



# Inspire Education Trust

Together we achieve, individually we grow

## Behaviour Management (Primary) Policy

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## Document History

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## 1 Aims and Objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this Behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 2 Rewards and Sanctions

- 2.1 We explain to children the behaviour that is expected of them. Adults use the 'Rules, Praise, Ignore' system in class to encourage good choices from pupils. This is explained in depth in the Staff Handbook. (See Appendix 1) We praise and reward children for good behaviour in a variety of ways:
  - 2.1.1 Teachers congratulate children.
  - 2.1.2 Teachers give children 'Good to Be Green' tickets, Dojos, merits and stickers.
  - 2.1.3 Each week we award merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. The school acknowledges all the efforts and achievements of children, both in and out of school.
- 2.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
  - 2.2.1 We expect children to listen carefully to instructions in lessons. If they do not do so,

- we ask them either to move to a place nearer the teacher, or to sit on their own.
- 2.2.2 We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- 2.2.3 If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- 2.2.4 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- 2.2.5 If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is issued a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- 2.2.6 Children may be sent to supervised play where they will talk their choices through with a member of the senior management team. Guidance for the use of supervised play is included in the staff handbook section (see appendix 1).
- 2.2.7 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti- social behaviour, the class teacher discusses these with the whole class during circle time.
- 2.2.8 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. Staff are required to log all such instances on CPOMs, along with actions taken. This provides Senior Leaders with a running log over time that can be monitored and acted upon where necessary. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.3 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Education and Inspections Act 2006: The Use of Force to Control or Restrain Pupils. Staff in our school do not hit, push or slap children. Staff only intervene physically (using Team Teach procedures) to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **3 The Role of the Class Teacher**

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their line manager. Children disrupting the learning of others, showing defiance, being rude or unkind to other children or adults may be sent to 'Supervised Play'. In order that the behaviour can be discussed with the member of senior staff on duty in Supervised Play, the teacher who issued this consequence is required to log on CPOMs the details of the behaviour. The member of staff on duty in Supervised Play will also use CPOMs to log that Supervised Play was attended, and the behaviours were discussed. Where a child has attended five supervised play sessions during one term, parents will be notified and invited in to school to discuss.
- 3.5 The class teacher liaises with external agencies, as necessary, and with support from the Inclusion Manager, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a specialist teacher from the Local Authority to seek further advice.
- 3.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4 The Role of the Head of Primary Education / Headteacher**

- 4.1 It is the responsibility of the Head of Primary Education / Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Head of Primary Education / Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher will also provide recommendations about strategies to support effective behaviour management in the Staff Handbook. Staff should follow these procedures to support continuity throughout between classes and an agreed level of

expectation around appropriate behaviour.

- 4.3 Through the use of CPOMs, the school keeps records of all reported serious incidents of misbehaviour, and the subsequent actions taken.
- 4.4 The Head of Primary Education / Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti- social behaviour, the Head of Primary Education in consultation with the Headteacher, may permanently exclude a child. These actions are taken only after the school governors have been notified and will be in line with the Exclusion Policy.

## **5 The Role of Parents and Carers**

- 5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 5.3 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher for further discussion. If these discussions cannot resolve the problem, a formal complaint may be submitted to the local governing body.

## **6 The role of Directors / Local Governing Committee**

- 6.1 The Governing Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteachers about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **7 Internal Exclusions, Fixed Term Exclusions and Permanent Exclusions (also known as Suspensions and Expulsion)**

- 7.1 In instances of unsafe behaviour or persistent disruptive behaviour, thus affecting the safety and/or learning of others, the Head of Education/Headteacher may take the decision to

issue an internal exclusion. This is a fixed period of the school day determined by the Head of Education/Headteacher where the pupil will work separately from their class, supervised by a member of the Senior Leadership Team. One of the core purposes of an internal exclusion is to take time with the child to discuss their behaviour and jointly identify any triggers/causes, and reflect on strategies the child may take next time to avoid future unsafe or disruptive behaviour. Where a child with SEND has been excluded, the SLT and SENCo will consider if any further reasonable adjustments can be made to avoid future incidents of unsafe or disruptive behaviour. It is important to note that SEND (with or without an EHCP) does not supersede the school's behaviour policy providing the Head of Education/Headteacher feels that reasonable adjustments have been made.

- 7.2 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called *Improving Behaviour and Attendance: Guidance on Exclusion from Maintained Schools and Academies* (DfE, 2017). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.
- 7.3 Only the Head of Primary Education / Headteacher has the power to exclude a child from school. Head of Primary Education / Headteacher can exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Head of Primary Education /Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.4 If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. This information is re-iterated within the exclusion letter issued at the time.
- 7.5 The Headteacher informs the LA and the Directors and the Local Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.6 The Directors / Governors cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 7.7 The Directors / Governors has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. This is in respect of any permanent exclusions
- 7.8 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the

LA, and consider whether the child should be reinstated.

