Policy

Behaviour

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Behaviour
Date of Issue	September 2023
Review Date	September 2024
Prepared by	Headteacher
To be reviewed by	Headteacher and Governors
Appendices	Appendix 1: Written statement of behaviour principles Appendix 2: EEF 'Improving Behaviour in Schools' Appendix 3: Behaviour Code Ladder of inappropriate behaviour and consequences Appendix 4: Saying 'well done!' for getting it right Appendix 5: The Thrive Approach
Supply / distribution	Available as a read-only document on the Fynamore School website and SharePoint and a hardcopy in the school office.
Other relevant approved documents	Anti-Bullying Policy Safeguarding and Child Protection Policy Exclusions Policy
Authorised by	Headteacher and Governors

Contents

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Introduction

Fynamore is an inclusive school that welcomes all members of our community. This means that our principles, values and practices are based on equity, diversity, and collaboration. Through unbiased ambition, we believe we can reach better outcomes and better ways of transforming the life chances of our young people.

We have the utmost positive regard for every member of our school and are committed to every pupil's wellbeing and success. We believe that all pupils matter equally and that everyone should be able to learn and work free from judgement or discrimination.

A positive climate for learning is crucial to this experience and helping pupils to develop good character is one of our greatest responsibilities. In order to help students to flourish as learners, tolerant human beings and members of society, we encourage, scaffold and reinforce high expectations, a capacity for empathy, kindness and wisdom. We seek to always behave ethically.

Our community is sustained by us all, and we work together to address our collective needs and to achieve more than we do on our own.

The Fynamore Board of Governors reviews and approves a written statement of behaviour principles each year (Appendix 1).

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying;
- Outline **how pupils are expected to behave;**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- Outline our system of **rewards and sanctions.**

Our policy has been written and agreed with reference to the 'Improving Behaviour in Schools' recommendation document from the EEF (Education Endowment Foundation) - See Appendix 2.

All pupils should feel safe in school and have an environment that is conducive to learning and free from unacceptable behaviour.

All staff should feel safe in school and be supported to work in a positive and caring environment. All staff follow the agree 'Staff Promise'.

All visitors to school should feel safe in school and parents feel that their children are safe and that the Behaviour Policy is consistently and fairly applied.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools;
- Searching, screening and confiscation at school;
- The Equality Act 2010;
- Use of reasonable force in schools;
- Supporting pupils with medical conditions at school.

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' propert;y
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

3. Definitions

We work together to get to know our children well. Understanding a child's context will inform effective responses to misbehaviour. Children need to have a supportive relationship with a member of school staff (usually their teacher).

The curriculum, planning and reward system include consistent teaching of good behaviours for learning which reduces the incidents of misbehaviour.

Misbehaviour and serious misbehaviour is defined in our Behaviour Code Ladder of inappropriate behaviour and consequences (Appendix 3 and Appendix 4). The list is not exhaustive.

Universal behaviour systems are unlikely to meet the needs of all the children. For pupils with more challenging behaviour, the approach is adapted to individual needs. Teachers are trained in specific strategies if supporting pupils with high behaviour needs.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time and
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Discriminatory	Physical assault against a person or group of people, derogatory name calling, insults and discriminatory jokes and graffiti and other written insults (depending on the nature of what is written)
Prejudice	Gender identity, sexism, nationalism, classism, sexual discrimination, racism, religious discrimination and linguistic discrimination

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. This is available on our school website.

5. Managing incidents of child on child Harmful Sexual Behaviour (HSB) including sexual harassment and sexual violence

Sexual violence means intentional touching of private parts including breasts, bottoms and male and female genitalia.

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment of a sexual nature.

A thorough risk assessment of each individual incident will inform whether we need to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

We have a 'zero-tolerance' approach to sexual harrassment and sexual violence within school and encourage children to report incidents and concerns to a trusted adult immediately.

Our school's response will be:
- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We do not tolerate this behaviour, but we will support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support as well as the alleged victim(s), so they can change their behaviour.

Different sanctions will be appropriate for different 'levels' of sexual behaviour and language. The context will impact on how we handle each incident.

We may consider the following sanctions as a consequence for these behaviours:
- After all incidents we will make the parents/ carers of the perpetrator and victim aware
- After serious incidents of HSB, we may involve the police

Sanctions might include:
- A stage 1 or 2 verbal warning
- A stage 3 reflection with the teacher at breaktime or lunchtime.
- A phone call to parents/carers
- A stage 4 period of internal exclusion (length will be dependent on incident)
- A stage 5 suspension (fixed-term exclusion) - length dependent on incident - or permanent exclusion

We will address a 'low-level' incident such as a sexist comment through our personal development curriculum and values curriculum to promote respect.

The DSL/ DDSL will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

We will always consider:
- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (these will take place at the same time)

We will only use exclusion from school only in the most severe cases, for example if the police recommend we exclude a pupil after an incident of sexual violence. The decision to exclude a pupil will be lawful, reasonable and fair.

