



Bedgrove Infant School

NEW - Behaviour for Learning Policy

Last reviewed and approved: February 2024

Next review date: Spring 2026

Appendices:

A: Restorative Practice

B: The Choices Tree

C: Roots & Fruits Analysis

D: Positive Behaviour Management Plan (PIP) **Amendments:**

New policy created following extensive collaboration with all stakeholders

Believe, Inspire, Shine – Bedgrove Infant School Vision

The Governors and all staff at Bedgrove Infant School are committed to maintaining our high standards of good behaviour and discipline. Our fundamental belief is that, if our community is to function effectively, we must all work together, following the same principles. Using our School Vision, our school community (children, staff, parents and governors) has devised a set of key principles for behaviour. Our Behaviour for Learning Policy is based upon these principles.

All members of the school community should understand and accept the principles on which the Behaviour for Learning policy is grounded.

BIS Behaviour Principles

Bedgrove Infant School believes in taking a whole school approach to addressing the behavioural, emotional and social difficulties experienced by children. The Governing Body outlines below its general principles to promote good behaviour and discipline amongst pupils.

These principles are to:

- safeguard and promote the welfare of all its pupils;
- maintain an up to date knowledge of legislation and take into account any changes that may affect the behaviour principles;
- regularly monitor the efficiency of our behaviour policies (Behaviour for Learning policy, Behaviour Principles Policy) and review their impact on relationships;
- promote partnership between staff, pupils and parents through consultation and clear communication processes;
- respond to children's broader needs and make reasonable adjustments for disabled children and children with special educational needs;
- support children to develop strategies to deal with conflict and bullying in an assertive nonviolent manner;
- guide children to understand and distinguish between appropriate and inappropriate behaviour and to encourage children to manage their behaviour through self-discipline;
- outline the school's expectation for behaviour to parents to support Bedgrove Infant School in the management of unacceptable behaviour at school if it occurs.
- consider exclusion as the last resort but when implementing this disciplinary procedure to follow the most current procedures set out in law;
- comply with the duties and commitments outlined in the Equality Act 2010 to eliminate discrimination, harassment, victimisation and advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and those who do not share

Equal Opportunities

Our Behaviour Principles and School Values seek to be inclusive of all children and adults regardless of their 'Protected Characteristics' such as age, disability, gender reassignment, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, gender or sexual orientation. All children will be treated in the same way irrespective of disability, gender, religion, ethnicity or home background in accordance with the School's Equal Opportunities Policy.

The fundamental reward for children is that school is a happy, safe and caring environment where they are able to make progress both academically and socially.

Contents

1. Vision
2. Context
3. Aims
4. Key Aspects
5. Outcomes
6. Behaviour Strategies
7. Searching, screening and confiscation
8. Positive Behaviour Strategies
9. Proud to be Purple
10. Head Teacher's Awards
11. Rewards: Foundation One
12. Rewards: Foundation Two
13. Rewards: Year One
14. Rewards: Year Two
15. Consequences
16. Roots and Fruits
17. Positive Intervention Plan (PIP)
18. Working with parents
19. Reasonable Force
20. Child Protection Online Management System (CPOMS)
21. Power of Discipline beyond the School Gate
22. Appendix A: Bedgrove Infant School Restorative Practice Sheet
23. Appendix B: The Choices Tree

Vision

At Bedgrove Infant School we celebrate being **Proud to be Purple**.

A Purple Person:

Believes in themselves and other people

Inspires others and is inspired

Shines as the unique person they are.

To do this we have our Proud to be Purple Tree of Purple Principles:

Be Professional

Be Powerful

Be Positive

Have Pride

Have Perseverance

Context

At Bedgrove Infant School the Headteacher creates the ethos and defines the measures that promote excellent behaviour, self-discipline and respect. The Headteacher decides the standard of behaviour expected of pupils at Bedgrove Infant School and determines the school rules and any disciplinary penalties for breaking school rules.