- 7.9 If the governors' appeals panel decides that a child should be reinstated, the Directors / Governors must comply with this ruling.

## **8 Drug and Alcohol-related Incidents**

- 8.2 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker in line with the school medicine policy.
- 8.3 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and Social Care will be informed.
- 8.4 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.5 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.
- 8.6 If the offence is repeated, the child will be permanently excluded.
- 8.7 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and Social Care will also be informed.

## **9 Monitoring and Review**

- 9.2 The Head of Primary Education monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.3 Through the CPOMs log, the school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to him/her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details

of any incident to the class teacher, and this is then logged on CPOMs.

- 9.4 The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- 9.5 It is the responsibility of the Trust Board and the Local Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 9.6 The Trust Board reviews this policy every two years. The directors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### BEHAVIOUR

It is the responsibility of all members of staff to ensure that pupils:

- move around the school safely and calmly;
- speak to each other and all adults with respect;
- are safe and responsible;
- sit quietly in assembly;
- answer questions in full sentences using correct grammar;
- respect their own and other people's property;
- do their best at all times;

Class teachers must encourage the children in their class to:

- be prompt each morning
- complete homework on time and to an acceptable standard
- wear correct school uniform
- bring their PE kit to school on the correct day

If there are any concerns regarding the above, teachers must be proactive, speak to parents and phase leaders as soon as possible. Parents who do not attend school may be phoned or invited in for a meeting rather than waiting for open nights.

### CLASSROOM BEHAVIOUR

Explain what behaviour is expected of children in your class. Negotiate classroom rules with the children. If any child exhibits behaviour that is outside these parameters use 'Rules, Praise Ignore'.

If a child still refuses to conform give the child a warning. If the warning is not heeded send the child to the designated area (normally the team leader in the first instance). If child refuses to leave send for either the Headteacher, Deputy Headteacher or the Assistant Head Teacher. Do not attempt to remove the child yourself.

Send the child with any work they have missed due to poor behaviour to supervised play at either lunchtime or playtime. A member of the Leadership Team will supervise the completion of work. Please note that this sanction should not be used where a child has failed to complete work due to poor understanding alone.

If a child's behaviour causes concern over a period of time fill in concern sheet and inform your Team Leader and the Inclusion Manager. It is essential that incidents are logged and dated to aid in the case of behavioural IEP's and to monitor the general behaviour progress of the child. Please inform either Headteacher if behaviour becomes extreme, immediately.

Support will not be provided by outside agencies until school have demonstrated that various strategies have been tried over time.

All staff must implement these procedures and should do their best to use the strategies recommended for a period of time in a positive manner... even if they are different to your normal way of working.

## Rules – Praise – Ignore

### Rules

Classroom rules are important in that they provide the framework within which relationships can grow and develop in a positive way. With younger children this framework needs to be tightly constructed. Rules should be as general as possible within the sophistication level of the children. Rules should express the aims of the school and take account of the whole school rules and expectations.

### Guidelines for Developing Class Rules

Rules should be:

- few in number;
- negotiated with the pupils;
- flexible and open to re-negotiation;
- positively phrased;
- teachable and re-enforceable;
- clearly displayed for easy reference;
- usually general (e.g. "Be polite") and exemplified by routines (e.g. "take turns to ..").

Examples of typical classroom rules might include:

- Listen carefully;
- Follow directions;
- Work quietly, do not disturb others who are working;
- Respect others, be kind with your words and actions;
- Respect school and personal property;
- Work and play safely

### Praise

The use of praise has a number of important consequences:

- it can contribute to an atmosphere of warm, positive acceptance;
- it improves self-esteem;
- it is very effective in re-enforcing simple rule following. Learning of all types is more effective when people are given positive feedback;
- praise statements are very effective in drawing attention to, and emphasizing desired behaviour, thereby facilitating some preventative learning.

Praise can be used to encourage social as well as academic behaviour. It is very important it is used for both.

To be effective praise should be:

- natural and varied;
- appropriate to the sophistication of the child;
- attention getting ,by being personal to the child or group;
- frequent, consistent and outnumber corrections.

#### A Full Praise Statement

Full praise statements are too unwieldy to use as a matter of routine. Examples here demonstrates all the elements of praise.

A full praise statement contains six elements.

1. Praise
2. The child's name
3. Reference to the rule being praised.
4. Some feedback of the degree of success, or the frequency of the desired behaviour.
5. A motivational challenge.
6. Specification of the consequences of maintaining the desired behaviour. An example of a full raise statement would be:

*"Well done, Ben you have worked hard. This is the second time you have completed your calculations. Do you think you could do the same tomorrow? I think you can. Then you could have extra time on the computer."*

#### Ignore

Planned ignoring is a strategy that uses a combination of praising and ignoring. This reduces the need to reprimand and attention is only given when the child has done something deserving praise, thus re-enforcing good behavior.