After a severe case, if a pupil remains on school site, we will place the perpetrator(s) in a safe isolation space to safeguard the other pupils.

In individual cases, we may take the wishes of the victim(s) into account. We will always keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). The length of time that this is implemented for will depend on the severity of the incident.

We will listen to the victim(s) and their wishes may inform our response, but we will make the final decision with agreement between the DSL and the SLT.

Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. We strive to create a culture and ethos of respect, tolerance, acceptance and diversity that makes it easier for pupils to call out incidents of sexist or inappropriate sexual language and/ or behaviour.

We will encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

We will:
- Take pupils safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

We will make it clear that reporting incidents benefits everyone, including:
- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early to stop behaviours escalating to harmful sexual behaviours

We will promote healthy and appropriate behaviours through our Relationships and Health Education (RHE) curriculum. This will cover important areas such as:
- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

When offering support to the alleged perpetrator(s), we are condemning the behaviour, not the pupil(s). Sometimes when pupils demonstrate harmful sexual behaviour, this can be a sign of abuse. We will offer the pupil(s) a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. We condemn the behaviour, not the pupil(s) – otherwise they may not feel safe to open up about their own experiences. We may identify that additional support is required for the perpetrator(s) following further exploration of an incident.

6. Roles and responsibilities

6.1 The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board giving due consideration to the school's statement of behaviour principles (Appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (school spreadsheet and forms for Stage 3 and above)

The senior leadership team will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Pupil code of conduct

The staff, children and parents agreed 'The Fynamore Promise':

I will…

- Always follow instructions
- Be respectful of everyone
- Always try my best
- Be honest
- Respect property
- Be kind and gentle

Agreed class rules may be more specific and are developed with the children at the beginning of the school year.

We encourage children to be self-reflective of their own behaviours and talk about how they can make a better choice in the future.

8. Rewards and sanctions

Our priority is to develop and maintain a positive environment for learning so that children enjoy school, make progress and thrive here.   The majority of our day to day behaviour management is focused on the recognition and reward for good behaviours for learning, good choices, kindness and 'going over and above'.

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Specific praise, eg 'I have enjoyed reading your story, especially the way you have described the setting' rather than a general 'well done for your good story'
- House points
- Postcards or phone calls home to parents for consistently excellent behaviour
- Special responsibilities/privileges
- Stickers
- 'Star of the Day' and 'Star of the Week'
- Headteacher wristbands for excellent work effort
- 'Hot Chocolate Fridays' for consistently excellent behaviour
- Each class will have a unique in class system agreed with the teacher and the children, e.g. marbles in a jar or Dojo points
- Weekly Year Group Winners of the Lunchtime Cup for good behaviour in the dinner hall earn the playground toys for the following week

See Appendix 4: Saying 'well done!' for getting it right.

Sanctions/consequence:

Praise and rewards support the majority of children to maintain good behaviour at school. Teachers provide the environment for good learning behaviours by ensuring they can access the curriculum and can engage in the learning.

We celebrate success with enthusiasm and share the good news. Rewards are clearly displayed,   eg. wearing a sticker or name on the STAR in the classroom. Sanctions are not displayed in the classroom, eg. if a child has a Stage 3, parents/carers are informed and the teacher will record the sanction.

Consequences are given in line with our Behaviour Code Ladder (Appendix 3). Our approach is adapted to individual need. For example, a child may need closer supervision at playtime in order to help them maintain appropriate behaviour.

Children will be given a reminder so that they can reflect and make a good choice, eg. refocus on work when asked. Staff will be positive, calm and fair when giving the reminder, eg. 'I know when I next look over at your table, you will be very focused on your work.'

Once consequences are completed, the children have a fresh start. Once a Stage 3/bottom cloud has been given, it is not possible to waive it.

When missing playtime, the children will reflect with an adult on their poor choice and how they could make amends. The adult will also lead a discussion of how the child could manage the same situation next time.

If a child gets 3 Stage 3s in a week (or have a Stage 4 consequence), there will be an Independent Reflection time, when the child has to work outside the classroom. This will be in another classroom or outside the Rainbow Room with adult supervision. The length of time will depend on the age of the child and other factors.

To support children to learn good behaviours for learning, we will also use 'On Report' systems, charts and home/school contracts. Advice and support are sought from our SENDCo, Behaviour Support Service and Educational Psychologists, amongst other professionals.

Parents/carers will be told when a child has been given a Stage 3/bottom cloud. We will always endeavour to work with the child's family, as children respond best when home and school work closely together to support the child.

The online system, CPOMS, is used to record and communicate all behaviour incidents in school.

