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 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 Behaviour 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 promotion of our **C U THRIVE** values, which are:

- **Communication-** Caring relationships which grow and develop through talking and problem solving
- **Understanding and valuing 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.

Our Behaviour Expectations

We expect children to demonstrate our expectations in line with our **CU THRIVE** values:

Expectation	CUTHRIVE focus	In practice (examples)
Walk quietly round school at all times.	Respect/ Trust/ Independence	• Teachers collect children from the playground to ensure calm transitions back to class- teachers should lead the class and ensure that all children are accounted for. If a TA is with the class, they should be at the end of the line. • Clear expectations are stated about moving round school before children move out of the classroom. • Children and staff enter silently for assemblies.
Keep hands/feet to yourself	Communication/ Respect/ Understanding difference	• Children are kind to each other and use communication rather than physical means to resolve conflict. • Children who become dysregulated on the playground should have 'time-in' with an adult (standing with them until they are regulated).
Be kind to others	Communication/ Respect/ Understanding difference	• Children support each other in class, and socially/ emotionally at other times. • Children who become dysregulated on the playground should have 'time-

		in' with an adult (standing with them until they are regulated).
Use good manners	Communication/ Respect/ Expectations	• Everyone acknowledges being spoken to. • Everyone uses 'please' and 'thank you'. • Adults model and insist on good manners.
Be a good listener	Communication/ Understanding Difference	• Children actively listening in class. • Teachers should insist on children being quiet before beginning teaching- there should be no 'teaching over' low level noise. • Story time is learning time- children should not be sitting on the carpet eating snacks or with the bags and coats at the end of the day.
Allow others to learn.	Communication/ Respect/ Trust/ Expectations	• Teacher deals effectively with low level disruption during lessons. • Children should stay in their seats during lessons. • Children move quietly round school so they don't disturb other lessons.
Respect others/property.	Respect/ Expectations	• Children and staff enter and leave assemblies in silence. • Children help each other to look after belongings and school property.
Complete assigned work and use time wisely	Hard Work/ Expectations	• Teachers making clear of the learning expectations before children begin their work. • Water bottles should ideally be filled at break or lunchtime- not during direct teaching time.
Keep spaces neat and tidy	Respect/ Expectations	• Children should be responsible for tidying up at the end of lessons and the day.
Always do your best	Hard Work/ Vitality/ Independence/ Expectations	• Children becoming successful learners. • Children learn about learning (metacognition) so they develop resilience and independence.
Be interested. Ask questions	Communication/ Vitality/ Expectations	• Children actively listen in class. • Teachers provide opportunities for children to clarify or develop their learning through asking questions.

In school, these expectations are summarised as:

Work Hard
Follow Instructions
Respect Everyone
Stay Safe

As a school we recognise that some children may find some expectations difficult and all children make mistakes from time to time. Children are supported to ensure that they succeed meeting our expectations and make progress as citizens, just as they would in a lesson.

Approaches to developing positive relationships

- High quality, adaptive teaching 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 PSHE and Citizenship 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 the following ways:

- 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
- Celebration Assemblies – pupils from each class receive an individualised certificate at a special end of week assembly

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 noises or behaving in a way 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/ school rules 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, relate, reason

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.
- **Relate:** 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.
- **Reason:** 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.

Scripting

We use scripting in school to manage behaviour because it provides consistency, clarity and structure for both staff and students. Scripting helps adults respond to behaviour in a calm, predictable way, which reduces emotional escalation and reinforces clear expectations. It ensures that all children receive the same message, helping them understand boundaries and consequences while feeling safe and supported. (See Appendix 2 for scripts we use).

Collaborative Problem Solving

At The Free School Norwich, we recognise that children do well when they have the skills to do so. When pupils experience difficulties in meeting behavioural expectations, we seek first to understand the underlying causes rather than simply respond to the behaviour itself. We use a Collaborative Problem Solving approach, based on the work of Dr J. Stuart Ablon, which views challenging behaviour as the result of unmet needs, lagging skills, or unresolved problems. Through respectful, structured conversations, staff work alongside pupils to understand their perspective, identify adult concerns, and develop solutions together. This process promotes positive relationships, builds skills such as emotional regulation, flexibility, communication and problem-solving, and helps pupils take ownership of agreed strategies. Collaborative Problem Solving supports our commitment to inclusion, trauma-informed practice, and creating a school culture where every child feels heard, valued, and capable of success.