In this policy, the Headteacher sets out the measures which will:

- promote positive good behaviour;
- promote an actively anti-racist approach;
- prevent bullying (including cyber-bullying)
- regulate the conduct of pupils;
- ensure that pupils complete assigned work.

When deciding what measures these should be, the Headteacher will take account of the Governing body's written statement of behaviour principles which underpin the high expectations of behaviour at Bedgrove Infant School.

Bedgrove Infant School's Behaviour for Learning Policy adheres to the guidance outlined in Sections 88 and 89 of the *Education and Inspections Act 2006*.

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

Bedgrove Infant School adheres to its duties under section 175 of the *Education Act 2002* requiring the school to make arrangements to ensure that it safeguards and promotes the welfare of pupils.

<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

Bedgrove Infant School acknowledges its legal duties under the *Equality Act 2010*, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Aims

- to provide a caring environment in our school, where individuality is celebrated and everyone is respected;
- to promote an actively anti-racist approach
- to promote good behaviour, self-discipline and respect
- to use positive reinforcement strategies which help children feel good about themselves, their abilities and achievements;
- to regularly review and implement a clear Behaviour for Learning policy that is understood by staff, parents and pupils and is consistently applied;
- to respond to children's broader needs and make reasonable adjustments for children with special educational needs and or disabilities;
- to create a happy, friendly atmosphere where confidence, respect and trust are of paramount importance and where staff, pupils, parents, carers and governors work together in a spirit of cooperation.

Key Aspects

In developing this policy, the Headteacher has considered the following aspects of school practice to be the key contributors to providing excellent school behaviour:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Positive behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition; and
10. Organisation and facilities.

Outcomes

The successful implementation of this policy will:

- help children to recognise their own powers of self-discipline, in order that they may cooperate within the school and relate to other people in a caring and confident manner;

- help children to understand and distinguish between appropriate and inappropriate behaviour;
- help children to develop strategies to deal with conflict in an appropriate manner;
- make clear our behaviour expectations for parents, which are outlined in the *Home School Agreement*, in order that they support the school in the management of unacceptable behaviour at school when or if it occurs;
- outline the importance to all the adults working within the school community to accept their collective responsibility for the emotional and social development of children.

Behaviour strategies

Bedgrove Infant School encourages good behaviour through a mixture of high expectations, consistency, clear policy and an ethos which fosters mutual respect between pupils and between staff and pupils.

Primarily, Bedgrove Infant School believes that positive praise is the most effective behaviour management strategy. Encouragement and praise for individual pupils, groups of pupils or whole classes for positive attitudes and positive behaviours is the foundation of this policy.

Searching, Screening and Confiscation

The school follows the latest DfE guidance (2018)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Positive Behaviour Strategies

- role modelling positive behaviour;
- personalised class approach;
- rewards (free choice, classroom privileges, stickers and Headteacher Gold Awards);
- celebrating good behaviour;
- reinforcing positive behaviour through Assemblies, PSHE, RSE, Circle time;
- school ambassadors representation;
- liaising with parents and outside agencies;
- organising visitors, workshops, theatre groups etc. which provide positive role models for the children.

Whole School The Proud to be Purple Tree – ‘Random Acts of Kindness’

At Bedgrove all the members of our school community look for ‘Random Acts of Kindness’, anyone can nominate someone they have witnessed encompassing our school values, (although you cannot nominate yourself!). The names are then recorded on post-it notes and placed on the ‘Proud to be Purple Tree’ next to the school hall for everyone to see. Their ‘Random Act of Kindness’ is also recorded.

Every Friday in assembly, Miss Lawrence or Mrs Sim read out all the new post-it note nominations. These children then come to the front to have their Random Act of Kindness celebrated. The children nominated then chooses a lucky dip from the Purple Prize Pot.

