



Positive Behaviour Policy

2019 - 2020



As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

Positive Behaviour Policy

Aims

At Mildmay Infant and Nursery School we aim to provide an educational experience which will give knowledge and access to the whole curriculum where children are encouraged to enjoy learning. We aim to work in partnership with children, parents, colleagues and other professionals so we can help enable children to be successful in the school environment. We aim to develop the whole child as a moral and social being; able to accept responsibility and take their place in society as secure and happy individuals. We have high expectation of all members in our school community.

Through ensuring that we have a secure knowledge of our children we aim to meet their social, emotional and mental health needs and provide a secure environment in order to promote positive attitudes and relationship. This is the key focus in our school ethos and is reflected in our everyday teaching. We encourage children to take ownership of their own behaviour and understand that their actions and words impact on the feelings and wellbeing of others.

We want to ensure that we create a learning environment which promotes high levels of wellbeing and activities which engage and challenge all learners. Therefore we have a variety of strategies and policies which are part of daily life in school. These include:

- 'Robbie Right Choices'
- 'Paws for Thought'
- Paw Pals
- Life Skills
- UNICEF Rights and Respecting Charter
- Fly the Nest Programme
- Wellbeing & Involvement measures.
- Becoming a Happy School with Laughology.

Robbie Right Choices



Robbie is a toy character in our school who is very popular with the children and helps encourage ownership of behaviour by promoting positive actions. Each week in Celebration Assembly Robbie is awarded to a class who have made lots of right choices and show high levels of good behaviour. In

assemblies, Robbie will often be used to model good behaviours too. Robbie will spend the week with the chosen class and the children are able to change his clothes and accessories throughout the week.



Each member of school staff has a 'Paws for Thought' card or badge. The children know that if they are shown this card that they need to stop and think to make sure they are making the right choices in certain situations. Very often the adult doesn't even need to speak to the child who will see the card and change their behaviour choice. This gives a very positive approach to behaviour management.

Once the children have settled into their new classes, Paw Pals are chosen to help support their peers in the playground. This will include helping children to find friends to play with and reinforcing good choices.

Life Skills

Our Life Skills are an important and valued part of our curriculum and embedded in daily lessons, assemblies and playtimes. We believe in developing skills to prepare children for everyday challenges and also those they may face in adult life.

Life Skills		
<p>Connect – Positive relationships</p> 	<ul style="list-style-type: none"> • Positive attitude • Helped others • Tried hard to take part in all activities • Played really well during play and lunchtime • Great friend • Polite to everyone • Treat everyone fairly 	<ul style="list-style-type: none"> • Article 2 – All children around the world have rights. • Article 12 – you have the right to give your opinion and to be listened to. • Article 13 – You have the right to find things out and share what you think with others. • Article 30 – You have a right to practise your own culture, religion and language. • Article 31 – You have a right to play and rest. • Article 16 – You have a right to privacy.
<p>Resilience - Coping Skills</p>	<ul style="list-style-type: none"> • Take on a challenge with a positive attitude • Can ask for help • Kept working on something that was difficult • Take positive risks 	<ul style="list-style-type: none"> • Article 5 – Adults have a responsibility to make sure you have your rights. • Article 29 – Your education should help you use and develop

Picture Pending

- Challenge myself
- Pick myself up again
- Worked hard to solve whole class problems

- your talents and abilities.
- Article 16 – You have a right to privacy.
- Article 12 – you have the right to give your opinion and to be listened to.
- Article 39 – You have a right to be safe.
- Article 13 – You have the right to find things out and share what you think with others.

Confidence



- Believe in myself
- Can do attitude
- Work independently
- Share ideas
- Choose the equipment needed to complete a task
- Kept going when things got tricky

- Article 12 – you have the right to give your opinion and to be listened to.
- Article 5 – Adults have a responsibility to make sure you have your rights.
- Article 29 – Your education should help you use and develop your talents and abilities.
- Article 13 – You have the right to find things out and share what you think with others.
- Article 28 – You have the right to the best quality education and strive to be the best that you can be.

Respect - Support From and to others



- I have been a fantastic listener
- I have been a fantastic team player
- I have followed instructions well
- I can share ideas with others
- I can get my opinions across in a positive way and can listen to others opinions with empathy

- Article 12 – you have the right to give your opinion and to be listened to.
- Article 5 – Adults have a responsibility to make sure you have your rights.
- Article 29 – Your education should help you use and develop your talents and abilities.

