones?

Through the Zones of Regulation pupils learn how to categorize the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their Zones of Regulation lessons teach students how to identify their feelings/level of alertness, understand how their behaviors impacts those around them, and learn what tools they can use to manage their feelings and states in different situations.

The Four Zones - Our feelings and states determine our zone as below:

The ZONES of Regulation®			
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Promoting positive behaviour in the classroom

In the classroom the focus should be on developing positive behaviours to enable learning for all pupils throughout the school day.

To achieve this staff must ensure that

- Pupils are clear about classroom routines which promote independence and relate directly to the school's expectations of behaviours;
- Learning activities, resources and support for pupils are planned effectively to develop and deepen understanding and ensure the learning progress of all pupils;
- Staff and pupils are clear of the purpose of each learning task and pupils are motivated to learn;
- There is maximum pupil participation in lessons through partner talk, partner teaching and feedback (Talk to Your Partner) as well as individual and independent learning;
- In managing the class, staff use a range of strategies to gain pupil attention - use silent hand signals, countdowns such as 1,2,3 look at me to support positive behaviour management;
- Staff and pupils use positive language to reinforce expectations and high standards of behaviour, they recognise and celebrate success,
- When reminding a pupil of an expectation this is framed positively "we walk around school" instead of saying "no running" for example, " we listen" instead of "stop talking"
- All staff model language, expectations and positive behaviour towards pupils and each other;
- Staff understand a pupil or group of pupils may need additional resources to enable them to work independently and that their use is encouraged.

Pupils whose behaviour disrupts the learning of others, although reminders of expectations have been given, may be sent to work in another location within the school or will be required to stay in class during break time to complete tasks that should have been completed during lesson time. (When this occurs a record is made by the class teacher on the record of behaviour sheet.) The senior leadership team must approve learning at another location in the school if required. Staff will talk to pupils to understand the cause of the disruptive behaviour and find ways in which more positive behaviour can be supported within the classroom. In some instances, where self regulation is becoming challenging for the child, the three step system will not be used - this is at the discretion of the member of staff. Other behaviour management strategies may be needed at this stage, for example clear directions, choices or use of a transfer adult. Staff use the three step system seen in 'consequences for inappropriate behaviour' for low level behaviour reminders.

Brookmead Bonus Time

Brookmead Bonus time is celebrated by all year groups from years 1-6 at the end of each week. This is 20 minutes reward time for each child in the class which enhances the curriculum with a range of activities that children can choose from. **At the start of the week, children will be offered a range of activities that are happening across the year group classes, they will choose the activity they wish to partake in for Bonus Time at the end of the week.** This acts as an incentive and reward for the children and offers an element of choice. Where children have had serious negative behaviours, the class teacher may choose to take 2 minutes talk time for that child during Brookmead Bonus Time. This is a time to reflect on their choices and to look to next week positively. The class teacher will keep a tally on their desk (out of sight of the children) to ensure each set of 2 minutes is noted. Where a child has lost 3 sets of Talk Time, a member of the senior leadership team will be asked by the class teacher to check in on that child.

Promoting positive behaviour at play times

Play time can be a difficult time for some children to manage and we aim to make it as positive and stimulating as possible whilst encouraging children to play independently in order to build and develop skills of collaboration and negotiation. The Headteacher must be informed of any incidents of potential bullying, racist, homophobic or violent behaviour.

Expectations of behaviour are the same for pupils when they are at play as when they are in the classroom. Children who behave well at playtimes will receive recognition and praise to celebrate their behaviour.

At playtimes or lunch times staff may send a child to spend time (time in) with a member of staff or to stand by a member of staff until they are calm and ready to return to play. For behaviour such as bullying, fighting, or disrespect for property, a child is sent by the adult on duty to the senior member of staff for that phase and his/her behaviour is recorded.

