



BROOK INFANT SCHOOL
AND NURSERY

Behaviour and Relationship Policy

The term school includes our Nursery, Breakfast Club and After School Club

'You can't teach children to behave better by making them feel worse.

When children feel better, they behave better.'

Pam Leo

West Sussex are committed to having a therapeutic understanding of the development of children and young people. One of the therapeutically informed approaches adopted within West Sussex is the Therapeutic Thinking approach advocated by Angela Wadham. This training is currently being rolled out by West Sussex County Council (WSCC) as part of the SEND and Inclusion strategy. WSCC is working alongside nine other counties who have either embedded the Therapeutic Thinking approach across their county or are on their journey to do so. Three members of Brook Infant School and Nursery's staff have undertaken the intensive three-day training program and have now rolled this out to all staff.

Therapeutic Thinking is a philosophy. It focuses on how children are supported, particularly in terms of their emotional wellbeing and mental health. The approach also helps to develop an understanding of how to respond to those who may be communicating through inappropriate behaviours. The Therapeutic Thinking approach is characterised by an inclusive culture. Therapeutic Thinking works to analyse an individual's behaviour in order to better understand the child or young person's needs. This analysis then assists in better planning for the child, their class and the wider setting, to prevent difficult or dangerous situations from occurring by highlighting the learning or experiences that the child needs.

Governing Body's Statement of Behaviour Principles

As a governing body we aim to promote valued behaviour where children are regulated, self-motivated and demonstrate respect for others, to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying) and ensure children are engaged in learning. We support the Therapeutic Approach being developed in school. This is an approach to behaviour that prioritises the feelings of everyone within the dynamic.

Key Definitions to Inform Our Policy

- **Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme valued to extreme detrimental behaviour.
- **Dynamic:** Any group of people brought together through choice, circumstance or obligation.
- **Valued Behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.
- **Unsociable Behaviour:** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.
- **Detrimental Behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment.

- **Difficult:** Behaviour that is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context.
- **Dangerous:** Behaviour which is detrimental and will predictably result in injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.
- **Conscious:** Behaviours that are the result of thought and planning, a behaviour a child is unwilling to contain.
- **Subconscious:** Behaviours which are present without any thought or planning, a behaviour the child is unable to contain.
- **Introvert:** An introvert is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions. They tend to avoid public recognition and attention.
- **Extrovert:** Extroverts are naturally collaborative and competitive; they tend towards social interaction. Extroverts seek and are motivated by public recognition.
- **Externalising:** Natural response to detrimental feelings is to act on the world around you, this can lead to physical and verbal responses that effect the wellbeing of others.
- **Internalising:** Natural response to detrimental feelings is to withdraw from the world around you, this can impact the wellbeing and opportunity of the individual concerned. Such as refusal to communicate, self-isolation, school refusal, self-harm etc.
- **Consequence:** A logical, explainable response to a valued or detrimental behaviour. A consequence is a logical outcome of something occurring earlier. A conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.
- **Punishment:** The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.
- **Bribery:** The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.
- **Reward:** A desirable object or experience given to celebrate outcomes already achieved.
- **Internal Discipline:** Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.
- **External Discipline:** Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.
- **Equality:** Equality is affording people the same, equal status, rights, and opportunities.
- **Equity:** Equity is the differentiated measures to provide equal opportunities.
- Inclusive settings create equality by striving to provide the same valued experiences for all children, and equity by differentiating support and resourcing to remove the relevance of difference.

Section 1: Vision and Values Statement

Our therapeutic approach to behaviour management has been developed from Therapeutic Thinking training offered by West Sussex March 2021 fitting with our aim of 'Learning with Love and Laughter.'

This policy outlines the purpose, nature and management of behaviour in our school and nursery. We aim to increase valued behaviour and reduce detrimental behaviours through planned responses.

We believe all pupils have an entitlement to high quality learning experiences through which they can be supported in maximising their potential. Effective learning can only take place in an environment which is safe, supportive and in which children feel valued and secure.

