




Behaviour Policy

Date Policy Adopted:	November 2015
Renewal Date:	November 2016
Signed	
Headteacher: Chair of Governors:	

Rationale:

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ'

Duckworth and Seligman 2005

'School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress.'

British Educational Research Journal 2013

We are a THRIVE school. For us this means that we aim to have THRIVE at the core of our whole school ethos and THRIVE approaches across our whole setting.

Aims:

We aim to enable pupils to experience challenges, succeed in their learning, have a sense that learning can be fun and relevant to their lives, become independent learners, enthusiastic and with a willingness to take risks. From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Gaining a sense of pride through social learning and positive experiences is part of the ethos of our school. Being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. This is also the backdrop to our positive behaviour policy.

THRIVE:

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of the social and emotional learning that takes place at each stage supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes which become interruptions to some children's development. The THRIVE programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions. Whether it is used age appropriately in early years, developmentally in Key Stage One and Two or reparatively with older children THRIVE supports emotional and social development. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community. With a programme of continuous development, our vision is for all our staff to be trained as THRIVE Licensed Practitioners and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

Our THRIVE base, The Rainbow Room, is our hub for THRIVE provision and offers supportive programmes for pupils in a variety of ways across the school day. Find out more about THRIVE at: www.thriveapproach.co.uk

Approaches to developing positive behaviours:-

- ✦ High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents;
- ✦ For social, emotional and academic learning to be recognised, planned for and with explicit feedback across the day, within the classroom and during transitions and break times;
- ✦ For whole class THRIVE screenings (at regular intervals) and online tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- ✦ Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning;
- ✦ To encourage children to manage their feelings, separate feelings and actions to enable thinking to take place between the two;
- ✦ For children to take responsibility for themselves and their actions in age appropriate ways;
- ✦ To use incidents where behaviour choices are against our agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps;
- ✦ Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;
- ✦ Any plan of action is agreed and shared in a working partnership with parents and carers;
- ✦ For individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- ✦ Varying groups and working with different members of our school community to build tolerance and inclusion.
- ✦ The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment;
- ✦ Supporting pupils appropriately may require adults to develop and employ new skills;
- ✦ Pupils need to know explicitly what behaviour is expected in different circumstances;
- ✦ The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- ✦ Using Fixed Term Internal or External Exclusions may all be part of a positive behaviour approach;

- ⊕ Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- ⊕ We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- ⊕ Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

In line with our inclusion approaches, wherever possible, all children and parents are welcome at our school.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

This policy was adopted by the Governing Body in the Autumn Term 2015 and is due to be reviewed in the Autumn Term 2015.