



Together We Inspire, Challenge and Achieve

Brookmead School Positive Behaviour Policy

(May 26)

Staff have high expectations for pupils' behaviour. Behaviour management strategies are clear and consistent. Staff adopt positive approaches that focus on recognising and celebrating pupils' achievements. The school is a calm, orderly environment. Pupils thrive in their roles and responsibilities such as house captains, buddies and play leaders. Older pupils help the younger ones, modelling how to share and play kindly together at breaktimes. Pupils are incredibly polite and respectful towards adults and each other. (Ofsted May 2025)

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, Objectives and Principles

- Every pupil has the right to feel safe, valued, respected and able to learn without disruption. The whole school community is free from discrimination.
- We promote a positive, safe learning environment and a consistent, values-led approach to behaviour across the school.
- Staff model excellent behaviour and apply recognition or consequences in line with the Behaviour Policy and Step On training.
- Pupils and staff understand the behaviour policy, and exclusions are used only as a last resort, following the Exclusions Policy.
- Children learn the difference between acceptable and unacceptable behaviour, develop self regulation, independence and cooperation, and understand that actions have consequences.
- We foster positive attitudes, respect for others and appreciation of diversity, and equip pupils with strategies to manage unacceptable behaviour, including bullying.
- Rules are clear, simple and consistently applied, and pupils are supported to take responsibility for their actions.
- Parents and school staff work together to find constructive solutions to behaviour concerns, and families are kept informed to maintain strong home school relationships in the best interests of the child.
- Violence or threatening behaviour is never tolerated.

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
- Visit 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 The Zones of Regulation is a whole-school approach at Brookmead that helps pupils develop self-awareness and self-regulation by understanding how emotions influence behaviour. Pupils learn to group their feelings and levels of alertness into four coloured zones and are taught strategies to recognise their emotions, manage impulses, meet sensory needs and choose appropriate tools to regulate their behaviour 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 - see guides in appendices

- Staff establish clear routines that promote independence and reflect school expectations.
- Lessons are well-planned with purposeful tasks, appropriate resources and high levels of pupil engagement.
- Staff maximise participation through partner talk, feedback and independent learning.
- 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;
- Positive language reinforces expectations ("we walk" rather than "no running"), and success is recognised.
- Staff model positive behaviour and language at all times.
- Additional resources are provided where needed to support independence.

- If behaviour disrupts learning despite reminders, pupils may work elsewhere (with SLT approval) or complete missed learning at break; this is recorded by the class teacher.
- Staff speak with pupils to understand the cause of behaviour and plan support.
- The three-step system is used for low-level behaviour, but may be bypassed if a child is struggling to self-regulate; alternative strategies (clear directions, choices, transfer adult) may be used instead.

Brookmead Belonging Time

Brookmead Belonging Time takes place during the final 15 minutes of every school day. It is a calm, structured routine designed to strengthen pupils' sense of belonging and support a positive end to the day.

Grounded in educational principles such as Maslow's Hierarchy of Needs and attachment aware practice, Belonging Time provides predictability, emotional safety, and shared community experiences.

The session includes:

- **Whole Class Reflection** – celebrating learning, perseverance and successes, acknowledging challenges, and reinforcing class values.
- **Love of Reading** – the class text is read aloud to promote enjoyment, connection, and a peaceful close to the day.

During this time, all pupils take part by listening respectfully, contributing positively, and maintaining a calm, inclusive atmosphere. Staff model warmth, consistency, and the school's commitment to belonging. This time is always adult led and is always a time for reflection, discussion and calmness.

Promoting positive behaviour at play / lunch times

At Brookmead, we aim to make play / lunchtimes positive, engaging and supportive, encouraging independent play to build collaboration and negotiation skills. To enhance this further, Brookmead has enhanced its provision through the OPAL (Outdoor Play and Learning) Programme, which transforms playtimes into rich, inclusive and creative experiences that improve wellbeing and reduce behaviour issues.

For children who may find the dining hall overwhelming or large-scale outdoor play difficult to manage, Brookmead offers Nurture Lunch. This provides a smaller, calmer lunchtime environment where all the opportunities available through OPAL are offered on a reduced scale. Nurture Lunch is a caring, structured space that supports emotional regulation, social confidence and positive relationships, ensuring every child can enjoy a successful lunchtime experience. 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.

Behaviour expectations during play are the same as in the classroom. Any incidents involving potential bullying, racist, homophobic or violent behaviour must be reported to the Headteacher / Deputy Headteacher or a senior leader. When a member of staff encounters an incident at lunchtime, they are expected to follow the behaviour policy to address the situation and record it appropriately. When responding to incidents, staff listen carefully and seek to understand the cause of an issue so they can guide children towards positive solutions. Staff may ask a child to stay close to an adult or take time in with a member of staff until they are calm and ready to return to play. More serious behaviour is referred to members of the senior leadership team, and class teachers must be informed of incidents involving their pupils.

For serious or repeated concerns, pupils may spend the next playtime reflecting on their actions so that appropriate support can be given. Reflection is not a punishment; it is a learning opportunity and part of our Step On approach to helping children understand and repair situations.

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 Jadditional 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

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. House Captains are the role models for pupils across the school and as such model excellent behaviour at all times.

Recording Behaviour Incidents (A–B–C–D)

All behaviour incidents must be recorded on CPOMS by the member of staff who dealt with the situation. Records should follow the A–B–C–D structure:

- A – Antecedent: What happened immediately before the behaviour?
- B – Behaviour: What the pupil actually did (objective, factual description).
- C – Consequence: What happened as a result of the behaviour (impact on others, disruption, damage, etc.).
- D – De-escalation: What actions were taken to calm, support or guide the pupil, including any restorative steps.