	<ul style="list-style-type: none"> • I can recognise when others need help and support them 	<ul style="list-style-type: none"> • Article 13 – You have the right to find things out and share what you think with others. • Article 42 – Adults should help you know about your rights and learn about them. • Article 30 – You have a right to practise your own culture, religion and language. • Article 39 – You have a right to be safe. • Article 28 – You have the right to the best quality education and strive to be the best that you can be. • Article 15 – You have the right to be with your friends and join groups as long as it's not harmful to others.
<p>Risk - Achieve and Success</p> 	<ul style="list-style-type: none"> • Work hard to achieve next steps • Tried my best in every lesson • Achieved something I found difficult • Tried to be the best I can be, in and out of the classroom • I have asked the right person when I got stuck • Set own next step targets 	<ul style="list-style-type: none"> • Article 12 – you have the right to give your opinion and to be listened to. • Article 5 – Adults have a responsibility to make sure you have your rights. • Article 29 – Your education should help you use and develop your talents and abilities. • Article 13 – You have the right to find things out and share what you think with others. • Article 42 – Adults should help you know about your rights and learn about them. • Article 28 – You have the right to the best quality education and strive to be the best that you can be. • Article 24 – You have a right to be healthy.

Our Children's Friendship Charter & UNICEF Rights & Respecting Philosophy



As a school we have achieved the **UNICEF Rights and Respecting Silver Level**. The principles that have been adopted worldwide are valued here at Mildmay Infant & Nursery School. The Children's Charter was based upon the articles set by UNICEF which promote children's rights across the world. Our Friendship Charter was written by the children and is displayed in every classroom.

Children are taught through the charter that everyone's rights should be respected. Rather than teaching negative rules about what children should not do, a positive approach is applied in line with the charter. For example, children are taught that everyone has the right to feel safe and what behaviour should be applied to ensure that they do. Their class 'rules' are established in each classroom and the playtime codes were established through Class and School Council.



Equality & Inclusion

We are proud of our inclusive school and every member is supported to achieve and establish positive relationships and attitudes to learning. Children may exhibit varying behaviours according to their needs, abilities and understanding. Where children have an Educational Health Care Plan their One Plan will provide support strategies to support them develop positive interactions on a daily basis. It is understood that children may need to be treated differently to be treated equally. Further information about our special needs provision can be found in our SEN Information Report on our school website www.mildmayinfants.co.uk

Practices for encouraging positive behaviour

We expect all adults and children to:

- Treat each other with courtesy and consideration by treating others the way we would wish to be treated ourselves.
- Talk and listen to one another in order to understand and respect each other; making sure we hear all sides and do not jump to conclusions.
- Be fair and consistent to each other recognising that by treating children fairly we may not treat everyone the same.
- Value, take pride in and care for the school by looking after school property and equipment.

At Mildmay Infant & Nursery School we promote:

- An atmosphere that encourages children's independence and provides the opportunities for them to make their own decisions.
- Consistency of approach (but the approach may vary according to the needs of the child)
- The option of choices for a positive outcome.
- Positive behaviour by praise, encouragement and attention.
- Praising good behaviour choices to model positive examples.
- Avoiding unnecessary confrontational approaches.
- Separating the behaviour from the children and maintaining attitudes that raise a child's self-esteem e.g. by telling a child that they are OK even if the choices they have made are wrong.
- Involving parents for information gathering and planning a support system.

Classroom Management:

Class teachers should ensure that rigorous classroom management strategies are in place and the children are supervised effectively. This includes the scanning of the classroom and also the line when moving from one place to another. The Class Teachers, LSA's and MDA's follow the schools Positive Behaviour Policy when using rewards and sanctions.

Rewards and consequences / Systems

Rewards are in place as children respond well to praise however all children are taught that good behaviour is expected and respected. It is our aim as a school that consequences are in place to deal with inappropriate behaviour but the key aim is to establish an environment that avoids negative behaviour becoming an issue. Rewards include:

- **Classroom based reward systems**
- **Headteachers Awards**
- **Paw Pals (Daily Helpers)**
- **Golden Time**

Consequences:

As a school we adopt a strategy to help us encourage and foster good behaviour and work practices. The following steps are in place to ensure consistency of approach so that support is put in place for any child who may need additional strategies to support positive behaviour.