We recognise all behaviour as a form of communication. We understand that when children are finding it difficult to maintain valued behaviours there is a reason for this and therefore plan strategies to try and identify and support these.

Our Brook Vision

- We create a sense of belonging within a fair and trusting community.
- We provide a safe, secure, creative and inspiring learning environment that encourages a sense of wonder, adventure and achievement.
- We nurture life-long friendships and passion for learning.
- We respect each other's rights in order to develop responsible global citizens.
- We promote individuality, excellence and enjoyment enabling everyone to fulfil their potential.

Whilst '*Learning with Love and Laughter*' at Brook Infant School and Nursery we:

- **Care:** We want our children to build strong friendships through being kind, compassionate and empathetic towards each other.
- **Imagine:** Our children imagine a world of endless possibilities where they have the confidence and self-belief to dream big.
- **Belong:** We want all of our children to feel a sense of belonging and to know they are safe and valued.
- **Believe:** We want all of our children to believe in themselves.
- **Explore:** We want all of our children to become explorers of the world who will confidently question, take risks and

Section 2: Valued Behaviour

Valued behaviour is positive, helpful, and values social acceptance. As a school and nursery we aim to teach, model and celebrate valued behaviour. This is taught discretely in our PSHCE curriculum.

At Brook Infant School and Nursery we teach the children to:

- Show each other we care
- Aspire to do the right thing
- Work together as a team
- Believe in our dreams
- Respect everyone's unique talents
- Give everyone a voice
- Encourage everyone to think for themselves
- Stimulate creative thinking

All staff in school have been trained in Therapeutic Thinking to ensure a shared understanding of valued behaviours and the importance of modelling them. We use verbal praise, stickers, sparkly fish and Headteacher awards to celebrate valued behaviour seen within school. This is done on a personal level for the child's benefit. Sparkly Fish are awarded every Friday, and the children are invited to meet with the Headteacher to celebrate before taking the fish home to celebrate with their parents.

Section 3: Supporting ALL Learners

As a staff we work to ensure consistency across the school and nursery so that all children are supported with their Social, Emotional and Mental Health development. We use the Louise Bombardieri approach. We regulate together with a child who needs it, teaching them how to soothe, quieten and calm. We relate through quality moments with a child teaching them about positive relationships. We reason with our children teaching them to pause, reflect and consider. We teach them to repair and that it is usually possible to put things right.

We aim to build positive relationships, have high expectations, be very consistent, show an interest in children as individuals, listen to the point of view of others, give children responsibility, maintain dignity and self-esteem, treat others with respect, stay calm and rational.

We put an emphasis on positive rather than negative statements, use praise in a regular and sustained way, teach children the social skills they need to be successful and re-direct children towards success rather than highlighting their mistakes.

Staff will set boundaries and understand children may try and test them. We know that children making mistakes about their behaviour is normal and healthy and that children should be helped to experience achievement. We aim to model good emotional management for our children. We know there is always more to a child than the problem they present - we need to try and understand what a child is telling us through their behaviour.

Where possible, staff should try and diffuse any situations prior to disagreements arising. Staff should intervene at an early stage to try and establish the cause of the problem. Staff should talk to the child/children involved and ask each child how they are feeling so that both children begin to understand the feelings of others.

West Sussex Ordinarily Available Inclusive Practise is used to provide reasonable adjustments for all children as needed. We work as a team to find the adjustments needed to support each child.

All children are welcomed to every session with positivity regardless of previous behaviour.

Classrooms are calm and purposeful learning environments. Strategic raised voices are used where necessary. Adults have established systems to gain children's attention, such as chimes or a small bell, so as to avoid having to shout over the class noise level.

Where the teacher is positioned in the classroom will have a significant impact on their effectiveness. Adults will move around the room and when working with a group or individuals always sit where they can see the rest of the class. Adults will continually scan the whole classroom, commenting on pro-social behaviour, "I like the way you are working together on the painting table, well done."