Pupil Support Systems

If persistent poor behaviour continues, school staff will meet with parents/carers to discuss ways forward. Options to follow may include:
- Nurture provision from our Rainbow Room team
- Play time/lunchtime in Rainbow Room
- An 'On Report' book which a child needs to show a member of SLT several times a day – for KS2
- A reward chart to help teach children appropriate behaviour
- Support from our SENDCo if there is a concern that a child has additional needs which is making it difficult for them to consistently follow school rules. This support may include referral to Behaviour Support Services or paediatrician. An IEP (Individual Education Plan) may be started
- Referral to external agencies through Wiltshire County Council such as NSPCC or the police
- A referral to our PSA (Parent Support Adviser) to support the family
- A meeting/plan for children at 'risk of exclusion'
- Exclusion, either fixed or permanent
- Emergency meeting with the Local Authority representatives should a child be at risk of permanent exclusion.

Exclusions

The school endeavours to provide children with effective support with the aim of minimising the need to exclude children. Stage 5 of our Behaviour Code Ladder (Appendix 3 and Appendix 4) will result in a FTE (Fixed Term Exclusion). Repetition of Stage 4 behaviours may also result in a FTE.

As a final sanction, or if the situation warrants, the Headteacher may decide on a Permanent Exclusion.

The school will consider the impact the behaviours are having on the safety and wellbeing of other children and staff when considering an exclusion.

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as when attending a sports festival.

The school does not administer sanctions for behaviour outside school. However, if a pupil perpetuates an out of school incident in school, we will follow up. Also, if an incident out of school could affect behaviour in school, we will follow up. For example, if arguments on social media are continued verbally at school.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

Fynamore School is implementing the **Thrive Approach** for the whole school. Thrive is a specific way of working with all children, that supports healthy social and emotional development (Appendix 6). The Thrive Approach 'teaches you how to be and what to do, in response to young people's differing and sometimes challenging

behaviour, providing targeted strategies and activities to help them re-engage with life and learning'. More information is available in Appendix 6 and online at www.thriveapproach.com.

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - o Greeting pupils in the morning/at the start of lessons
    - o Establishing clear routines
    - o Communicating expectations of behaviour in ways other than verbally
    - o Highlighting and promoting good behaviour
    - o Concluding the day positively and starting the next day afresh
    - o Having a plan for dealing with low-level disruption
    - o Using positive reinforcement

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The school has a rolling CPD programme to ensure staff regularly receive 'Team Teach' physical restraint training.

9.3 Confiscation

Any **prohibited items** found in pupils' possession will be confiscated. These include:

knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the **DfE's <u>latest guidance for schools on searching, screening and confiscation</u>.**

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, Behaviour Support Services, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and pass on all documentation including IEPs (Individual Education Plan) and the Pupil Progress information.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with timely training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development, including 'refresher' sessions for Team Teach and the Thrive Approach.

12. Links with other policies

This behaviour policy is linked to the following policies:
- Anti-Bullying Policy
- Exclusions policy
- Safeguarding policy

13. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher every year. At each review, the policy will be approved by the Governing Body.

The written statement of behaviour principles will be reviewed and approved by the Full Governing Body every year.

Appendix 1: Written statement of behaviour principles Beliefs / Vision / Values / Intent

Fynamore is an inclusive school that welcomes all members of our community. This means that our principles, values and practices are based on equity, diversity, and collaboration. Through nurture and inclusion, we believe we can reach better outcomes and better ways of transforming the life chances of our young people.

We have the utmost positive regard for every member of our school and are committed to every pupil's wellbeing and success. We believe that all pupils matter equally and that everyone should be able to learn and work free from judgement or discrimination.

A positive climate for learning is key to success and supporting pupils to develop good character is one of our greatest responsibilities. In order to help students to flourish as learners, human beings and members of society, we encourage, scaffold and reinforce high expectations, a capacity for empathy, and wisdom. We seek to always behave ethically and to remove environmental barriers when we see them

Our community is sustained by us all, and we work together to address our collective needs and to achieve more than we do on our own.

Behaviour Principles / implementation

1. We are committed to enabling all pupils to develop the behaviours for learning and the social skills needed to prepare them for their future in society. Feeling included is crucial to developing pride and minimising negative behaviours.

2. The very best behaviour possible is encouraged, scaffolded, reinforced and expected. We consciously aspire to excellent conduct for of all members of our school community and ensure early intervention to reduce the harmful impact of negative behaviours. Our expectations are outlined in the school's behaviour policy, our Adult Promise and the Home/School Agreement, which promote positive reinforcement and the reduction of negative behaviour. Consequences are clearly set out, including exclusion. The use of restraint is always a last resort.

3. Challenging behaviours can be a function of distress relating to the school environment as well as a form of communication. Staff make reasonable adjustments to ensure the needs of all pupils are met, including removing environmental barriers and planning additional and meaningful support to meet the needs of pupils with high needs and SEND when setting behaviour goals and managing behaviour. This is based in law; the Equality Act 2010 places a duty on us to consider the circumstances and the needs of each pupil. This means that our response to the behaviour of a pupil with a known disability will be reasonably adjusted accordingly. The same treatment cannot simply be given to everyone in the same situation without discrimination.