Head Teacher's Gold Awards

Headteacher's Awards – Children are asked to visit the Headteacher and/or the Deputy Head when they have excelled at some aspect within the school which may be work or behaviour/attitude-related. These are the ultimate rewards for the children who strive to receive their special Gold sticker. Any work shared is photocopied for the child to take home immediately.

Rewards: Foundation One

In F1, staff spend time supporting the children to self-regulate their behaviour. We want children to make good choices because they believe it is right, not because they are just being compliant.

We teach children to be calm, to think about their actions and reflect on their feelings.

We teach children to communicate their needs.

We teach children to negotiate, compromise and deal with conflict

We teach children boundaries, which are consistent and fair

We give children choices

We have smooth routines and transitions

We build good relationships, as we believe positive behaviour is built on respectful relationships and good communication

Individual specific rewards include:

- Lots of verbal recognition and feedback
- Stickers and stamps
- Positive reinforcement and Praise
- Achievement tree – Every child has their name at the bottom of the tree, adults across school can move children's names to the top of the tree throughout the session. At the end of the session the whole class celebrate the children who are at the top of the tree with a round of applause, "fantastic", "whoosh" or "whoop, whoop".
- Class targets – Each class is encouraged to work as a team to achieve their chosen target, based on behaviours for learning they need to develop. Each class uses their own ideas to visually display how well they are doing.
- Wonderful Work – Each child has a display board in their classroom where examples of great work are exhibited for all to see.
- Individual reward charts for children as per their positive behaviour plans or individual needs.

Rewards: Foundation Two

In F2, staff spend time supporting the children to self-regulate their behaviour. We want children to make good choices because they believe it is right, not because they are just being compliant.

We teach children to be calm, to think about their actions, identify with support and reflect on their feelings.

We teach children to communicate their needs.

We teach children to negotiate, compromise and deal with conflict.

We teach children boundaries, which are consistent and fair.

We give children choices

We have smooth routines and transitions

We build good relationships, as we believe positive behaviour is built on respectful relationships and good communication

Individual specific rewards include:

- Lots of verbal recognition Stickers
- Praise
- The Choices tree (Appendix B) The Choices tree will only be used as part of positive behaviour management strategies within the classroom for individual children. Class pegs can be used throughout the school
- Children start each day on Ready to learn (green), they then move to Role model (Orange), and, finally, Outstanding (Yellow). At home time, children on Role Model are given a sticker and those children on outstanding get an outstanding certificate.
- Class targets – Each class is encouraged to work as a team to achieve their chosen target, based on behaviours for learning they need to develop. Each class uses their own ideas to visually display how well they are doing.
- Wonderful Work – Each child has a display board in their classroom where examples of great work are exhibited for all to see.
- Star of the week – Each week a child who has shown exceptional efforts within their learning will be chosen to take home our class mascots.

In KS1, staff continue to build on the strategies established in the Early Years to support children in making safe and positive choices. Positive reinforcements and a child-centered approach continue to underpin our approach.

Rewards: Year One

Individual specific rewards include:

- Lots of verbal recognition
- Stickers
- Praise
- The Choices Tree (see Appendix B) - The Choices tree will only be used as part of positive behaviour management strategies within the classroom for individual children. Class pegs can be used throughout the school.
- Written comment – Recorded on work, which has impressed the class teacher or assistant. This can be shared with the year group teachers to commend progress.
- WOW work – Each class selects examples of work to be celebrated and displays these in the classroom, ensuring that every child is celebrated per term.
- Playground Awards – Teachers select the best class at the end of play and lunchtimes related to behaviour during the playtime and lining up. A tally chart records daily awards and the class with the most has extra playtime at the end of the week.
- MDS to share with Class Teachers which class has emulated being 'proud to be purple' resulting in their class moving their peg up
- Class mascot table reward. When a group of children are working sensibly together they receive the class mascot who sits on the table.
- Proud to be Purple Post its will be used in the dining hall for positive behaviour management