Class teachers must be informed of playground incidents involving children in their class. Where an incident is serious (e.g. behaviour that may threaten the safety of others or repeated failure to demonstrate expected behaviours), the pupil may be required to spend time during the following play time reflecting on their actions so that appropriate support and guidance can be given to help avoid similar situations arising in the future. Pupils should be aware that reflection is not a form of punishment but to help us learn from a situation where something has gone wrong or someone has been hurt and is a consequence of the situation. Brookmead sees consequences as an opportunity to learn from a situation and uses the Step On approach to support this.

Play equipment is provided and playground games are supported by lunchtime staff. Children will be reminded regularly of expectations of their behaviour in school particularly in relation to play and lunchtimes and when they are in the care of non-teaching staff. When dealing with any incident of negative behaviour, staff will listen and try to understand the cause of a problem.

Playtime Routines

The end of playtime routine shows pupils that playtime has finished and they are going inside to learn. This routine enables all pupils to know when the playtime is over and to prepare themselves for the next activity. It enables a smooth transition which is important for all children, especially any who require support with self regulation. Norfolk Steps reminds us that routine is crucial to setting clear expectations and safety for pupils. The routine is taught to children to ensure all are clear of the expectations. Some children may require support to walk class or to [additional adults or social stories will be used for this purpose.

- Whistle is blown to signal end of playtime or lunchtime. At lunchtime, children tidy up the OPAL equipment on the second whistle
- All children stop where they are and fall silent at playtime on the first whistle
- Second whistle is blown children tidy up
- On the third whistle children walk to classroom ready to learn

Nurture Lunch arrangements for identified pupils

For some pupils with specific needs play time or lunchtimes can be both challenging and at times overwhelming, which can result in inappropriate behaviours or difficulties with self regulation. A nurture lunch club enables pupils to eat lunch, socialise and play games in a calm and adult supported environment which leads to a more positive experience of lunchtime play which further helps them experience a positive afternoon of learning. This is a smaller scale version of OPAL so as not to be overwhelming for some children. Pupils are identified for nurture lunch in liaison with pupils, parents, teachers and support staff in discussion with a senior member of staff. On some occasions, pupils may need to attend nurture lunch as a one off to support their self regulation.

Interventions to support and maintain positive behaviour

When staff are finding that an individual, group or whole class are presenting persistent challenges this must be discussed at the earliest opportunity with a senior member of staff, to

determine the most appropriate strategies to support a sustainable improvement in behaviour.

Positive Behaviour Plans

In some instances where a child is presenting with persistent behaviour challenges and/or dysregulation a Positive Behaviour Plan may be implemented. The plan consists of information about what might be causing the child to become dysregulated and positive interventions to support them in regulating their behaviour. The plan includes 'what to do' and 'what to say' when a child is displaying appropriate behaviours, when there are first signs of escalating behaviour, when there is challenging behaviour and when there is behaviour that could potentially be harmful to the child or others. This plan is regularly reviewed by the SENDCo in conjunction with parents and key staff working with the child.

Pupil Voice

Pupil Voice is a forum which provides the opportunity for pupils to discuss improvements and developments they would like to see at Brookmead School. Pupils have been involved in the development of the Brookmead School Positive Behaviour Policy and will be consulted as part of the cycle of review. House Captains are the role models for pupils across the school and as such model excellent behaviour at all times.

Monitoring pupil behaviour

Each class teacher is responsible for monitoring the behaviour of individual pupils within their class and must keep a record of incidents that have needed adult intervention to be resolved as this is useful for reflecting on patterns of behaviour over time, understanding trigger points, and investigating allegations of bullying. A third warning or a serious behaviour incident must be recorded on the individual behaviour record on CPOMS. The antecedent and behaviour are logged on the incident section, the consequence and what worked to de-escalate is recorded as the action. Any communication with parents in regards to incidents will be recorded under consequence on the relevant incident log.

Lunchtime supervisors who support play at lunchtimes follow the behaviour policy, they will seek a class teacher or senior leader where there has been a serious incident on the day of the incident, or where they have concerns regarding repeated incidents.