4. Universally, the behaviour policy is used consistently. In specific and specialist cases, flexibility is based on experience, evidence and collaboration with expert practitioners. Reasonable adjustments will be applied in the right place, at the right time, in the right way.

5. Our school community is effectively supported to ensure our behaviour principles are realistic, achievable and effective. We are committed to our staff and leaders having access to best practice research, training and recognised experts in behaviour management.

6. Our expectations are communicated effectively, and all staff and pupils understand how the behaviour system applies to them. Everyone has a clear understanding of their rights and their responsibility to respect the rights of others. This includes the right to confidentiality in matters relating to behaviour.

7. We continuously evaluate our own role in how the school's behaviour principles and policy are applied in order to ensure it remains fit for purpose and is doing what we expect it to do.

Appendix 2: EEF 'Improving Behaviour in Schools'

EDUCATION ENDOWMENT FOUNDATION

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:

Proactive

1 Know and understand your pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

2 Teach learning behaviours alongside managing misbehaviour

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

3 Use classroom management strategies to support good classroom behaviour

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

4 Use simple approaches as part of your regular routine

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

Reactive

5 Use targeted approaches to meet the needs of individuals in your school

- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6 Consistency is key

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

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eef.li/behaviour

Appendix 3: Behaviour Code Ladder of inappropriate behaviour and consequences

	Behaviours include *This list is not exhaustive – professional judgment will be used*	**Consequence**
Stage 1	• Calling out • Chatting during learning time • Interrupting others learning/creating distractions • Not following instructions as a one off • Not showing kind behaviour • Getting carried away with a game • Not using appropriate voice volumes and/or calm bodies • Persistent fiddling • Rough play	• Reminder of school rules /appropriate behaviour followed by a warning
Stage 2	• Talking back to adults • Unkind comments to others e.g. about work or appearance • Not respecting someone else's property e.g. using someone's pencil case without permission • Ignoring or excluding friends more than once • Repeated stage one behaviours	• KS1 sun and thinking pot (visual warning) • KS2 stage 2 explained to child and recorded on central school system
Stage 3	• Carelessness leading to damage to property • Lack of cooperation with any adult • Refusing to do what an adult has asked you to do • Playing unkindly or unfairly over time (which could be defined as bullying) • Deliberately hurting somebody physically or verbally • Swearing/foul language in the heat of the moment • Intentional stealing • Inappropriate use of technology • Leaving the classroom without permission • Repeated stage two behaviours	• KS1 name in thinking pot (Independent learning/playtime/lunch time/team time missed) • KS2 stage 3 explained to child and recorded on central school system, (playtime or lunch time missed) • Parents verbally informed • Senior member of staff involved/informed • Loss of lunch time privileges e.g. football
Stage 4	• Repeated stealing • Deliberately damaging school or others property • Significantly disturbing the school environment e.g. flipping a chair/a table/throwing items in anger • Repeated rudeness/defiance • Repeated lack of cooperation with any adult • Refusal to comply with a stage 3 consequence • Prejudice • Threatening or intimidating others e.g. swearing at someone • 3 red cards within a school week • Use of ICT that puts yourself or others at risk • Repeated stage three behaviours	• Independent Reflection time (this may be spent in another class depending on age and need) • Reception children may spend time in another class before the consequence of independent Reflection (parents verbally informed) • Letter to parents if Independent Reflection Time applied • Logged as part of school records
Stage 5	• Leaving the school grounds without permission • Racism or repeated prejudice • Aggressive violent or reckless behaviour that puts yourself or others at risk **This can lead to permanent exclusion or a managed move**	• Fixed Term Suspension • Letter to parents • Reported to governors • Reported to Local Education Authority • Permanently added to child's school record

Appendix 4: Saying 'well done!' for getting it right

After visiting Fynamore School, the Local Authority consultant was impressed with the learning behaviours of the children. Everyone was hard at work and engaged in their lessons. Staff are dedicated to planning and leading interesting lessons and helping children to do their best.

We celebrate success in lots of different ways and the children are always proud of what they have achieved.

We all make a point of giving praise when we see children trying hard, getting it right and 'going the extra mile'. We are delighted when we hear children praise each other. The staff and children work together to create and maintain a positive atmosphere.

We celebrate a 'Star of the Day' and a 'Star of the Week' in each class. Our 'Star of the Week' awards are themed so that the whole school can work on developing the same skill. One week, for example, the awards were for 'children who have been responsible'.

Stickers and Certificates

'Star of the Week' Awards

House points, and golden house points from me, are awarded by all staff when they are impressed by a child's work or behaviour.

Staff award stickers (particularly in Reception and KS1, and staff also give out rainbow stickers). Play and lunch time staff give out purple slips for gentle, polite behaviour. During a Friday assembly, we hold a purple slip raffle and children win a little prize (soon to be a loved book). We also award the 2 'Class Cups' each week for impressive lunchtime manners and behaviours and the winners get the playground toys for the following week. We even have a 'Clean Class Cup' awarded by our premises team!

