




Behaviour Policy

Date Policy Adopted:	November 2015
Renewal Date:	November 2018
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 2018.

Appendix:

Behaviour Practices & Procedures



Adopted: November 2015

"Good behaviour is a necessary condition for effective teaching to take place."

(DES 1987)

Emotional and learning behaviours is at the heart of our behaviour procedures and approaches. As a THRIVE school we use our understanding of social and emotional development and learning within all our approaches to behaviour.

Our expectations, the rules that underpin them, rewards and sanctions around behaviour are revisited, reviewed at regular intervals and agreed by all. This offers containment and safety.

School Ethos

We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health and a readiness to learn.

'Emotionally literate teachers, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their students to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learners' brains. At best, such teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.'

**'Feel The Difference: Learning in an Emotionally
Literate School' Lynne Gerlach /Julia Bird (2006).**

We value learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner and everyone is deemed to have an 'elastic' capacity to learn. We make provision for developing the emotional learning of all its students, but most particularly for its most vulnerable and challenging students. Our learning culture emphasises learning as process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame – free learning zone.

Responsibility for one's own learning is prized. Independent, resource based and collaborative learning are encouraged. It is understood and accepted that all learners are likely to have emotional needs sometimes- and these can be addressed as a part of promoting learning.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

Classroom Practice

At the beginning of each academic year; class teachers (in consultation with the children) will establish the classroom rules and expectations.

Each class will also establish a 'bespoke' age-appropriate 'visual' behaviour chart. At EY/KS1 this could be in the form of a 'Sunshine / Rainbow/ Puddle' with the children's names being moved up/down as appropriate. At KS2, this could be in the form of a ladder.

Classroom Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant.

All adults work in partnership to model, reinforce and support our expectations. THRIVE is used to inform our understanding of social and emotional learning in a way that is developmentally and age appropriate.

Adults act as co-regulators, develop pupils insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;
- To have the opportunity to interact, build tolerance and inclusion;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to explore and play with adults and peers in a less structured, positive environment

Our positive approaches to behaviour involve us ‘noticing’ good choices, being explicit in descriptive praise and providing reward as reinforcement.

THRIVE, SEAL and the programmes of study in PSHE all provide example of skills and vocabulary for adult to use to encourage learning in this way.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- ★ Verbal feedback / praise
- ★ Non-verbal feedback *e.g. thumbs up gesture, smile, pat on shoulder*
- ★ Team points
- ★ Team leader certificate
- ★ Headteacher award
- ★ Stickers
- ★ Certificates
- ★ Table points
- ★ Good news postcards – posted to parents
- ★ Notes in home/school diary
- ★ Recognition in Newsletter
- ★ Website
- ★ Use of social media (Twitter) sending a ‘Tweet’
- ★ Additional playtime / walk on field
- ★ Sent to other adults for positive reinforcement

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Initial Responses

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship can be the key.

By contributing to a safe, structured, open-hearted and stimulating sequence of

interactions the adult can literally engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe.

If any child breaks our behaviour agreements, initially they are given reflection time with an adult.

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; *Headteacher, Deputy head, SENDCo, Learning Mentor, Class Teacher, Teaching assistant*. At every stage we will also maintain close communication with parents and carers.

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. The Rainbow Room is our Thrive base and often used for this purpose.

That being said, there are non-negotiables i.e. situations that will provoke a set response from school:

If a child deliberately commits any of the following they may be given an immediate Fixed Term or Permanent Exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Fixed Term Exclusions may be either Internal where they will attend school but learn away from other pupils or an External Exclusion which requires the pupil to undertake their learning off site. In both cases the exclusion will be registered with the local authority.

Following exclusion the pupils and parents will be called to a meeting in school to agree a Pastoral Support Plan and set a review date.

Parents are always informed by standard letter if a Fixed Term Exclusion has been given.

Throughout all our responses to behaviour we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

A behaviour review will take place at least annually to scrutinise the effectiveness of the school's approaches.

This procedure has been agreed by staff and Governors in the Autumn Term 2015 and will be reviewed in the Autumn Term 2018.

***THRIVE** - a programme offering appropriate development strategies and supportive approaches for children with social or emotional interruptions or difficulties

***PSHE** – Personal, Social and Health Education

***SEAL** – Social and Emotional Aspects of Learning