These records must be completed promptly and accurately by the member of staff who dealt with the behaviour.

Monitoring Behaviour Incidents

- Class teachers and TLSAs must regularly monitor CPOMS entries for their pupils. If a child shows repeated patterns of behaviour or there are frequent incidents of a particular type, they must inform a member of SLT.
- The SENDCo reviews behaviour incidents half-termly to identify wider patterns across the school or concerns relating to individual pupils. This acts as a fail-safe to ensure no emerging issue is missed.
- Monitoring helps identify the appropriate support for pupils involved and highlights whether an issue needs addressing at a whole-school, class or year-group level.

Informing Parents

Parents must be informed of any behaviour incident that has been recorded on CPOMS so that school and home can work together to provide appropriate support. It is the class teacher's responsibility to contact parents when a serious incident occurs. In some cases, senior staff may need to make the initial contact.

Consequences for inappropriate behaviour

We view learning about behaviour and self-regulation as equally important to academic learning. We ensure that pupils receive a learning experience or discussion whenever serious or repeated incidents occur.

Nurture Support

- Nurture is the immediate response when a child needs help self regulating.
- Staff must spot early signs and offer space before escalation.
- The Nurture Room, group rooms or a transfer adult may be used until the child is calm.

Initial Response & Reflection

- Give a clear reminder of expectations using Brookmead language in reference to the behaviour expectations.
- If a child causes hurt or upset, complete a verbal reflection (Appendix I).
- A CPOMS entry must be made after the discussion where there is hurt or upset.

Recording Incidents

- Log on CPOMS when:
 - A serious incident occurs (e.g., physical harm).
 - A child reaches a third warning in a session for low level behaviour and receives a consequence.
- Use Comic Strip Conversations and Zones of Regulation if needed.

Serious Behaviours

- Serious behaviours (e.g., swearing, hurting someone, bullying, racism, homophobia, child on child) require SLT involvement.
- Class staff manage and log the incident; SLT, in conjunction with class staff, assigns a consequence (loss of break/lunch for reflection or restoration).

Repeated Behaviours

- Repeated concerns must be referred to SLT.
- Use Norfolk Steps strategies where needed (Now/Next, choices, analysis timetable, Behaviour Support Plan, Social Scripts/Stories, Comic Strips).
- Behaviour Support Plans follow a Roots and Fruits analysis with staff, parents and, if needed, external professionals.

Working With Parents

- Persistent concerns lead to a parent meeting to agree joint support.
- This may involve a Positive Behaviour Support Plan or external agencies (CAMHS, FSS, PRU).

Three-Step Warning System

- Steps 1–2: Warnings/time to think.

- Step 3: Consequence (reflection time or completing learning in own time) and CPOMS entry.
- Learning missed due to behaviour is completed with class staff.
- Staff may bypass the system if a child is struggling to self-regulate and use alternative strategies or where there is a serious incident as noted above (clear directions, choices, transfer adult).

Reflection time with senior staff

- Used after a serious incident or accumulated behaviours.
- May be protective or educational.

Exclusions

- In extreme cases, the Exclusions Policy may be applied at the Headteacher's discretion.

House Captains and Pupil Voice Representative

Children who hold positions of responsibility are expected to act as exemplary role models, demonstrating the highest standards of behaviour at all times. These pupils represent the school community, and their behaviour should consistently reflect our shared values or behaviour expectations. Where behaviour expectations are not met, the deputy headteacher or headteacher may, at their discretion, relinquish a child's role as House Captain or Pupil Voice Leader to ensure that all leadership positions uphold the integrity and ethos of the school.

Brookmead School has a Restrictive Intervention Policy. This policy is not part of the behaviour policy as it is a safety measure and not a behaviour measure. Restrictive 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 RESTRICTIVE INTERVENTION POLICY.

Searches

Pupils may be searched for prohibited items only in line with the latest DfE guidance, and only by a Designated Safeguarding Lead. Only Year 6 pupils may bring mobile phones to school, and these must be handed to the class teacher at the start of the day. Any phone kept on a pupil's person or not handed in to staff will be confiscated, may lead to a ban at the discretion of Senior Leadership, and may require a search or confiscation in line with DfE guidance.

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.

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 ● Busy Bee Praise Pad
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 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.

Off-site misbehaviour

The behaviour policy may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

The behaviour policy may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

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 (credit: Bill Rogers)

- **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 Rewards and Sanctions:



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	Visit 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 a nurture space with an adult -this is a positive choice.
A nurture space is a safe place. Brookmead Belonging Time is calm time.**

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 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	Time to make up learning in my own 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	Time to make up learning or to reflect in my own time OR educational / protective consequence, time to talk, parents informed, discussion with senior leader



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



Brookmead Belonging Time



Appendix IV Positive Behaviour Support 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

Busy Bee Pad



Brookmead School is proud of

**because they have
independently completed their
3 Busy Bee learning activities
this week.**

Signed _____

Busy Bee Pad



Brookmead School is proud of

**because they have
independently completed
their 3 Busy Bee learning
activities this week.**

Signed _____

Praise Pad



Brookmead School is
proud of _____ because

Signed _____

Praise Pad



Brookmead School is
proud of _____ because

Signed _____

Star Handwriter Award



I have worked really hard on my
handwriting.

Signed _____

Date: _____

Star Handwriter Award



I have worked really hard on my
handwriting.

Signed _____

Date: _____