There are lots of different extra class based 'well done' systems too. For example, Dojo points and Table of the Week. These systems are different in each year group so that the teachers can respond to their own class and keep our reward systems 'fresh'.

We enjoy 'Hot Chocolate Friday' each week. Usually we have a class of the week and the teacher chooses the children to join me for a biscuit and hot chocolate. Sometimes other members of staff nominate the children, eg MDSAs.

For very special work, children come to visit me for a wristband. These are really rare! So if you child comes home with a wristband, it is a really proud moment.

Value Stars

Headteacher's wristbands

Staff will also send children to the Headteacher for a value star, linked to our 7 school values. These are worth 5 house points each and are exciting for the children to receive as it helps make a big difference to their house's point score for the week.

Thank you,

Sarah Weber, Headteacher

Policy Behaviour

Appendix 5: The Thrive Approach

Introducing the Thrive Approach

Let's help every child thrive

"Thrive has completely changed our school. We know now that our children love to come to school; they like learning. That's had a massive impact on attainment because children can now access their thinking brains."

Teacher, South West

"The Thrive training I have had is genuinely the best CPD I have had since qualifying as a teacher."

Teacher, East Midlands

"The Thrive training was very enlightening. It showed me just how powerful the practical tasks can be when working with teenagers."
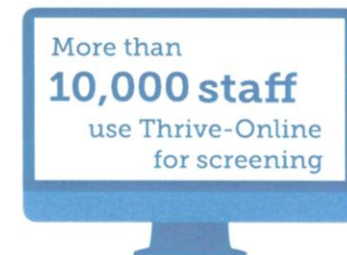
Teacher, London

Thrive...

a specific way of working with **all** children that supports healthy social and emotional development. The Thrive Approach® teaches you how to be and what to do, in response to young people's differing and sometimes challenging behaviour, providing targeted strategies and activities to help them re-engage with life and learning.

Child psychology · Family therapy · Education · Teaching · Inspection work · **160** years of collective experience · Psychotherapy · Education advisory · Social work

Developed over a 25-year period and first piloted in Devon schools, the Thrive Approach draws on the collective experience of more than 160 years in teaching, education, social work, family therapy, psychotherapy, education advisory and inspection work, general practice and child psychology.

To date, more than 34,000 staff have received Thrive training in the UK and beyond, ensuring approximately 400,000 children and young people have access to the Thrive Approach. They are supported by more than 4,000 Licensed Practitioners and more than 10,000 staff, who use Thrive-Online™ for class or group screening.

Thrive is in over **2,800 settings**

More than **10,000 staff** use Thrive-Online for screening

The Thrive Approach is now accessible to approximately **400,000 children**

What do we do?

Thrive's vision is of a world in which children's social and emotional needs are better understood and met. Created to support this vision, the Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. We now know more than ever before about what helps to develop healthy curious minds and happy confident and creative children. We wish to share this knowledge and work with you and your setting, to enhance the understanding of your staff in how to support children to become more socially and emotionally confident and more engaged with their learning.

The Thrive Approach is informed by established developments in neuroscientific research. It is underpinned by a theoretical base in child development theory, transactional analysis and attachment theory, creativity, play and the arts. At the heart of the Approach lies the understanding that children's behaviour represents a form of communication – of their underlying needs. If we can recognise and meet these needs,

children are able to flourish and learn. However, if we neglect or ignore these needs, children's development is likely to be stunted and their learning inhibited. Thrive doesn't ask what has happened in a child's past. Thrive asks what they are telling us about their developmental needs and how to address them. The Thrive Approach is designed to equip you with the training and tools you need to help children become ready to learn.

Central to the effectiveness of the Thrive Approach is Thrive-Online, an online assessment, action-planning and measurement tool. Thrive-Online enables you to clearly and systematically identify the social and emotional needs of the children and young people you are working with, and to select targeted actions from a wealth of suggested strategies and activities. Importantly, the action-planning resource allows you to tailor interventions to meet group and individual needs, giving you suggestions on how to be and what to do in order to meet those needs.

The Thrive Approach provides targeted and measured outcomes for children and young people through:

1 Skills and/or behaviour profiling ▶▶▶ **2** Identification of underlying needs

4 Measured outcomes and progress-monitoring ◀◀◀ **3** Targeted action-planning

What difference does Thrive make?

The impact Thrive has on children and the communities around them has been evidenced in a number of studies. These include:

1. Thrive helps to develop resilience in young people. (Hart and Heaver 2015[1]).

2. Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015[2]). A supplementary evaluation was carried out in early 2018 that further supported these findings.

3. Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. (Office for Public Management 2013[3]).

Schools that have adopted the Thrive Approach have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale. A few case studies have been included in this brochure, with further case studies available on the Thrive website (thriveapproach.com).

