
Pupils attending First Base often display distressed behaviour and are supported in a variety of ways to make excellent progress in developing their personal, social and emotional skills.

Behaviour Target

Throughout their placement pupils have individual behaviour targets that they work on. The school day is divided up into 15 sessions and pupils can earn a smiley face for each session when they successfully achieve their target. Pupils are all aware of their targets and are reminded and supported by adults to achieve them. Once a pupil is regularly getting 14-15 smiley faces a day then their behaviour target is reviewed and updated. The number of smiley faces achieved is communicated to parents/carers daily and to mainstream schools weekly. Behaviour targets allow staff to identify one key element of behaviour at a time, and to take steps to achieve positive behaviour change.

Core Values

Our core values at First Base are kindness, curiosity, resilience and reflection. Pupils are, at all times, encouraged and supported to demonstrate these values. Adults model the values in their interactions with each other and with the pupils. Pupils quickly become familiar with the core values and how to show them. They can earn stickers on their 'Watch Me Grow' card, when they demonstrate one of the core values.

Choosing Time

The timetable at First Base includes sessions of choosing time. During choosing time pupils have a choice of play-based activities they can engage in. Throughout this time adults support the pupils to positively engage in play with their peers and to develop their personal, social and emotional skills. At the start of the day all pupils are entitled to their choosing time, it does not have to be earned. However, choosing sessions are timetabled after learning sessions and learning must be completed before pupils are allowed to move on to choosing. If pupils make 'negative choices' during the day they can lose minutes from their choosing time. Support to make the right choice and a warning will always be given before a pupil loses minutes from choosing time. If a pupil has lost minutes, an adult will sit with them during this time and support them to reflect on why they lost minutes and the different choice they could make next time.

Scripts

Adults at First Base use scripts when speaking to the pupils to ensure they receive consistent, clear messages from all of the adults. These include phrases such as; use your words, feet on the floor to be safe, the adults make the choices. Adults often use countdowns with repeated instructions to support pupils to make the right choice. For example, "5 - you need to sit on your chair, 4 - you need to sit on your chair, if I get to 0 and you are not sitting on your chair you will lose a minute of choosing, 3 - you need to sit on your chair....."

Instant one minute 'time in'

Pupils will at times receive instant 'time ins' for negative behavior choices. As First Base supports younger learners, there are times when consequences for their behavior choices need to be instant. An adult may feel that a behavior requires an instant consequence either to discuss the choice with the pupil or to allow them time to calm and reflect. During a one minute 'time in' an adult will ask the pupil to sit with them and talk about what has just happened. The adult will help them to reflect on their actions and support them to consider an alternate course of action. A sand timer is used to measure the minute. Pupils are not given 'time outs' where they are expected to sit alone, in silence and reflect on their choices.

Class Treat

Approximately once a fortnight, pupils can earn a class treat. To earn a treat pupils must fill their class jar with pom-poms. Pom-poms are earned through positive choices which are made as a whole class. For example, everyone coming in nicely from playtime. Pupils give ideas and then vote on a treat each time. Treat time happens either during a choosing session or during a Thrive session, if the activity fits within the planning. Treats can include activities such as; an extra playtime with the bikes, making fruit kebabs or watching a story on the screen.

Environment

First Base offers a safe, supported and nurturing environment for pupils to develop their personal, social and emotional skills. When pupils become upset in the classroom, they are encouraged to spend some time in "the nest". This gives them the opportunity to move away from their peers and adults and self-regulate. When pupils need more time/space than the nest offers they are encouraged to go outside. During their placement time at First Base pupils are supported to develop their ability to recognise their feelings and to know when they need space. If they ask to go outside, an adult accompanies them and supports them to co-regulate, and return to learning when ready. Pupils can also ask to access the Jungle (First Base Ipswich) or the Group Room (First Base Bury) if they are feeling overwhelmed. This is a room with minimal sensory input where children can spend time with an adult, who will support them to co-regulate. There are times when pupils are being unsafe and are unable to recognise their need for time away from the group. At these times adults may support pupils to move safely to the outside areas, the Jungle or the Group Room.

5-point scale

Difficult emotions are often discussed using a 5-point scale, as our young learners can find it difficult to verbalise their feelings. Pupils will refer to themselves or others as "Being on a 5 and needing some space." Adults use the scale to support pupils' identification of their own feelings.



De-escalation

When pupils are upset, overwhelmed, anxious, angry (or many other emotions) adults use de-escalations strategies to support the pupil to co-regulate. These strategies can take many forms including; distraction, games, reading, races, feeding the fish, getting a snack. After de-escalation adults will support pupils to discuss and reflect on their prior feelings and actions. Where applicable pupils are supported to apologise to anyone they have upset. They are also supported to discuss and understand the consequences for their actions, such as losing minutes from choosing time.

Supporting Documents

All pupils at First Base have documents detailing how best to support them. These include a one-page profile, behaviour support and intervention plan, a 5As plan and an individual risk assessment. The one-page profile explains a pupil's likes, dislikes and how they would like to be supported. The support and intervention plan details strategies/provision which should always be in place to support the pupil and what is needed additionally should they begin to dysregulate. The 5As plan breaks down a pupil's individual stages of dysregulation, what this looks like for them and what strategies should be employed to support them. Their individual risk assessment details behaviours they may exhibit which could pose a risk to themselves or others. It includes what is in place to mitigate the risk of these behaviours.

Exclusions

First Base do not give suspensions (fixed term exclusions) or permanent exclusions for actions taken during incidents of distressed behaviour.

Policy reviewed: September 2022

Reviewed by: Stacey Laws