Serious incidents, for example, racist incidents, incidents which have resulted in a child being hurt, equipment or clothes being damaged, or where bullying is suspected, must be brought to the immediate attention of the Headteacher or senior member of staff immediately. A record of serious incidents is maintained by the Headteacher.

Behaviour concerns are reviewed regularly by the Leadership Team by looking at CPOMS. Where a pattern of behaviours is observed, further action will be taken to ensure that all pupils are clear of what is expected of them (e.g. to be a focus of assembly, circle time, PHSE lessons) to effect sustained improvement in behaviour and maintain the highest expectations across the school. It may be that the monitoring identifies that some children require additional support. Parents will be kept informed of any incidents which affect their child - we work closely with parents and clear communication with parents ensures that the child is appropriately supported with any issues that arise or any support that is required. It is the responsibility of the class teacher to inform parents of children where there is a serious incident. On some occasions, Phase Leaders will need to contact parents at this stage.

Consequences for inappropriate behaviour

Nurture is our immediate response should a child require support with self regulation. Adults in the classroom are responsible for noticing when a child needs space to calm, and intervening before the situation escalates. The nurture room or year group 'group rooms' will be used should children need the time and space to calm, on some occasions, use of a transfer adult is appropriate until such time as a child is able to regulate.

If children behave inappropriately, they are given a reminder of what is expected of them (as far as possible using the appropriate phrases from the Brookmead Expectations of Positive Behaviour).

Where a child's actions have caused hurt or upset to others, they will be given an opportunity to reflect on their behaviour, through a verbal discussion with an adult (see Appendix I). This will be used as the basis for discussion and reinforcement of expected behaviours, including next steps. The adult dealing with the situation will ensure a brief summary of the incident is logged on CPOMS as a behaviour incident, this is completed after discussion with the child. This will be after a third warning given and therefore a consequence is applied or after a serious incident (for example physical incident). Where children struggle to discuss behaviour incidents, Comic Strip Conversations will be used in conjunction with the Zones of Regulation.

Behaviour records are kept on CPOMS and monitored by the SENDCO half termly.

In incidents of serious negative behaviours, (the following is not an exhaustive list), for example swearing/inappropriate use of language or hurting someone, a child will need to be spoken to by a member of SLT (Phase Leader, AHT or HT). In these instances the class staff must deal with the behaviour, and log it on the individual behaviour record to support the child with reflecting on their behaviour. The member of SLT contacted will then speak with the child and direct the child to give up some of their own time (break, lunch or Brookmead Bonus time) as a consequence.

Where there is a repetition of inappropriate behaviours this will be referred to a member of SLT. We recognise that some children have difficulties with self-regulation and require support to learn and understand appropriate behaviours. In these instances, we will use support strategies from Norfolk Steps to support the child, this may include Now and Next, directed choices, a behaviour analysis timetable, a Steps Behaviour Support Plan, Social Scripts, Social Stories, Comic Strip Conversations and other strategies tailored to support the child's individual needs. The Behaviour Support Plan will be formed by completing a roots and fruits analysis by school staff, parents and on some occasions, external advisors where required.

Repeated or persistent failure by a pupil to cooperate or behave appropriately in class or at play times will result in a meeting with parents to discuss ways in which school and parents will work together to support an improvement in behaviour. As noted above, this may result in a Behaviour Support Plan for the child to ensure consistency of approach from all staff in school and consistency of approach between home and school. This may also include the involvement of external agencies (CAMHS, FSS, PRU).