The impact of Thrive has been picked up by Ofsted during school inspections. Inspectors have commented on the use of Thrive to help manage behaviour more effectively, in particular when used for early intervention, helping students to become open to learning.

The Department for Education is focussed on supporting schools to build whole school environments and develop approaches within which all students can achieve their full potential. A recent review of published policies and information – Mental health and wellbeing provision in schools – was commissioned in response the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018[4]).

In addition to building a bank of case studies to show the impact of the Thrive Approach, we are committed to a programme of ongoing research. One study commissioned by Thrive looked at the potential social return on investment (SROI). This SROI research indicated that for every £1 spent the short-term return was £9, rising to £16-22 over the longer term. (Courtney 2013[5]).

[1]Hart A, Heaver B (2015). Resilience Approaches to Supporting Young People's Mental Health: Appraising the Evidence Base for Schools and Communities. Brighton: University of Brighton/Boingboing.

[2]McGuire-Snieckus, Rose, Wood (2015). Independent Impact Report. Bath: Bath Spa University.

[3]Office for Public Management (2013). Therapeutic early interventions to prevent school exclusion and truancy: evaluation of three contemporaneous projects. London: Office for Public Management.

[4]Department for Education (2018). Mental Health and wellbeing provision in schools, October 2018. London: Department for Education.

[5]Courtney P (2013). Thrive: A Forecast Social Return on Investment (SROI). Exeter: White Sail Consultancy.

How does Thrive work?

Thrive offers an integrated approach for all those who come into regular contact with children and young people. This includes professionals such as headteachers, teachers, teaching assistants, social workers, youth workers, counsellors and medical staff, as well as parents and carers.

The Thrive Approach is delivered through a flexible package designed to suit your needs and setting, including:

- a range of training options
- access to Thrive-Online – the assessment and action-planning tool
- ongoing professional development and mentoring support.

Depending on the package you choose, you will be equipped to implement the Thrive Approach with individuals and/or groups of children and young people, in order to support their social and emotional development at varying levels of intensity.

If you work within a school, you are in a particularly strong position to use Thrive to support the social and emotional development of your pupils - because children spend a third of their time in school. You can incorporate the Approach into the curriculum to meet the social and emotional needs of all your pupils, and you can use Thrive skills and activities to work one-to-one and in small groups with children who need more targeted support.

What difference does Thrive make for your staff?

Katie Meyer is a Licensed Practitioner and Deputy Headteacher at Paddock Junior, Infant and Nursery School. This is her perspective:

Paddock began its Thrive journey six years ago when our learning mentor, Helen Kermani, found out about Thrive training and decided it would be a fantastic way to support our children with their emotional challenges. Since then, she has been running one-to-one and group sessions to help children overcome a range of difficulties from extreme behaviour to being withdrawn and not engaging with any aspect of school life.

The training itself is really enjoyable with a great mix of theory and practical activities. It enables trainees to really get inside the heads of the children they are trying to support and to understand how to attune to them and support them appropriately. The training is also enlightening; it totally changed our approach to the way we teach our children so that we support their emotional wellbeing alongside their academic development.

As members of the Senior Leadership Team, we have been able to really drive the Thrive Approach in our school. This year we have a Thrive section on our School Improvement Plan and a Thrive School Improvement group, consisting of our Thrive Practitioners. This helps to shape the way we would

like Thrive to develop within our school. We have run staff meetings and organised training for lunchtime supervisors and individual sessions for staff who wanted support in adapting their practice. We now have a shared Thrive language that every member of staff is using when dealing with children in the school. The change in our children around school has been fantastic, with noticeably happier and more confident children.

As Thrive has developed, each Key Stage has been running Thrive afternoons. These focus on giving children more opportunities to access specific activities targeting their developmental stage. Each session we teach now has a Thrive objective alongside a learning objective. We are really excited about these changes and hope to see an even greater impact on the children through this new approach to learning.

I feel totally blessed to have discovered Thrive and become a Practitioner. I will work tirelessly to ensure that our school enables our children to become happy, confident, independent and emotionally literate learners.

Thrive-Online

Underpinning all Thrive practice is the screening, assessment and action-planning tool – Thrive-Online. Through its intuitive and easy-to-use interface, Thrive-Online helps you to:

1 Identify emotional needs
Using the profiling function, you can screen all children and young people against age-related expectations. You will produce an emotional/social profile for each class in school and be able to identify those that would benefit from additional support, either as a group or individually.

2 Select targeted interventions
Thrive-Online suggests a range of simple, effective strategies and activities for you to choose from that are targeted to meet the child or group's identified needs. These strategies and activities foster positive relationships and are creative and arts-based.

3 Create an action plan
Thrive-Online's extensive action-planning resource helps you to create an action plan that identifies the strategies and activities that will help the child or group you are working with. Thrive-Online enables you to create a shared approach to supporting classes, small groups or individuals to meet their developmental needs.

4 Chart progress and measure outcomes
You can chart and measure the progress of individuals, groups, classes or the whole school over time through a review and re-assessment process. This cycle can be repeated many times. The goal is to bring children to an age-appropriate stage of social and emotional development.