Rewards: Year Two

Individual specific rewards include:

- Lots of verbal recognition
- Stickers
- Praise
- The Choices Tree (see Appendix B) - The Choices tree will only be used as part of positive behaviour management strategies within the classroom for individual children. Class pegs can be used throughout the school. These pegs can go up or down as this is a collective responsibility.
- Written comment – Recorded on work, which has impressed the class teacher or assistant. This can be shared with the year group teachers to commend progress.
- Work of the week – Each class selects an example of work from one child each week to be celebrated and displayed in the classroom.
- Playground Awards – Teachers select the best class at the end of play and lunchtimes related to behaviour during the playtime and lining up. A tally chart records daily awards and the class with the most has extra playtime at the end of the week.
- MDS to share with Class Teachers which class has emulated being 'proud to be purple' resulting in their class moving their peg up
- Critters - When children are quiet or showing us the five purple principles of being professional, positive, powerful, with perseverance and pride, they will be awarded a critter by a member of staff to put into their purple table pot. When a table collects enough critters to reach the top of the purple pot, that table, and only the children that sit on that table, will receive a reward. Once the reward has been given, all table pots are reset to start again.
- Proud to be Purple Post its will be used in the dining hall for positive behaviour management

Consequences

School staff will give appropriate consequences to pupils whose conduct falls below the standard which could be reasonably be expected of them. School staff have the authority to give consequences to pupils for misbehaviour which occurs in school and in some circumstances, outside of school.

If a child is being repeatedly disruptive or not following the Behaviour for Learning Policy, the class teacher will implement an appropriate consequence. This time will be used to reflect and complete independent work and/or to reflect on the incident/s. This will be recorded on CPOMS. Parents will be notified.

If necessary, pupils will spend time with a member of the Senior Leadership Team to discuss their behaviour and miss some of their playtime.

Following any pupil conflict, staff will use a restorative approach to talk through any incidents with pupils.

A consequence will always be proportionate, the consequence will be reasonable in all circumstances and account will be taken of the pupil's age, any special needs or disability and any religious requirements that may be affecting the pupil (Section 91: *Education and Inspections Act 2006*)

A consequence must satisfy the following three conditions:

- The decision to sanction a pupil must be made by a member of the school staff or a member of staff authorised by the Headteacher (eg: Premier Sports Coach);
- The decision to sanction the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

- It must not breach any other legislation (for example in respect of disability, special educational need, race and other equalities and human rights) and it must be reasonable in all circumstances.

Some examples of protective and educational consequences may include:

- completing a '*Restorative Practice Sheet*' (Appendix A)
- missing part of/all playtime;
- writing a letter of apology;
- being asked to reflect on behaviour and on how they could have avoided the situation;
- any incomplete work due to task avoidance or choices will be sent home to complete (if not able to complete during break/lunch time)
- being sent to a Senior Leader.

When a child presents persistent and recurring behavioural difficulties the school will seek advice and support from external professionals (e.g. Pupil Referral Unit, Educational Psychology service, Specialist Teaching Service Team). A Roots and Fruits cycle will commence which will inform a Positive Intervention Plan (Appendix D). Documents will be shared with parents/carers.

In serious cases and only as a last resort, the Headteacher will suspend the child from school for a fixed term or permanently. The school will use the DFE Suspension and Permanent Exclusion guidance alongside Buckinghamshire Council Exclusion guidance.

Class teachers are supported by the SENDCO, who is qualified to offer advice and support, and Inclusion Lead. The SENDCO may engage with outside agencies following discussions with the class teachers and parents.

Roots and Fruits

The team who work around the child (class teacher, teaching assistants, parents – if appropriate) will meet to implement a Roots and Fruits Plan (Appendix C).

'Roots' are the child's previous/current experiences, these are taken into consideration and then added into the plan.

A discussion takes place to identify the positive behaviours, feelings and experiences that are key for the child to be successful in school; this is represented as the 'Fruits' on the 'Roots and Fruits' Plan.