Positive reinforcements are used to highlight children showing pro-social behaviours during carpet time, when lining up etc., which then encourages others to display the same behaviours.

Rewards

We believe that emotional feedback is the most effective reward - praise, smiles, thumbs up, thank you etc. Tangible rewards (stickers, smiley faces etc) are not effective in the long term and should only be a short-term prop. Rewards should not be used as bribes. We believe that everyone starts each day on a positive. We also believe that everyone can expect to give and receive praise. Motivation and achievement are raised when children and adults are praised, encouraged, valued and their self-esteem is high. We use a number of reward systems to develop and sustain this.

These are:

- Sparkly Fish Award
- Verbal and written praise
- Showing work and sharing successes and achievements with other teachers
- Headteacher certificates or stickers.

- Whole class rewards - each class has to collect a given amount of class animals (10) for demonstrating working together. This leads to a whole class reward such as a party, parachute games or cinema time.
- Billy and Betty Bear - given by the Headteacher weekly to children who have shown outstanding behaviour, achievement or bravery either in or out of school.
- Stickers - we limit the amount of stickers we use as we want children to be verbally praised for what they achieve. Any stickers given need to be purposeful and explicitly given.

Section 4: Unsocial Behaviour

Unsociable behaviour is not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings. Generally unsocial is quiet non-compliance that does not negatively impact on other pupils learning. Extroverts often communicate their negative feelings with high levels of interaction, introverts communicate their feelings through quiet non-compliance. As a staff we strive to interpret unsocial behaviour as a communication of negative feelings which we can then support.

Example of unsocial behaviour that only impacts that child:

- Lack of concentration/focus on work
- Ignoring/not following instructions first time
- Unintentional or inappropriate use of equipment

When the frequency is low and only impacts that learner, we provide time and space for that child to talk. We work to build stronger relationships with them in class. Where the problem is ongoing, we engage our Learning Mentor to help unpick any difficulties.

When these behaviours are being seen during class input times, adults will quietly move over to the child or take them somewhere quiet to ask if they are ok, rather than shouting across the room. Asking the child if they are ok, shows the child that they are not in trouble and that the adults care, which then opens up a safe space for a discussion to unpick the behaviours shown.

Section 5: Detrimental Behaviour

Detrimental behaviour is behaviour evidenced as difficult or dangerous that causes harm to an individual, a group, the community, or the environment.

Difficult behaviour that is detrimental, but not dangerous could be shouting out to the extent that others cannot learn.

Dangerous behaviour is that which is detrimental and will predictably result in injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Detrimental behaviour will be met with an agreed script. Once the child is calm a comic strip conversation will be used to help unpick what has happened. If the situation was unable to be diffused, staff should remove the child from the situation with an adult and talk to the child about the situation.

Restrictive Physical Intervention/Use of Reasonable Force

In some circumstances, staff may need to use reasonable force/restrictive physical intervention with children. This will only be used to keep children, adults and the school property safe when all other strategies have failed. Alongside all the preventative strategies in place, distraction and re-direction will be used first.

Where possible only adults that have received Team Teach training within the last three years will do this. Please see our 'Use of Reasonable Force' policy for further guidance.

All dangerous behaviours will be recorded on CPOMS. We will agree protective consequences to ensure everyone's safety and work to develop educational consequences to help the child move on in their understanding.

If detrimental behaviour is ongoing a 'Risk Assessment with Risk Reduction Plan using a Therapeutic Approach' will be drawn up for the child by the Class Teacher and Inclusion Manager working collaboratively with parents.

Bullying

In some circumstances, repeated anti-social behaviour towards another child may need to be dealt with using our Anti-Bullying policy. This may be linked to cyberbullying, prejudice-based and discriminatory bullying.

Playtime and Lunchtime Behaviour

Most behaviour can be dealt with by Midday Meal Staff in the moment. The class teacher will be informed of any detrimental behaviour that occurs at playtimes or lunchtimes to help build a picture for that child. All issues should be dealt with by the class teacher first. Serious incidents go to the Headteacher.

