

Behaviour Policy

Introduction

We are a THRIVE school. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches are followed across our whole school setting.

The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs.

We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school.

We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses. Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways.

Our staff regularly have CPD in order to deepen knowledge and our school ethos, environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together has been a long-term vision for our school.

Aims

At The Free School Norwich, we want all our children to develop and learn to the best of their ability. We believe, as in Maslow's Hierarchy of Needs, that children learn best when their basic (physiological requirements and feeling safe) and their psychological needs (their sense of belonging and accomplishment) are met before we address their cognitive needs. This includes learning about their behaviour and emotions.

We need to ensure that we have an effective approach to securing high quality personal development and well-being through:

- being taught to understand, regulate and manage emotions;
- to apply thinking between feeling (sensation and emotion) and action;
- to increasingly show empathy and understanding to others;
- being taught the skills to develop resilience and responsibility in readiness for them taking their place in society.
- Being encouraged to take a sense of pride in themselves and to build self-awareness

Just as in other curriculum areas, these skills need to be directly taught in a 'right time' age appropriate way. **For some children, this may not be their chronological age.**

We are very clear that everyone has the right to feel safe, special and to have their needs met. Our Relationship Policy reflects the important social and emotional learning that each child needs to develop in order to feel 'safe enough' to learn in lessons. We need to ensure that we have an effective approach to securing high quality personal development and well-being through the learning values contained within our **C U THRIVE** programme:

- **Communication**- Caring relationships which grow and develop through talking and problem solving
- **Understanding difference** in the self, others and the wider world
- **Trust** - Positive and purposeful relationships based on trust
- **Hard work** inspired by engaging learning activities leading to achievement
- **Respect** at the heart of everything we do
- **Independence**- building responsibility as we grow and learn
- **Vitality** - Productive energy from making the most of opportunities leaving us feeling happy, well and fulfilled
- **Expectations**- a cycle of high expectation set up in those opportunities resulting in personal best, leading to praise and constructive self- evaluation and reflection that keeps telling us more about our learning, behaviour and emotion.

The school has adopted further values within C U THRIVE which support the children's learning behaviours and confidence and help prepare our 21st Century children to be global citizens. The learning heroes of KS1 which become a stated value in KS2:

Key Stage 1	Key Stage 2
Agent Ideas	Creativity
Miss Fantastic Focus	Commitment
Super Explorer	Curiosity
Keep It Up Captain	Resilience

The School's Code of Conduct

The school has a Code of Conduct for all pupils, staff, parents and visitors to the school to follow. Within the code are clear and simple list of expectations, which will ensure that everybody can work and learn in a safe, respectful and fair environment and ensure that positive relationships are developed and maintained.

Approaches to developing positive relationships

- High quality, differentiated education which involves pupils, builds on success, ensures progression and involves and informs parents.
- Social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day.

- Whole class THRIVE screenings and use of online tools to enable a strategic response to individual, group and class development.
- A planned programme of Citizenship and PSHE used in conjunction with specific THRIVE class targets.
- To encourage children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- For children to become increasingly self-aware, taking responsibility for themselves and their actions in development appropriate ways (for most children this will be their chronological age).
- Where need is identified, for structured, tailored group and individual programmes to be incorporated into action plans using the THRIVE online tool.
- For children with additional needs to be recognised within our relational systems. They are provided appropriate, scaffolded support to ensure they can operate within boundaries that are recognised as fair and consistent for all.
- By reinforcing positive behaviour choices based on clear and consistent responses within boundaries that offer safe containment.
- By recognising that supporting some pupils appropriately may require adults to develop and employ new skills.
- By rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.
- Understanding that fixed term internal and external exclusions may be part of a positive relationship approach once all other avenues have been explored.
- Ensuring that expectations around behaviour, rewards and sanctions are understood and reviewed and revisited regularly.

Rewards

The school will always look to reward positive behaviour in children against the school's Code of Conduct through:

- Public praise – this is our easiest and most effective tool in maintaining a positive ethos and encouraging good behaviour
- Stickers to highlight good behaviour, good work and a positive ethos
- House points - given out readily in conjunction with praise for effort and achievement
- Citizenship awards - awarded to children for good citizenship
- Excellent Behaviour Awards – awarded to two children each week in assembly
- Celebration Assemblies – pupils from each class receive an individualised certificate at a special end of week assembly.
- Golden Time for one hour on a Friday afternoon.

Unacceptable Behaviour

We know that the quality of teaching and learning has a direct impact on good behaviour. At The Free School Norwich, we aim to make our lessons lively, stimulating and high-quality experiences which engage and interest the children and effectively meet their individual needs.

We acknowledge the important role that we play as a school in helping children to learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults.