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.

Staff may make decisions based on context and their knowledge of the child (e.g. SEN, personal circumstances, children on behaviour plans etc). If consequences are imposed staff should log this on CPOMS to enable monitoring from the SLT. (See Appendix 1 for examples).

Monitoring and Responding to Concerning Behaviour

Incidents of more serious concern such as those outlined under the *Unacceptable Behaviour* section above will be recorded on CPOMS. Where a pattern of concerning behaviour begins to emerge, the school leadership team (SLT) will assess whether it is appropriate to implement a Positive Behaviour Support Plan (PBSP), following Norfolk Steps guidance.

To determine the appropriate level of support, the following process will be followed:

- **Initial Assessment:** Staff will complete a *Roots and Fruits* analysis to explore the child's underlying emotional needs, triggers for challenging behaviour, and identify both positive and negative behaviour patterns. This tool helps to understand the causes of behaviour that may be harmful or disruptive, alongside identifying strengths and positive experiences.
- **Tier 1 Support – PBSP Implementation**: The information gathered will inform the development of a Positive Behaviour Support Plan (PBSP), which will outline strategies and support tailored to the child's needs. This plan will be reviewed and updated on a termly basis. Children with a PBSP at this stage will be identified as *Tier 1*. Parents and carers will be informed, and the PBSP will be shared with them.
- **Tier 2 Support – Higher-Level PBSP with Risk Assessment**
  If a child exhibits more serious behaviours, such as peer-on-peer violence, aggression towards staff, or behaviour posing a significant risk to themselves or others—a more detailed assessment will be conducted. This will include:
  - A *Roots and Fruits* analysis
  - Completion of the *Risk Calculator*

  The outcomes from these assessments will be used to develop a higher-level PBSP that incorporates a formal risk assessment. Parents and carers will be actively involved in this stage of the process.

Norfolk Steps
Staff at The Free School Norwich are trained in Norfolk Steps: Step On. Step On is centred on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning.

Some staff are trained in Norfolk Steps: Step Up which focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks. This training is facilitated by trained lead professionals in school. When restrictive physical intervention is used, it is recorded on the school behaviour system.

Use of Reasonable Force
All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. It is advisable, however, for staff to call for assistance from senior members of staff in these cases, particularly if restraint is needed.

Violence towards others
Violence is not accepted as a normal part of school life. We will always seek to understand the reason behind behaviour and provide appropriate support, but this does not mean that other children or staff should be expected to tolerate repeated violence or significant risk of harm.

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Appendix 1: Examples of behaviour and possible consequences

Behaviour	Potential Consequence
Calling out / Disrupting / Excessive talking	Move seat / move classroom
Not engaging with tasks set	Loss of break – lunch/break
Rudeness / unkind words	Repair (letter, apology)
Rough play / not keeping hands to themselves	Supervised time-in / repair
Leaving classroom without permission	If consistent, consider risk assessment
Swearing / inappropriate language	Parent conversation if necessary or ongoing
Deliberately damaging resources	Repair (help fix, clean etc). Potentially contact parents.
Bullying	SLT / Parents meeting / follow Anti-Bullying policy
Risk to self / others	Loss of break / parental contact – contact victim too / SLT involvement (potential exclusion).
Behaviour continuing after warning	Move classroom / move seat / leave the classroom with a TA

Appendix 2: Scripting

Low Level / Instant Response
I/We need you to…

Restorative Conversations
Labelling
I/We can see…

Empathising / Setting Limits (if necessary)
It's Ok to…BUT…

Problem Solving

Let's help every child thrive®

Let's try…/ Next Time

When necessary, state to the child, **"There will be a consequence for this behaviour."**