Positive Intervention Plans (PIP)

PIPs are created using the information from 'Roots and Fruits'. PIP will set achievable targets for acceptable behaviour and reasonable adjustments will be put in place to support these children and their families. These are read, reviewed and signed by parents and the class teacher. All staff involved with that child must read the PIP, follow the exact script and receive an updated version of the document every time it is reviewed, which will happen at regular intervals or as necessary. Staff and parents sign the PIP at every review.

All completed 'Roots and Fruits' and PIPs are added to CPOMS.

Class teachers are supported by the SENCO who is qualified to offer advice and support. The SENCO may engage with outside agencies following discussions with the class teachers and parents.

Site, Admin and Kitchen Team will have access to a summary of each individual PIP to support with behaviour management strategies during the school day.

Working with Parents

The school believes in working in partnership with parents to ensure that all members of the school community contribute to the creation of a positive working environment. Parents/carers will be notified at an early stage when the behaviour of their child contravenes the school's Behaviour for Learning policy.

Parents are welcome in the school and are encouraged to discuss any problems with the class teacher or the Headteacher. All staff are readily available and willing to make an appointment with parents to discuss any concerns. It is a great help to the class teacher if s/he is told of any changes or difficulties at home which may affect a child's behaviour.

The school's Behaviour for Learning Policy is more effective when it is supported by parents. We ask parents to support the policy by:

- being aware of and helping their children to abide by the school's Behaviour for Learning Policy;
- supporting the school when sanctions are applied.
- Communicating with Class Teacher via phone or email.
- Acting as a role model for their child with their own behaviour choices

Reasonable Force

The Government Policy: 'Use of Reasonable Force' is read by all staff annually and if a child at any time presents as being in immediate danger to either him/herself, any other child, or a member of staff, then reasonable force may be used if proportionate and necessary to remove the child from the situation for safety.

Some members of staff have been trained in STEP UP and STEP ON strategies to safely support children with escalating behaviour.

If a child is not safe or putting others at risk and not listening to adults instructions in order to keep everyone safe and prevent harm, then the child will be moved to a safe place using STEPS strategies.

Child Protection Online Management System (CPOMS)

This is an electronic system the school uses to record information on:

- Child Protection
- Behaviour
- SEN
- Parental notifications
- Medical
- Other issues

All staff have access to this system with regards to behaviour. The aim of this system is to develop an accurate behaviour profile for a child. CPOMS should be completed for children whose behaviour choices have needed to be managed in some way. All incidents that are recorded build up into an overview of a child's behaviour identifying possible patterns or triggers and providing evidence for

additional support if necessary. Emails are automatically sent to SLT and the SENDCO to alert them of the incident for appropriate follow up as required.

Beyond the School Gate

Response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

When pupils are taking part in any school organised or school related activity **away from the premises**, the Behaviour for Learning Policy will be applied consistently.

Parents who are helping with supervision on a school trip are expected to ensure that the children in their care behave appropriately. Before any trip teachers remind the children about acceptable behaviour and care is taken with grouping children and allocating adults. Any parent experiencing problems with a child's behaviour on a school trip should contact the teacher in charge of the trip (on the school mobile). If unable to do so, they should contact the school.

Other reported bad behaviour or bullying will be dealt with on a case-by-case basis. Generally, school staff should not expect to be involved with incidents that occur off the school premises when a child or children are not under the lawful control of that staff member. However, in cases where the incident could adversely affect the reputation of the school or where the incident is likely to impact further on members of the school community (i.e. retaliation, bullying or continuation of bad feelings between children) staff may be required to intervene. Parents will be involved in the investigation of the incident and sanctions, as already identified within this policy, may be applied. Where there are incidents of abusive comments or aggression towards staff, outside of school, these matters will be investigated and reported to the appropriate agencies.