From time to time however, some children exhibit behaviour which is disrespectful to others around them or disruptive to learning. Behaviour which is disrespectful or disruptive to learning will be considered unacceptable behaviour. Unacceptable behaviour includes the following:

- Calling out in class
- Making rude or inappropriate comments to adults or other children
- Refusing to get on with a learning task
- Persistently disturbing other children who are working
- Persistently getting up and wandering about the classroom
- Making tapping, clicking or whistling noises intended to disturb others
- Not using learning resources appropriately
- Leaving the classroom without permission

This is not an exhaustive list and there may be other situations where the class teacher makes a judgement that a child's behaviour is unacceptable. A discussion may be had around the C U THRIVE values to allow the child to make the best choice, thrive and feel confident about themselves. (Guidance from SEND, Individual Education or Individual THRIVE plans should be considered here.)

Behaviour as communication

At the Free School Norwich, we believe that all behaviour is communication and that a child's inappropriate behaviour is a sign that they are upset or that something is not right. As adults, we should be assisting the child to appropriately deal with these behaviours. Inappropriate sanctions can often lead to a worsening of the situation or create a sense of shame for the child who may be unable to regulate the way they are behaving. In line with this belief, the Free School Norwich does not believe in the corporal punishment either in or outside of school.

Three Rs- regulate, reason, repair

In order to deal with a child's inappropriate behaviour we use the Three Rs- Regulate, Reason and Repair as described by Dr Bruce Perry:

- **Regulate:** While a child is dysregulated they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how calm down and take them out of flight/fight mode.
- **Reason:** The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.
- **Repair:** Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act .

Consequence system

Despite all of the measures taken to ensure positive behaviour, sometimes children make choices which are not in line with our expectations and staff will need to refer to this Consequence section of the Policy. 'Consequences' work in conjunction with our school values, the THRIVE principles and our behaviour guidelines.

In order for children to experience consistency in expectations and consequences the school has an agreed set of the thresholds which outline which types of behaviours may be displayed and the appropriate level of consequence. These thresholds are guidelines and when applying them staff should take account of children's individual needs and chronological and/or developmental age. This is not an exhaustive list and any staff members who are in doubt of the Threshold level should seek guidance from a member of the Senior Leadership Team.

	What happens?	Action	Examples of behaviour
	First negative behaviour and a verbal reminder of our school values is used.	<p>Verbal reminder or other signal of our school values will be used.</p> <p>Where a child has a socio-communicative difficulty, visual prompts may be beneficial.</p> <p>Any child with an individual THRIVE Plan or EHCP may have a personalised approach as documented.</p> <p>At this point there will be a discussion between the teacher and child about our school values to uncover any triggers underlying the behaviour choices.</p> <p>Whole class reminder of the learning behaviours expected in class or in the playground. Praise for those demonstrating desired behaviour.</p>	Behaviour that is oppositional to those agreed. This may include calling out, talking at inappropriate times, not completing work set or not completing it to the expected standard, not adhering to the school rules of safety in all areas of the school.
Stage 1	Second example of negative behaviour after the first warning.	<p>Procedure as stated above.</p> <p>Child's name will be noted (not publicly) by the class teacher in the log book, along with date/time, lesson and the actions taken. This is order to determine any behavioural patterns. Eg. Does the negative behaviour occur at particular times of</p>	Continuing behaviour that is oppositional to those agreed. This may include calling out, talking at inappropriate times, not completing work set or not completing it to the expected

		<p>the day/ week, or in certain lessons or with certain adults? Does this reveal an underlying anxiety for the child that makes it difficult for them to access their learning?</p> <p>A staff member will discuss the situation with the child, once they are regulated to unpick any underlying causes and explain clearly what will happen at this stage and why.</p> <p>Depending on the individual child and where age/developmentally appropriate, the staff member will clearly explain that their behaviour has reached Stage 1. The staff member will help them identify what they can do so that it does not escalate to Stage 2.</p>	<p>standard, not adhering to the school rules of safety in all areas of the school.</p>
<p>Stage 2</p>	<p>Third negative behaviour or continuation of Stage 1 behaviour.</p> <p>Child's name will be noted (not publicly) by the teacher as stage 2 and child understands that it is a third warning</p>	<p>Staff Member will continue to explain clearly the reason for child reaching this stage, and at this point offer the child an opportunity to rectify actions by one of the following options:</p> <p>Moving seats - independent learning space as appropriate.</p> <p>Time in - child is invited to sit somewhere, near by a staff member to help with regulation.</p> <p>Time Scale - Setting an agreed expectation with the child completing task in order for consequences to stop progressing. E.g. "You will have 10 minutes to complete up to question 5"</p> <p>Adaptation of task - teacher will use their knowledge of the child, especially in the case of SEN or individual THRIVE profile to adapt a task if this is causing the contention e.g. due to a child's high levels of</p>	<p>Continuing or escalating behaviour that is oppositional to those agreed. This may include calling out, talking at inappropriate times, not completing work set or not completing it to the expected standard, not adhering to the school rules of safety in all areas of the school.</p>