<p>Step 1</p>	<p>Praise positive behaviour. Noticing when children are making the right choices, using specific language to praise them 'Great sitting, I can see you are looking and listening!'</p> <p>Show 'Paws for Thought' Card if a child is not making the right choices.</p>
<p>Step 2</p>	<p>Positive expectations reminder. 'Surprised', known adults will discuss inappropriate behaviour and look forward to an improvement.</p>

	Use of de-escalation script (such a ' <i>child's name</i> , I can see there is a problem, I am here to help/Talk to me and I'll listen)
Step 3	<p>3 x choice of making the right decisions (face saving time)</p> <p>Use of non-command and distraction language (such as 'come with me to do this job! Let's do it together etc)</p> <p>In Years 1 and 2: 3rd time choice is given – reminder that not making the right choice will result in step 4 and loss of some Golden Time. In Reception: reminder that not making a right choice will result in loss of that day's Golden Time</p>
Step 4	<p>Consequence of moving along the caterpillar and loss of 5 minutes Golden Time.</p> <p>Depending on the issue, children will be encouraged to think about the consequences of their actions and what they could reasonably do to put things right i.e. draw a picture, write a letter, helping, to complete work they've refused to do etc.</p> <p>They can earn back their lost golden time in 5 minute intervals through making more positive choices in the future (moving along the caterpillar. Children who have lost golden time cannot go onto gold – which is a maximum 30 mins Golden Time.</p>
Step 5	<p>If, despite step 4 being carried out, a child is repeatedly being reminded of positive behaviour choices they will go to a different location so they can be given time to reflect upon their actions. The change of location should follow the order below.</p> <ul style="list-style-type: none"> • A different class teacher in year group • Year group leader • Deputy Head / SENCOs • Head teacher <p>When the child is settled again, an appropriate adult should use a Restorative Discussion form with the child to help them reflect on what happened, its impact on others, and how things could be different another time, before supporting the child to return to their learning.</p>
Step 6	<p>If a child's behaviour continues to be challenging and disruptive, a fixed term exclusion may be applied according to LA policy. Frequent fixed term exclusions could lead to permanent exclusion. Behaviours that will result in fixed term exclusions are behaviours that are repeatedly and intentionally attempting to cause own self or others significant harm, and may include:</p> <ul style="list-style-type: none"> • Throwing objects at others • Pushing others over • Biting • Hitting/kicking that causes injury

--	--

Should a child be regularly at Step 5, a meeting will take place with the Head teacher and the parents of the child with ongoing behaviour issues. In this meeting, support strategies and further actions will be discussed to aim to resolve any behaviour concerns. We will always look for reasons that may cause negative behaviour and apply an appropriate support plan. Tools such as anxiety mapping, roots and fruits and risk assessments may be discussed and used in future planning. The class teacher/members of the inclusion team may also be involved in this meeting. The outcome of this plan could be to begin social, emotional and mental health interventions to support development in this area as well as involving other professional and outside agencies to provide guidance.

In Years One and Two, to encourage positive behaviour, Golden Time is 30 minutes every week (a maximum of 40 minutes for those who have earned it). This ensures that it is a special time that is looked forward to for every child. This is a structured time in which children have a class vote for the activity they would like to do. (Examples of this are den building/ games outside/ board games/talent show etc.) The Golden Time activity/activities are decided, as a class, on Monday mornings. This acts as a motivator for positive behaviour throughout the week. In Reception classes Golden Time is on more of a daily basis so that children experience a more immediate sense of reward.

All children begin the week on the green. If they make wrong choices they can move along the caterpillars back to the next shape. They can move forwards and backwards on the caterpillar but once moved along from the green, they can no longer reach the gold for that week.

Children that reach the purple tail lose 10 minutes of Golden Time but can earn it back if moved onto the green. Children can only reach the gold if they have not been moved along from the green. Children that show extra special behaviour and are moving onto the gold can earn themselves an extra 10 minutes Golden Time.



In instances when children may need more intensive physical support, we follow the Essex Steps therapeutic 'Step On' approach to guiding and escorting.

Anti-Bullying:

- The school takes bullying very seriously and has clear systems for recording behaviour and bullying incidents.
- These are kept in a central log so any patterns or frequency of behaviour can be seen and support put in place for all children involved.
- The school will act swiftly on any concerns raised by staff, pupils or parents and aim to resolve the situation as quickly as possible through extra support and positive behaviour strategies.