Benefits of Thrive-Online for headteachers and other leaders

Whatever improvements they are making in children's lives, schools are under pressure to provide clear data to evidence their outcomes. Thrive-Online enables you to gather and apply data relating to pupils' social and emotional development in a range of ways to help you meet your needs.

Here are just some of the ways you can use data from Thrive-Online in your school:

- Identify which classes have pupils who need an extra adult to provide support and monitor progress
- Develop termly whole-class action plans to pitch personal and social education at the right level
- Create action plans and activities to improve the wellbeing of particular groups and individuals
- Link Thrive results to other measures, such as academic achievement, attendance or exclusions
- Evaluate the impact of Pupil Premium and Early Years Funding by profiling and reviewing pupils with Thrive action plans

- Demonstrate the impact of the Thrive Approach across the school or on specific groups, such as those not yet meeting age-related expectations
- Provide evidence for reviews and funding for looked-after children and Early Help Assessments, children with special educational needs (SEN) and Education, Health and Care Plans (EHCPs)
- Provide impact data for different audiences, including parents, governors, local authorities, academy trust boards and Ofsted, or to feed into the Whole School Self Evaluation and Whole School Improvement Plan.

Your journey through Thrive

The most rewarding explorations start with a single step. The first step on your Thrive journey is simple.

Watch our online Awareness session, which you can find on the homepage of the Thrive website, thriveapproach.com. Once you have completed this, there are a number of steps to introduce and embed Thrive across your organisation. How far you go through the journey and the time that it takes will vary according to the particular needs of your setting.

Step 1 - Introducing the Thrive Approach

Training for senior leadership teams, showing how the Approach can be introduced across your organisation to enhance the age-appropriate development of all children.

Step 2 - Training for Practitioners

Training key staff, such as those involved with inclusion and/or pastoral support, so they are able to profile students and develop strategies for one-to-one or group interventions.

Step 3 - Embedding Thrive

Broadening the impact of Thrive by sharing the principles and language of Thrive with all staff in your setting.

Step 4 - Evolving Thrive

Developing and extending the skills of Thrive Licensed Practitioners, ensuring they remain effective and up-to-date with their practice.

Step 1 - Everything You Need to Introduce Thrive to All Children in Your School (Key Stages 1/2 or 3/4/5)

A two-day training that equips senior leadership teams with the skills, knowledge and understanding they need to take a strategic approach to embedding Thrive across their setting and to train staff in supporting age-appropriate social and emotional development.

Step 2 - Licensed Practitioner training (Early Years, Childhood or Adolescence)

An extensive training that equips staff with the skills, knowledge and understanding needed to support the social and emotional development of all children, and to work reparatively with children in difficulty to help them to re-engage with life and learning.

Step 3 - Thrive Induction

An introduction to the Thrive Approach for all staff, enabling a shared understanding of the principles of Thrive. This will help to embed Thrive across the setting, creating a consistent framework.

E-inductons, two-hour, three-hour and full-day training options are available.

Step 4 - Continuing professional development courses and conferences

A selection of short courses and conferences run throughout the year, on a variety of topics to deepen understanding and practice.

Licensed Practitioners are required to attend one CPD event per year to maintain their licence.

Thrive-Online™

Underpinning all Thrive practice.

A screening, individual profiling, action-planning and progress-monitoring tool.

Adopting a whole-school approach

How I used Thrive to change our whole school

Headteacher Craig Prichard of Penywaun Primary School in Wales used Thrive to embed a whole-school approach to making sure each child has their emotional needs met.

Why did Thrive appeal to you?

In our school, 50–70% of children have free school meals, and many have suffered substantial emotional trauma. We have looked-after children, as well as children who have experienced domestic abuse, physical abuse and neglect. When I joined the school, it was immediately apparent that we needed to put something in place to address this.

We started running nurture and emotional literacy groups. These groups did impact positively on the children who took part, but I can't honestly say they had a massive impact on the school as a whole. I went to a Thrive event held by the local authority, and I immediately thought, 'This is it! This is what I've been looking for!'

How did you introduce Thrive to the school?

For me, if Thrive was going to work then it had to be led from the top. So, I did the 10-day training myself. I wanted to get a better understanding of the Approach and I felt that if I was asking staff to do it then I needed to be able to 'walk the talk'.

The course completely changed the way I think about child development, the way I talk to children, the way I approach confrontation... I'd been teaching for more than 20 years and I hadn't had training like this before. It totally changed me. My staff see how passionate I am about it. I roll up my sleeves and get stuck in. I'm now thinking of doing the 'Train the Trainer' course as well so we can train our own staff.

How has Thrive affected your pupils?

