

Viking Academy Trust



Behaviour Policy Upton Junior School

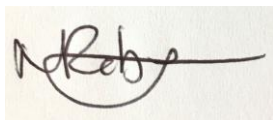
after consultation with staff and following DfE guidance.

Approved by the Trust: Term 1 2023

Reviewed annually: Term 1

Last review date: Term 1 2026

Signed



Chair of Trust

The Viking Academy Trust

Behaviour Policy

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Behaviour Policy is specific to Upton Junior School

1. Purpose

The purpose of the behaviour policy is to outline the expected standard of behaviour from all children attending Upton Junior School so that every learner can succeed in a safe and calm environment. The policy details school ethos and how children and staff should conduct themselves and apply and respond to the behaviour policy so that every child can meet their potential.

The policy outlines how Upton Junior School will:

- 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

Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and Guidance

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

- [Behaviour in Schools Guidance 2022](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education 2026](#)
- [Preventing and Tackling Bullying 2017](#)
- [Behaviour and Discipline in Schools: Guide for Governing Bodies](#)
- [Mental Health and Behaviour in Schools](#)
- [School suspension and exclusions](#)

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' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Child on Child Abuse

As outlined in [Keeping Children Safe in Education 2026](#), child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- Causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence
- Sexual harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting
- Initiation/hazing type violence and rituals

This behaviour policy treats child-on-child abuse as serious misconduct and outlines sanctions in response.

4. Bullying

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017). Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, name calling, mocking, gossiping, spreading hurtful and/or untruthful rumours, taunting, making offensive comments
Physical	Hitting, kicking, pushing, taking or hiding another's belongings, any use of violence
Racial/Faith/Cultural	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 / online	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The definitions above are covered and expanded upon in full in our [Anti Bullying Policy](#) which also outlines the school response to tackling and preventing bullying. This behaviour policy is designed in conjunction with the Anti Bullying Policy.

5. Leadership and Management

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation. Termly behaviour overviews will be reported to the governing body by the Head of School.

5.2 The Senior Leadership Team

The Headteacher is responsible for the successful implementation and review of this behaviour policy.

The Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff manage behaviour effectively. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Behaviour is recorded on Bromcom and the monitoring of this system is the responsibility of the Deputy Headteacher. Recorded incidents will be reviewed daily and appropriate response / action will be taken as a result.

5.3 Senior and Wider Leaders

Heads of Year will support the Senior Leadership Team and school staff in the effective implementation of this policy. The Senior and Wider Leadership Team will take an active role in supporting behaviour within school and will work alongside all colleagues to ensure that this policy is consistently applied.

5.4 Staff

ALL Staff are responsible for:

- Implementing the behaviour policy consistently
- Building strong relationships with children
- Modelling positive behaviour and positively framing the behaviour expectations
- Recording behaviour incidents (see Appendix 4) and communicating with parents
- Providing a personalised approach to the specific behavioural needs of particular pupils

The senior and wider leadership team will support staff when required.

5.5 Parents

Parents are expected to work collaboratively with us to support behaviour by:

- Supporting their child in adhering to the behaviour policy and code of conduct
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly and in partnership
- Engaging in support or interventions offered

6. Positive Relationships

Fundamental to the success of any behaviour management approach is the foundation of positive relationships between adults and children within a school setting. [EEF Research](#) outlines that *“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”*.

Class based staff will ensure that they take action to build positive relationships with children and understand their influences. This will be achieved by:

- Meeting and greeting children at the classroom door every morning
- Using class and curriculum opportunities to get to know children
- Creating a class environment where respect and kindness is the culture, explicitly teaching the norms of good conduct and behaviour
- Displaying and consistently enforcing the school rules, values, safety and playground codes
- Using systems and reward to include and motivate all children
- Creating and maintaining a stimulating and calm environment that encourages pupils to be engaged
- Promoting intrinsic motivation by celebrating effort, progress and strategies
- Communicating regularly with parents

ALL school staff will promote positive relationships by:

- Conducting themselves in a positive, kind and respectful manner
- Greeting children around the school
- Using shared language that links to our school rules, school and British Values and the Thrive Approach

- Noticing and praising excellent behaviour from all children – praising publicly and addressing concerns calmly and privately where possible
- Maintaining clear boundaries and high expectations to ensure predictability and consistency
- Listening to children

When discussing or addressing conduct and behaviour, all staff will use consistent, shared language that links with the school rules and values. e.g:

- “The rule” is statements
- “Remember to” reminders
- “Track the Speaker”
- Show me three good things
- Show me The Upton Way
- Show me Upton Values
- WING phrases (I wonder, I imagine, I’m noticing, I’m guessing) (see Appendix 1)

Staff will be careful to speak to children regarding their behaviour - being curious, calm and considered. They will avoid blaming and shaming and will use non-verbal signals first before quiet conversations are held with children to address particular behaviours.