Links with other policies

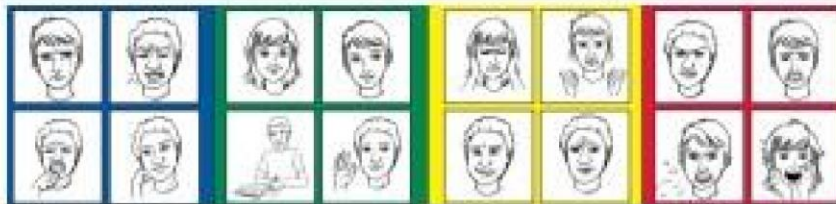
- Anti-bullying (including anti cyber-bullying)
- Safeguarding
- E-Safety
- Suspension of pupils
- Equalities

Appendix A
Restorative Practice

Bedgrove Infant School Restorative Practice

Draw what happened before the incident, during the incident and after ...

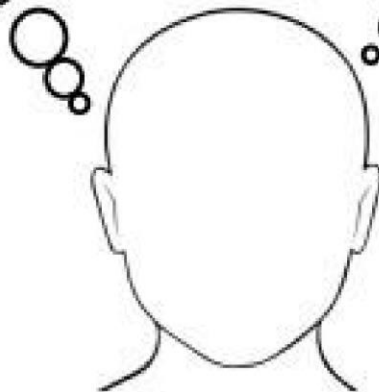
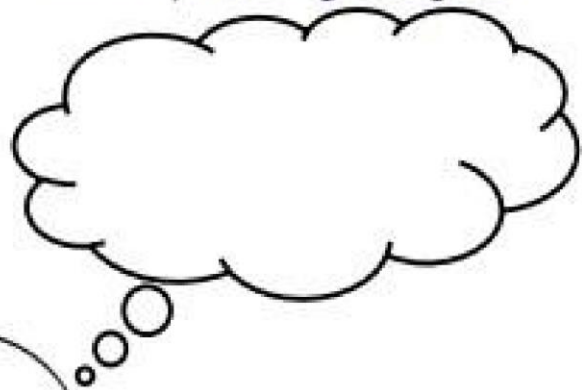
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What were you thinking/feeling at the time?



What are you thinking/feeling now?



What should you do now/next time?

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Appendix B

The Choices Tree

- Children can only move up the Choices Tree – all children will start on the first station 'Ready to Learn'
- In EYFS, children will be encouraged to move their own pegs up, to support children in taking ownership in their choices and to support with fine motor skills development. In KS1, adults in the room will move children's pegs up
- Class Teachers will place pegs on their lanyards for those children who make it above 'outstanding'
- Only adults in the classroom can ask children to move pegs up. Adults in assembly, admin team and site team will have stickers as an immediate reward. Staff in the kitchen will add names of children who make good choices onto our 'Proud to be Purple Tree'. Children who miss minutes during assembly time will spend time with the adult who enforced the consequence at an appropriate time.
- Children will be given one verbal warning before minutes will start being deducted from their playtime or lunchtime
- Children will miss minutes from their playtime or lunchtime (supervised by the class teacher) if good choices have not been made. Script: 'you owe some time back for your choices' or 'you will be spending time with me at playtime/lunchtime to think about ...' This discussion takes place 1:1 with the child to ensure this is a natural consequence to avoid feelings of humiliation
- If an incident takes place after lunch the child needs to sit with a member of SLT to miss their minutes
- It is the Teachers' discretion as to the amount of reflecting time that the child needs
- Any work not completed in the lesson to be sent home – parents to be emailed to have this explained to them
- If a child on 'Outstanding' needs reflection time at the end of the school day, the child's peg will be removed and placed on the teacher's lanyard until they have shown positive choices. Child will then go back on the Choices Tree to where the teacher feels is appropriate
- All incidents and communication to be added onto CPOMs
- Each new day is a new start – missed minutes cannot be carried over