- Where children are having difficulties socialising and establishing friendships, school staff will support this process giving feedback to parents as necessary.
- The school supports positive friendships through Life Skills, UNICEF Friendship Charter, Robbie Right Choices, Circle Time, School Council and Class Council.

Transition:

At Mildmay Infant & Nursery School we are aware that times of transition can be stressful for some children and this can manifest in negative behaviours. As a school we work hard on transition from Pre-schools to Reception and from Year 2 to children's new settings. We also focus on the end of the summer term and beginning of the autumn term as the children prepare to settle into their new classes. Some children can find daily transition from one activity to another difficult also and support is given through visual timetables and verbal reassurance.

Preventative Strategies:

All staff in school must follow the Essex Steps 'Step On' approach to supporting positive behaviour, showing awareness of the strategies and techniques for managing difficult behaviour and using de-escalation strategies as early as possible. All staff receive ongoing Essex Steps 'Step On' training and staff should always feel able to ask for help and be aware of their own levels of emotional arousal if a child's behaviour becomes difficult or dangerous.

Risk Assessment & Guidance

- If a child is known to exhibit behaviours which could cause harm to themselves or others a Risk Assessment in the form of a Consistent Management Plan is put in place and parents and staff are fully consulted.
- The school records patterns of behaviour and where possible, avoids triggers which could cause outbursts. Prevention strategies to avoid behaviour escalating are an essential element of the risk assessment process.
- A generic Consistent Management Plan is attached to this document which can be adapted according to the needs of the child.
- This can be completed with the SENCOs / Headteacher, designated adults and parents according to specific guidance and procedures.

Revising and Reviewing

- After any incident the risk assessment and support for a child is reviewed to see if anything different can be done to avoid an episode of emotional crisis in the future.
- If a child has a physical outburst that is not expected for the first time a risk assessment will be put in place.
- All children are treated as individual cases and what may work for one child would not be appropriate for another.
- Staff training and guidance will continue to be updated as the need arises or when relevant courses are available.

Support for Staff

- If a member of staff has been involved with a situation where a child's behaviour has been dangerous, their own wellbeing is supported and they may be offered time and space away from the situation.

- If a member of staff has been accused of handling a child inappropriately the Headteacher or member of the leadership team would follow school safeguarding guidance and call the Local Authority Designated Officer before taking further action and then follow advice accordingly.
- If a member of staff has been wrongly accused support will be put in place and the appropriate procedures followed.

Other Physical Contact with Pupils:

There are occasions when physical contact with a pupil is appropriate, proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- A child holding an adult’s hands at the front / back of the line when going to assembly or walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give First Aid.

Complaints:

It is important to us as a school that we communicate fully with parents regarding any issues pertaining to their child’s behaviour. If parents have any concerns they should in the first instance speak to the class teacher and then the Headteacher. If a situation is not resolved to a mutual conclusion then the Schools Complaint Policy & Procedures should be followed.

Other guidance linked to this policy:

- [DfE Guidance: Mental Health and Behaviour in Schools. March 2016](#)
- [DfE Green Paper: Transforming Children and Young People’s Mental Health Provision. December 2017](#)
- [DfE Guidance: Use of Reasonable Force; Advice for Headteachers, staff and governing bodies. July 2013](#)
- [DfE Guidance: Behaviour and Discipline in Schools: Advice for headteachers and school staff. Jan 2016](#)
- [Essex Steps: A Model Restrictive Physical Intervention Policy for Schools.](#)
- [DfE: Schools Complaint Procedures 2014 / School Complaints Policy.](#)



VISION:

As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

Bullying & Behaviour Incidents

Please use this form to record any issues that relate to behaviour or possible bullying which you have concerns about.

Childs Name:	
Date :	

Class:	
Completed by:	
Incident: (Please continue on an additional piece of paper if necessary.)	
Action taken:	



As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

Restorative conversation discussion tool

What has happened?

?



How do I feel?







How do other people feel?



What can I do to make this better so we can all feel happy again?



Individual Risk Assessment – Consistent Management Plan

Name	DOB	Date	Review Date
------	-----	------	-------------

Photo	Triggers and Risk reduction measures
-------	--------------------------------------

Pro social / Positive behaviour – What we want to see	Strategies to support
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post crisis recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