There is a three step warning system in a morning and an afternoon session in place in regards to disruptive behaviour and a consequence is applied at the third stage (loss of Brookmead Bonus time or learning completed in own time). Each step involves a warning or 'time to think' in order to support the child with choices in their behaviour. This is a restorative approach and may involve some calm down time for the child to reflect. Upon the third

warning within a session a consequence is applied (loss of Brookmead Bonus time or learning completed in own time) and the incident is recorded on CPOMS following discussion with the child about what caused the behaviour, what could be done differently and what the consequence will be. Learning not completed in lesson time due to behaviour choices will be completed in a child's own time with their class teacher or TLSA. This is at the discretion of the person teaching the class at the time as an educational consequence. In some instances, where self regulation is becoming challenging for the child, the three step system will not be used - this is at the discretion of the member of staff. Other behaviour management strategies may be needed at this stage, for example clear directions, choices or use of a transfer adult.

Reflection time with a member of SLT will be as a consequence of a one off serious incident or a cumulation of behaviours. This is at the discretion of the member of SLT involved and may be a protective or an educational consequence.

In the most extreme cases, the Exclusions Policy may need to be followed. This is at the sole discretion of the headteacher, or deputy headteacher in their absence.

Brookmead School has a Positive Handling Policy. This policy is not part of the behaviour policy as it is a safety measure and not a behaviour measure. Physical intervention is only used in very specific circumstances. As per DfE guidance, schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

FOR FURTHER INFORMATION, SEE THE POSITIVE HANDLING POLICY.

Searches

In some circumstances, it may be necessary to search pupils for prohibited items. Any searching of pupils will be carried out in line with the DfE's latest guidance on screening, searching and confiscation. Designated Safeguarding Leads are staff who may search a pupil in these highly unusual circumstances.

Only year 6 pupils are allowed to bring mobile phones into school. Mobile phones must be handed into the classteacher by the year 6 pupil upon entering the classroom at the start of the day. Pupils will be asked to hand over any mobile phone if it is found they have not done so and may be banned from bringing these into school should this rule be broken - this is solely at the discretion of the senior leadership team. This may also instigate the need to search or confiscate mobile phones, following the DfE guidance for searching and confiscation, as they are prohibited to be on any pupils' person within the school day.

Online Safety Policy

The school's expectations of behaviours online are consistent with the school's Positive Behaviour Policy - this includes behaviour both in and out of school. Consequences may be applied in school for inappropriate online behaviour whilst not in school, for example where this would constitute bullying or racist behaviour. See Online Safety Policy.

Brookmead Behaviour Policy in Foundation Classes

The whole of Foundation Stage follow the same Behaviour Expectations as the rest of Brookmead School. Brookmead Behaviour Expectations will be displayed and referred to. We work hard to establish our Brookmead Expectations across Foundation Stage. Brookmead Bonus time is not used in Foundation Stage as younger children benefit from immediate rewards and consequences.

Behaviours	Consequences to support positive behaviour
Positive behaviours	● Verbal praise ● Parents informed of positive choices ● Stickers ● Praise pads ● Round of applause ● Marshmallow clap ● Ketchup clap ● Three cheers ● Sent to another member of staff for recognition ● Brookmead Star of the day award
Difficulties sharing / turn taking	Adult to role play sharing and turn taking. Social story if needed.
Difficulties sitting	Carpet space to sit to help focus child. Show photograph of how to sit as visual reminder. Social story if needed
Difficulties listening	Adult to involve the child in the input as much as possible. Use props to support listening. Visual reminders. Use Sulley to support child.
Running inside	Sing a walking song. Remind “we use our walking feet inside.”
Not looking after property	Show the children how to look after property – role play. Remind “ we look after property at Brookmead School” If property is deliberately damaged, record this on behaviour report.
Child hurts someone	Identify the trigger, role play how to play gently. If the trigger is sharing then role play this. Sand timer for time in / calm time if needed. Calm time can be in a quiet location to benefit the child. If a child has deliberately hurt someone, this will be recorded on a behaviour report form.
Parents are informed if a child has hurt someone. Any incident of time in must be recorded in the behaviour log on CPOMS. Where additional support is needed, Behaviour Support can be called to help de-escalate. Comic Strip Conversations will be used to talk through all incidents of deliberate physical harm, deliberate damage to property or intentional use of inappropriate language with children where this is appropriate. Social stories will be used to support children where there are repeated incidents causing concern where appropriate and at their level of understanding.	