		<p>anxiety during a test or the level of challenge presented.</p> <p>This list is not exhaustive and other strategies that involve the Three R's may be used.</p>	
Stage 3	<p>Fourth negative behaviour or continuation of Stage 2 behaviour.</p> <p>Child's name will be recorded (not publicly) by the teacher as Stage 3.</p>	<p>A member of the SLT will be called to remove the child from the classroom to help with the Regulation, Relate, Repair process.</p> <p>Before their return to class, the desired behaviour will be discussed and a 'clean slate' approach will be used from that moment.</p> <p>Parents will be informed at the end of the day.</p>	<p>Instantaneous Stage 3 would be given for behaviour that causes concern for health and safety on the child, other pupils staff and school property, such as:</p> <ul style="list-style-type: none"> • Destruction of classroom equipment (defacing tables, snapping pencils etc), • swearing, • bullying, • refusal to complete a Stage 3 request, • disruption to the classroom or classroom environment where other children or staff are not at risk of harm e.g. throwing a book to the floor or ripping up own work.
Stage 4	<p>Fifth negative behaviour or instant in circumstances of instant Stage 4 behaviours.</p>	<p>A member of the SLT will escort the child from the classroom and give them time to regulate and reflect on their behaviour. They will be given the opportunity to complete their work in a designated place, decided by and arranged by the class teacher</p>	<p>Instantaneous Stage 4 would be given for behaviour that causes concern for health and safety on the child, other pupils</p>

	<p>Child's name will be recorded (not publicly) by the teacher as Stage 4.</p>	<p>and appropriate to the child's age and need (e.g. a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with a member of the SLT, as appropriate.</p> <p>They may miss some playtime on that day (as deemed appropriate by the teacher). On their return to class, the final stage of the three Rs (repair) will be discussed and a 'clean slate' approach will be used from that moment</p> <p>Parents will be informed at the end of the day.</p>	<p>staff and school property, such as:</p> <ul style="list-style-type: none"> • Destruction of classroom equipment (defacing tables, snapping pencils etc), • swearing, • bullying, • refusal to complete a Stage 3 request, • disruption to the classroom or classroom environment where other children or staff are not at risk of harm e.g. throwing a book to the floor or ripping up own work
<p>Stage 5</p>	<p>Sixth negative behaviour or immediate due to Health and Safety concerns which may result in a fixed term exclusion.</p>	<p>The SLT member will determine a space appropriate to the school and the age of the child where the child will work for the remainder of the session or day depending on age and individual needs.</p> <p>They will not be able to access lunchtime or playtime, whichever is first, and the SLT member has the discretion to keep them off the playground if this puts other children at risk.</p> <p>A meeting with parents will be held with class teacher and member of SLT in order to discuss the triggers as noted in the log-book and to seek a positive solution to avoid further negative</p>	<p>Continued behaviour, following receipt of a Stage 4 on the same day. OR Regular receipt of a Stage 4 (e.g. daily over the course of a week) Instantaneous where health or safety is of concern:</p> <ul style="list-style-type: none"> • Putting themselves at risk (e.g. climbing up on school equipment or property, • refusing to hand over an inappropriate

		<p>behaviours from happening.</p> <p>The Principal has the discretion to apply a fixed-term exclusion at this stage if it is deemed that removal from the playground or classroom will not regulate the behaviour or that the risk to other children and staff cannot be managed.</p> <p>Fixed term and exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).</p>	<p>object that could be deemed dangerous,</p> <ul style="list-style-type: none"> • running away from a member of staff or adult when requested, • leaving classroom without permission) • Putting others at risk (e.g. throwing kicking classroom equipment, shouting and swearing in the classroom and distressing peers, extreme sexualised behaviours) • Putting staff at risk (e.g. threats or actual of acts of violence) • Threat or actual destruction of school property.
<p>Stage 6</p>	<p>Referral or Exclusion due to escalation through the stages or instant in the circumstances of behaviour which are Stage 6 behaviours.</p>	<p>This can only be given when a child has worked their way through Consequences. If there is an immediate situation that warrants exclusion then a Fixed Term referral needs to be made by the class teacher to the Principal. The decision to exclude lies with the Principal.</p>	<p>Reasons for a Stage 6 and consideration for exclusion (fixed or permanent) can include (but not limited to):</p> <ul style="list-style-type: none"> • Persistent disruptive behaviour

		<p>Fixed term and permanent exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).</p>	<ul style="list-style-type: none">• Physical assault against a pupil• Other verbal abuse• Threatening behaviour against an adult• Physical assault against an adult• Verbal abuse/ threatening behaviour against a pupil• Theft• Sexual misconduct• School damage• Bullying, including Cyber-Bullying• Racist abuse
--	--	---	--

Principal: Mrs Tania Sidney-Roberts

Chair of Governors: Andy Skeggs

Policy Review Date: September 2020

Approved: November 2020