There are so many success stories. One of our boys in Year 6, from a very troubled background, was self-harming in school, head-butting and punching walls, hurting others and running off. His needs weren't being met and his self-esteem was at rock bottom. I did a Thrive assessment and then worked with him once or twice a week on the activities suggested by Thrive-Online. Our first activity was a trust-building exercise that involved eating doughnuts while trying not to lick the sugar off our faces. I would say, 'It's so good to see you laughing; you've got a lovely smile!' and make him feel good about himself. Gradually, after a few months on the Thrive programme, the level of incidents dropped. If he felt he was going to

explode, he would come to me. By the end of the year, he had started feeling special. He was smiling and had stopped running off. But he also exceeded his end-of-year target, reaching Level 4 instead of Level 3. Now, don't tell me that Thrive doesn't impact on learning. The work we did put him in a position where he was ready to learn.

How have you used Thrive-Online?

Being able to assess and monitor the progress of individual children and whole classes through Thrive-Online has been invaluable. I'm challenged constantly to show the impact of my spending, and now I can easily collate and share the hard data with the local authority and other bodies. I'm currently tracking our children who have had individual Thrive support and comparing their attainment to the rest of the class. So far, we're seeing that the children who have had Thrive are actually overtaking their peers. When I get data like that, it excites me! This is the proof that Thrive is working.

In what way is Thrive a whole-school approach?

When other teachers and headteachers have visited our school, they've noticed that our staff have a certain manner when they interact with the children. I'm finding that staff who are working closely with my eight Thrive Practitioners are picking up the way that they're talking to children, and they're looking at behaviour differently, so there's been a definite shift in attitudes. My aim long term is to get everybody – all of the school support staff and teaching staff – trained as Licensed Practitioners.

Thrive has changed the way we respond to behaviour as a school too. Whereas before we might have excluded a child, now we might give them time with a Thrive Practitioner. A child needs to see a consequence, but what's the point of sending them away from school? At least if they're working with a Thrive Practitioner, they can develop the skills to regulate themselves better next time.

Practitioners share the difference Thrive makes for children

Case study 1: Michael

Michael had excellent verbal communication skills, but his social skills and understanding of other people's feelings and needs was limited. This restricted his ability to hold friendships for any length of time. He would be attracted to adults or very young children, or isolate himself but be frustrated with his situation.

When we first met, Michael was very anxious, unsettled, irritable and terrified of moving up to Year 7. To support him, we did a lot of puppet work and drama with role play. Through this experience, Michael learnt to use his skills better. He learnt to assess others and find things in common, and use these key openings to hold a conversation. He also learnt how to share his feelings verbally with someone else.

Gradually, Michael became much more confident. He laughed frequently and could see humour in situations once they were broken down into small scenes using puppets, such as in the playground or on the school bus. He said, 'I know I am the puppet that is talking, but it is weird how the puppet is teaching me how to be myself!' We also played Dilemmas as a way to look at totally random situations that helped Michael to problem-solve, and make judgements and calculated decisions.

Thanks to the Thrive sessions, school support and Michael's own development, his self-esteem soared and his anxiety levels greatly reduced.

Case study 2: Annie

When Annie first joined the school in Year 9, she was angry and aggressive, often swearing loudly at staff. She found it difficult to attend lessons and appeared to trust no one. Her family background was difficult. It was clear that she felt abandoned by her family and found the whole experience frightening and overwhelming.

It was really helpful to do a Thrive assessment with Annie in the second week of her starting school, as it gave me a clear indication of where to focus in terms of addressing her learning needs. What emerged was that Annie was relying on her survival skills to cope, and was unable to identify or regulate her emotions or meet her needs. She couldn't show anyone that she was distressed, relying instead on a tough, aggressive manner that kept everyone at bay. She didn't know how to keep herself safe and had low self-esteem.

On the basis of this assessment, I was able to create an action plan for her. Over a period of time, Annie's behaviour significantly improved and she developed better relationships with both teachers and peers. Her attendance improved and the number of behaviour points she received dropped progressively from seven in January, six in February and just two in the last month. She has not been excluded or sent home for a long time and has started to receive achievement awards for her academic work.

Case study 3: Sarah

Before I began Thrive with Sarah, she used to see me coming across the playground and freeze. She wouldn't make eye contact and had a blank facial expression.

Now, 8 months later, after working on gaze-holding games and trusting games, Sarah smiles, runs up to me, holds my gaze and talks to me, although she still has very little facial expression whilst in my company. During our sessions, Sarah has shared a lot of feelings about her family dynamics. Ongoing work.

"The best thing about Thrive is that it changes children's lives: it tells them that they're loved; it tells them that they're cared for; and it changes their lives for the better."

Teacher, North East

"An in-depth and highly interesting day on how the brain develops from birth to adolescence. Thought provoking into putting theory into practice. I'm now looking forward to taking this on in my school and seeing the impact on students."

Teacher, London

Let's help every child

thrive ®

Next steps
Find out more about Thrive and how you can help change lives at **thriveapproach.com** or email **enquiries@thriveapproach.com** or call the Thrive team direct on **01392 797555**