Planned ignoring can only be used for the sorts of behaviour that do not cause a significant disruption to the lesson and do not threaten the safety of others. A child who is misbehaving is superficially ignored, whilst the teacher praises the behaviour of a child nearby, who is behaving and following the appropriate rule. The child who is misbehaving has their attention drawn to appropriate behaviour and the message is conveyed that they will get attention for behaving in this way.

Ignores constitutes a correction so the child should be praised after they start to behave. The teacher should try to find other opportunities to praise.

There will be some occasions when planned ignoring will not work. Some children may well have been ignored in the past prior to being given into Warnings

If the child does not respond to planned ignoring, or if the behaviour is such that ignoring would be inappropriate the only response is to issue a warning. The warning is that there will be

an escalation in the warning procedure. Warnings have to be delivered in a certain way to have maximum effect.

1. They should be as brief as possible.
2. Warnings and reprimands directed at the behaviour not the child.
3. Tone of voice is important and therefore any reprimands should be given in an "I mean it" sort of way. This does not mean shouting.
4. Body posture should communicate assertion.

For example-

*"Ben, this is a warning! The rule is to work quietly. Work quietly or I will have to separate you from the rest of the class."*

Having issued the warning it is important to return to the activity, giving praise to those who are conforming. If the child complies, praise for following the rule. A warning is not repeated. The next step is to separate the child.

### Separation Procedure

The child is told the rule and then moved to a separate area in the classroom. After a short period of time the child is asked if he/she will comply with the rule. If the answer is "yes" then the child returns to the class. If the answer is "no" then the child remains separated.

If the separation fails, if there is a danger to other children or there is a serious disruption to the class a "time-out" should be used.

Please note, work stations provided to support the needs of ASD children should not be used as a punishment. If this happens, there is a danger that mainstream children will develop a negative mind-set of children with ASD, viewing them as naughty rather than as children with specific difficulties.

### Time-Out

To be used when the 'flow of the lesson' is disturbed.

This is a last resort in dealing with disruptive behaviour. The child is sent to their team leader.

Before "Time-Out" is used the child should be given a formal warning of the teacher's intention to use it and the behaviour it is intended to address.

A record of any 'Time Outs' must be logged on CPOMs.

### Stages of Behaviour Management

Stage 1        The teacher will warn the child to stop what they are doing. This warning is recorded. The warning should make clear what the expectation is.

Stage 2        Time out away from other children in the class.

Stage 3        Sent to another class with work for an agreed length of time – no more than 30 minutes.

Stage 4            Sent to a senior member of staff

Stage 5            Sent to the Headteacher

### PUPIL REWARD SYSTEM

Class teachers select one from their class each week as 'Pupil of the Week' for commendation in our 'Well Done' Assembly. These children will receive a certificate and their parents/carers are invited to attend the assembly.

Children may also be nominated for an ARK award (Acts of Random Kindness) when they have done something kind or thoughtful for others that helps to make our school, community or world a nicer place in which to live.

At the end of each academic year, trophies are given to pupils from across the school and include (but are not limited to) the following categories:

- Outstanding Academic Achievement
- Outstanding Academic Effort
- Attendance Award
- Arts Award
- Sports Award
- Headteacher's Award for contribution to the life of the school.

Children are given a trophy, which is theirs to take home for one term. They are then given a small trophy to keep.

Teachers should keep a record of how many merits each child has collected.

A nomination form will be sent out in the register on a Monday morning for the Well Done Assembly in the following week. These should be returned to the office by the end of the school day on Tuesday. At Clifford Bridge, the teacher nominations are emailed to the office by Wednesday. Office staff will prepare certificates and letters of invitation are then sent out to parents. It is essential that nomination forms are returned promptly.

### SUPERVISED PLAY

Each playtime / lunchtime a member of staff will be on duty to supervise children whose behaviour has caused concern or to support children who find play difficult. Children may also be sent to 'Supervised Play' if their work has suffered due to their bad behaviour or lack of concentration in lessons.

Please make sure children bring all appropriate materials in order to complete work missed.

Low-level unacceptable behaviour is the responsibility of the class teacher. Supervised Play should not be used for low-level incidents as it prevents the member of staff on duty from talking to the children most in need about their actions. This includes repeated warnings resulting in a 'red card'.

Unless things are serious it is important that the teacher deals the consequence in order to ensure that children perceive their own teacher's status as 'someone to pay attention to'.

If children have not completed their homework they are not to be sent to 'Supervised Play' without the class teacher first finding out why the homework is incomplete and if necessary speaking to the parent and suggesting the child attends 'Homework Club'.