Behaviour records are used in Reception in line with the rest of the school.

Parents are informed if a child has hurt someone.

Any incident of time in must be recorded in the behaviour log.

Comic Strip Conversations will be used to talk through all incidents of deliberate physical harm, deliberate damage to property or intentional use of inappropriate language with children where this is appropriate. Social stories will be used to support children where there are repeated incidents causing concern where appropriate and at their level of understanding. Policy reviewed and updated July 2024

9 Appendix I – Reflecting on behaviour

The following will be talked through with the child to support them in reflecting on their behaviour choices and supporting them with alternative choices at the appropriate stage. Where children require support to talk through a specific incident or choice, Comic Strip Conversations will be used. THIS MUST BE LOGGED ON CPOMS - A and B on the incident, C on the actions.

Antecedent -(Trigger - what happened before things went wrong?)

Behaviour (What happened? Why was this the wrong behaviour choice to make? What would you do differently next time?)

Consequence (How can you resolve this? What will be the consequence of this behaviour choice? What will be the consequence if this happens again)

De-escalation (What worked to de-escalate?)

Note any discussion with the child and whether a Comic Strip Conversation was used. Copies of CSC or Social Stories must be kept in the class SEND file.

Appendix II - Brookmead School Positive Behaviour Management Strategies

- **Build a positive relationships with each individual pupil**

- **Public praise and private criticism** - For most children, public acknowledgement of positive behaviour can be very powerful. Criticism should be as private as possible. Lowering a child's self-esteem is likely to increase unhelpful behaviour. Staff should therefore avoid telling a child off from across the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.

- **Avoiding the negative spiral - or catch them getting it right**

- **Acknowledge feelings** - Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help from them. Acknowledging the child's feelings can often preempt them resorting to other ways to get your attention.

- **Give them a choice of two options** - To avoid confrontational standoffs, staff should provide child a choice between two possible but clear outcomes. This can be as simple as deciding which piece of work they are going to tackle first. Being given a limited choice increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

- **Be consistent** - When staff act consistently and reliably, children feel safer and therefore less anxious. This in turn will make it less likely that

events will trigger poor behaviour.

- **Model desired behaviour** - It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably. Dealing with challenging behaviour can trigger feelings of anger, irritation, disappointment, and frustration in adults. Staff must remember that it is important that they remain professional at all times and do not take the misbehaviour of pupils as a personal affront.

- **Anticipate, preempt and prevent** - Auditory as well as visual scanning of the classroom is essential. Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see and hear what is going on. Redirect children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

- **Listen** - Listen to children and make them feel significant and valued as an individual. It is important to make children feel aware that you recognise their feelings. "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. Use PSHE or Circle Time to talk over concerns / worries

- **Maintain frequent contact** Aim to make fairly frequent contact with all children. This will communicate that attention is predominantly given for positive behaviour. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and encourage them to raise their expectations of what they could achieve. This concentrates communication on the task and gives the child constructive teacher attention.

- **Staff need to be aware of themselves and the impact this can have on all children including those whose behaviour is consistently positive**

When dealing with disruptive incidents, consider the following:

- your position in the class
- your proximity to children who may present a challenge
- your facial expression and posture
- your tone & volume of voice (if you raise your voice, lower it again quickly – a low quiet voice can carry more authority than a screech!)
- your choice of words should focus on what is expected
- the use of eye contact - humans respond differently when confronted face to face than when you are side by side.

- **Catch them being good**

Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement. This will include:

- Coming into the classroom quickly and quietly

- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly

• **Label the behaviour and not the child** - To maintain self-esteem and reassure children that they can always redeem themselves it is very important that the child is not labelled, but instead adults make it clear that it is the behaviours we consider unacceptable. Staff should be conscious of the language they are using when discussing a child's behaviour and use appropriate phrases e.g. *this behaviour is unacceptable because...* Children may demonstrate behaviours that are 'challenging', 'hurtful', 'unkind', 'unsafe', 'disrespectful'. Staff must avoid the use of terms such as 'naughty' or 'defiant', and should not use any language that undermines a child's confidence and self-esteem.