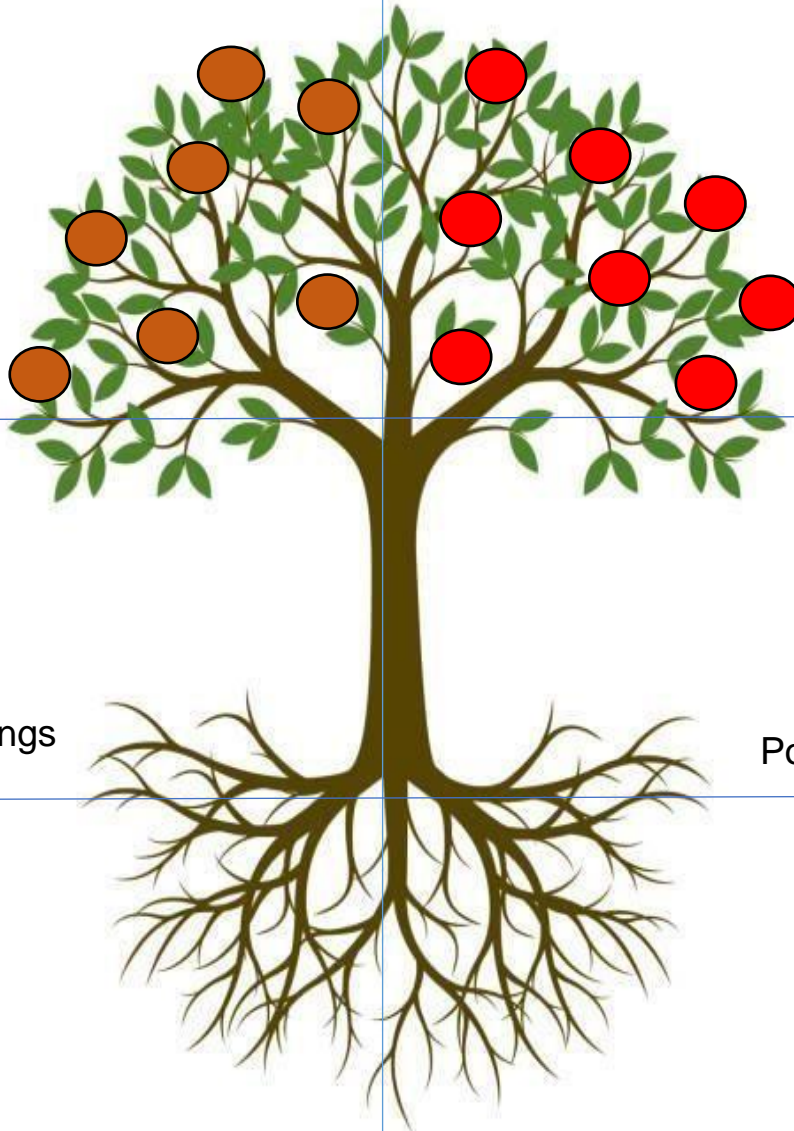
Appendix C

Roots & Fruits Analysis

Pupil's name:	
Who contributed to this analysis?	
Date of review:	

Negative behaviour

Positive behaviour



Negative feelings

Positive feelings

Negative experiences

Positive experiences



Appendix D

Positive Behaviour Management Plan

Name:	DOB:	Date:	Version of plan: Review Date:
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	Areas of strengths: Motivators:	SEN stage: Areas of Need:	Pupil voice:
Presenting behaviours that challenge or cause harm:	Possible triggers: Possible functions	Positive behaviours we are supporting:	

Differentiated measures to promote / support positive behaviours

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

Signature of plan co-ordinator.....Date
 Signature of parent / carer.....Date
 Signature of young person (if appropriate)Date.....

Review date:		
What is working well?	What is not working well?	Next steps
Signature of plan co-ordinator.....Signature of parent / carer..... Signature of young person (if appropriate)		