Please do not send slower workers to supervised play to complete or catch up work. If a significant number of children have not completed their work it is the responsibility of the class teacher to find out why, and supervise the completion of the work where appropriate.

## Appendix 2 – ‘Good To Be Green’ system and ‘Class Dojo’

### How it works...

- The Good to be Green chart displays every child’s name below a pocket containing a green, amber and red card.
- Children are encouraged to ‘stay on green’ through the visual aid and through a variety of rewards – this avoids overlooking those children who consistently behave well. Stickers can be awarded at the end of the day to celebrate the achievement of those who have remained on ‘green’ all day.
- Teachers should keep a record of children who have been green all week – this information will be gathered in order to look for patterns of behaviour and provide support to children who are struggling to conform to expectations.
- In each class, the expected code of conduct (the school and agreed class rules) are displayed next to the ‘Good to be Green’ chart.
- Children have the chance to start afresh on a ‘green card every day and are expected to maintain that status throughout the day
- If a child chooses not to adhere to the agreed rules they move onto a yellow card – correcting their behaviour means they can move back to green without further consequence – this acts as their warning
- If a child ignores the warning opportunity, and continues to make bad choices through inappropriate behaviour, they are moved to a red card. They will then need to attend a supervised play session to reflect on their choice with a member of the senior staff.
- Attendance at supervised play should be recorded on CPOMs.

### Class Dojo

#### [Reward System: Class Dojo 2019-20](#)

Class Dojo is used as a whole school, class and individual behaviour system. It is a web-based programme, which allows staff to award points to individuals or groups of children represented by their personal avatars. Class totals can be collated and rewarded by class teachers each half term.

Class Dojo is linked to our ‘Good to be Green’ system:

- 5 Dojo points can be earned for positive behaviour or learning which has resulted in a **green raffle ticket**.
- 10 dojos can be earned for behaviour which has been recognised by a **Good to be Gold raffle ticket**

Class Dojo is also linked to rewards at lunchtime:

- Lunchtime stickers will earn 5 dojo points.

Dojos can only be earned and not lost as it is an exclusive reward system to recognise and celebrate positive behaviours in our school.

New coloured Good to be Green cards linked to Dojo introduced during 2019-20 academic year e.g. silver = 1 dojo, gold = 2 dojos etc.

### 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.

### 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 creative play in developing emotional resilience.

Knowledge of the social and emotional learning that takes place at each stage supports the school in planning experience, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially in 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 skillful in relationships and ready for challenges require experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional development 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 or 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 behavior choices, therefore underpinning academic progress.

We have two THRIVE bases which are our hub for THRIVE provision and offers supportive programmes for pupils in a variety of ways across the school day

**THRIVE Across the Inspire Education Trust correct as of March 2020**

School	Thrive Practitioners
Walsgrave C of E Academy	Vicki Prudam – Inclusion Lead Michelle Smith – Pastoral Manager
Whittle Academy	Matt Woods – Deputy Headteacher Amy Charles – Inclusion Lead Catherine Caunter – Learning Mentor
Training completed for practitioners	January 2016
Training for staff	Termly

School	Thrive Practitioners
Clifford Bridge Academy	Estelle Collett – Inclusion Lead Margaret Sutherland – Pastoral Manager
Training started for practitioners	January 2017
Training for staff	Termly

School	Thrive Practitioners
Hearsall Community Academy	Katie Smith – Pastoral / Inclusion Tracie Bailey – Learning Mentor Mathew Thomas - Deputy Head Teacher Shona Johnson - Teacher
Training started for practitioners	January 2018
Training for staff	Termly

School	Thrive Practitioners
Stockingford Academy	Gill Bowser – Headteacher Richard Gould – Assistant Headteacher Sarah Willmetts – Family Support Worker Debbie Lloyd – Attendance Lead
Training started for practitioners	January 2018
Training for staff	Termly

**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 recognized, planned for and with explicit feedback across the day, within the classroom and during transitions and playtimes.
- For whole class THRIVE screenings and online tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Programmes of PSHE are used to provide rich opportunities which are part of all areas

- of school life and learning;
- To encourage children to manage their feels, separate feels and actions to enable thinking to take place between the two;
  - For children to take responsibility for themselves and their actions in age appropriate way;
  - To use incidents where behavior 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 recognized within our behavior systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognized 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 behavior 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 behavior 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 behavior 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 behavior, challenge inappropriate behavior and set achievable targets for development;
  - Our Golden Rules, expectations around behavior, 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 Behaviour Policy is to support all individuals within our community and action will be taken if features of any behavior impacts on others or inhibits learning.

Reviewed by:	Rob Darling	November 2021
Updated by:	Amy Husband	March 2022
Next Review Date:		March 2024
Approved by Directors:		23 March 2022

Signed:



Lois Whitehouse  
CEO



David Bermingham  
Chair of Directors