Appendix III - Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others. All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Recognition, consequences and reasonable force are used consistently by staff, in line with the behaviour policy and with the Positive Handling Policy.
- The Positive Handling Policy is in line with Norfolk Steps and Step On and Step Up training
- The behaviour policy is understood by pupils and staff and all staff will read and understand the policy
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are informed of behaviour incidents to foster good relationships between the school and pupils' home life.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full governing body every 3 years.
- The Exclusions Policy feeds into this



Recognition at Brookmead School for positive choices

(Some children may require individualised rewards- this will be at the discretion of SLT)



● Focus ● Extra effort in learning ● Kindness ● Being gentle ● Being helpful ● Polite ● Respectful ● Doing my best ● Inspiring others ● Challenging myself ● Achievement	Bee 1	Verbal recognition from a member of staff House points , Sticker
	Bee 2	Sent to another member of staff for verbal recognition and wider celebration (this could be the Headteacher or a member of senior staff etc)
	Bee 3	A telephone call to parents or conversation on the playground
	Bee 4	Praise Pad from class teacher or member of SLT
	Bee 5	Recognition in celebration assembly (certificates based on our vision, values, positive behaviours)

**When I need space to calm, I will go to the nurture space with an adult.
This is a positive choice. A nurture space is a safe place.**

Consequences at Brookmead School for negative choices

(Exclusions Policy may need to be referred to by Headteacher in exceptional circumstances at any stage)

BEHAVIOUR	CONSEQUENCE
Low level behaviour (chatting, calling out, not focused)	A reminder of my choices from staff (warnings), Time in with an adult to refocus
Lost learning for me or for other children	Warning, Completing my learning in my own time may be needed, Discussion with the staff in my class,
After three warnings for the same behaviour - log on CPOMS	Loss of Brookmead Bonus time, educational / protective consequence Give up my time to talk through a reflection (break or lunch), Parents informed
A serious one off incident (for example physical or verbally inappropriate behaviours) - log on CPOMS	Loss of Brookmead Bonus time OR educational / protective consequence, Time to talk, Parents informed



Our Expectations of Behaviour at Brookmead School

At Brookmead School we take responsibility by:

- . being kind, helpful and gentle**
- . being honest**
- . being polite and respectful**
- . looking after property and our environment**
- . doing our best**

REWARDS AT BROOKMEAD SCHOOL

Weekly house point trophy



Brilliant Brookmeader for following our values of togetherness, inspiring, challenging and achieving



Busy Bee Award for independence



BeeTidy award for the tidiest classroom



Appendix V Positive Behaviour Plan:



Positive Behaviour Support Plan

Name:	DOB:	Date Created:	Review Dates:
		Version of plan:	

Areas of strengths:	SEN stage:	Pupil voice:
Motivators:	Areas of Need:	
Presenting behaviours that challenge or cause harm:	Possible triggers:	Positive behaviours we are supporting:
	Possible functions:	
Differentiated measures to promote / support positive behaviours:		

Signature of young person (if appropriate)Date.....



Positive Behaviour Support Plan

Positive behaviours:	What we will do to regulate behaviours and reinforce positives:	What we will say to regulate behaviours and reinforce positives:
First signs of escalation:	What we will do to de-escalate/divert:	What we will say to de-escalate/divert:
Behaviours that challenge:	What we will do to de-escalate/divert:	What we will say to de-escalate/divert:
Behaviours that harm:	What we will do to best ensure safety:	What we will say to best ensure safety:
De-escalation and Reflect / Repair / Restore:		

Signature of plan co-ordinator.....Date

Signature of parent / carer..... Date