Section 6: Unforeseeable Behaviour

If a child demonstrates behaviour not covered in our policy or their personal Risk Assessment with Risk Reduction Plan, then it will be recorded on CPOMS and the Class Teacher will meet with Inclusion Manager and Headteacher to discuss what protective and educational consequences are needed to support that child. We will work with parents and our Learning Mentors to unpick the behaviour and understand what we can do to support better.

In the moment of the behaviour occurring a member of SLT will be called and if necessary to keep children safe two preferably Team Teach trained adults (ideally one who has a good relationship with the child) will hold the child until everyone has been evacuated and it is safe to let them go. Adults will stay with the child offering calm reassurance until they are ready to do a comic strip conversation. They will only return to learning when they are ready to do so. They will be offered time in our Nest area.

Section 7: Communication and Recording within School

Communication and sharing of information within the staff team is essential in ensuring a consistent and supportive approach.

Our STAR Teams group is used for sensitive and confidential issues relating generally to behaviour. This could be keeping an eye on specific children in the playground due to a parents concern etc.

All detrimental behaviour will be recorded on CPOMS by the adults involved using an ABCC to enable us to look for and explore patterns. Language used will be descriptive and non-emotive relying on fact rather than opinion unless stated to support understanding moving forwards. Staff and Children's initials will be used with the description. Consequences will be relevant and meaningful, and support valued and educational gains. Ongoing detrimental behaviour will lead to an individualised Therapeutic Plan to support the individual. The draft plan will be shared with parents and carers to gain any insights they can add.

Section 8: Communication and Recording with Parents / Carers

Working closely with parents and carers is essential in ensuring our policy is effective. Children are best supported when home and school adopt a consistent approach and communicate regularly.

Class Teacher will either catch parents or carers at the end of the day or call them that day to share any detrimental behaviours to enable us all to work together to try and interpret the behaviour to enable us to fully support the child. Unsocial behaviour will be monitored, and parents will be invited in to discuss and help unpick what we can do to support. Where behaviour is ongoing Risk Assessment with Risk Reduction Plans using a Therapeutic Approach will be co-produced with parents enabling us to work together to be as effective as possible.

Section 9: Exclusions and Suspensions

Please see West Sussex Local Offer to understand local guidance on exclusion and our school Exclusion Policy for more detail.

Permanent Exclusion

We consider permanent exclusion to be a last resort for children for whom we truly cannot meet their needs in our setting after using our best endeavours and engaging with relevant outside professionals including Fair Access.

Suspension

Suspensions will only be given by the Headteacher or Deputy Headteacher where absolutely necessary in order for us to put the additional (above and beyond universal) provision in place that the child is showing us they need.

Internal Exclusion

In some cases, children are removed from their classroom for a set period of time. This is to keep them, their peers or the environment safe. It enables them time to regulate and us time to help understand what the behaviour is communicating.

Please refer to the following government guidance documents:

- Mental health and behaviour in schools (March 2016) (Revised November 2018)
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Transforming children and young mental health provision Green Paper (December 2017)
- <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

Please also refer to the following Brook Infant School and Nursery Policies:

- Anti-Bullying Policy
- Exclusion Policy
- Curriculum Policy
- PSHCE Policy
- Mental Health and Wellbeing Policy
- Safeguarding and Child Protection Policy
- Use of Reasonable Force Policy

Reviewed and Adopted:	<p>9 December 2021</p> <p><i>June 2022 - minor change on the last page to change 'Fixed Term' to 'Suspension' in line with WSCC changes.</i></p> <p><i>Sept 2022 – minor change on last two pages to include terms: Use of Reasonable Force and Risk Assessment with Risk Reduction Plans using a Therapeutic Approach.</i></p> <p><i>Nov 24 – now we have three fully trained members of staff, language updated to use the terms valued and detrimental as per updated training and Star information now on Teams rather than in a book.</i></p>
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