7. Pupil Code of Conduct – The Upton Way

The Upton Way refers to the code of conduct expected of children at Upton Junior School.

Upton Junior School Rules are:

- Be Ready
- Be Respectful
- Be Safe

Upton Junior School Values are:

- Friendship
- Aspiration
- Respect
- Resilience

Upton Junior School Safety Code:

- Remember to walk in and around school buildings
- Use toilets appropriately
- Tuck your chair in
- Make sure that an adult knows where you are
- Obey fire regulations
- Wash hands

Upton Junior School Playground Code:

- Walk sensibly down from the playground when you hear the whistle
- Ask if you need to leave playground
- Follow instructions
- Listen to all adults
- Play safely (remember the things that are not allowed)
- Walk to and from the playground

- Remember snacks and toilets

Pupils are expected to:

- Follow the school rules and safety & playground codes
- Demonstrate school values in their behaviours, attitudes and interactions
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school, on the left-hand side of the corridors
- Treat the school buildings and school property with respect
- Respect the property of others
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Show 'three good things' in lessons / assemblies: good sitting, good looking, good listening

8. Rewards and sanctions

8.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- Super-Star Learner/Over and Above
- House Points
- Certificates
- Pupil of the week
- Stickers
- Letters/postcards/emails or phone calls home to parents
- Special responsibilities/privileges
- Individual class rewards
- Behaviour badges

8.2 Weekly Points

- Children have 5 points per day (25 points per week)
- If all points are kept, a praise text is sent to parents each Friday
- After three weeks, if 75 points are kept, children earn a behaviour sticker
- The sixth sticker, earns a silver badge and the twelfth sticker earns a gold badge

8.3 Individual Class Rewards

The class who has kept the most points in every year group earn a behaviour 'rocket'. This rocket is added to the classroom behaviour display which is the theme 'Shoot for the Stars'. Once the letters of the word 'superstars' have been covered by rockets, the class can earn a class reward. Rewards will be suitable for the children within the class to take collective ownership for earning the reward.

These rewards and celebrations are designed to promote intrinsic motivation by helping pupils understand the personal and social benefits of positive behaviour. By recognising behaviours that embody our school values, children develop a deeper understanding of what respectful, resilient, aspirational and friendly behaviour looks like in practice. This supports the development of self-

regulation, moral responsibility and a positive school culture where pupils are motivated by shared values rather than external rewards alone.

8.4 Systems and Sanctions

Before any sanction is taken, the first step is always to praise children demonstrating excellent behaviour and meeting expectations.

Our approaches to responding to behaviour are trauma-informed, attachment-aware practices; where staff aim to support behaviour and wellbeing whilst maintaining high expectations for all.

Behaviour System

Behaviour	Action
Poor Conduct and / or learning behaviour e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, poor uniform standard, not addressing teachers or children appropriately.	Check in using a CALM script and WING phrases. E.g. Connect - NAME are you okay? Attune/ Acknowledge – I notice you are talking, I know it can be tricky sometimes especially when you have something exciting to say. Limit – It is important you don't talk when I am giving the instructions, as you may miss what's happening. Our rule is to be respectful and be ready. Motivate/ Model – I can't wait to talk to you at breaktime to hear all about what you want to tell me. Reference to class visuals will be made to remind children of the link to our rules.
Repeat of poor conduct and / or learning behaviour	Re-address the expectation. Verbal warning is given with an explanation of the issue with the behaviour – e.g. the rule is be respectful and you are talking at the same time as me, followed by an explanation of how the behaviour needs to improve. Reference to class posters and visuals will be made to encourage children to support understanding.
Poor conduct and / or learning behaviour continues	A yellow card will be issued, being kept on the child's desk/by them. A discrete explanation of why the card has been issued and what changes need to be made with conduct will be given and emphasised. Children are to be closely monitored, and this card will be removed and praised when improvements in behaviour are observed. Yellow cards can be re-given once removed if behaviour repeats.
Yellow card remains with child at the end of a session	A repair and logical consequence are applied. Any missed learning will need to be completed.

	Expectations are re-set for the next session. 1 point lost and will be logged on Bromcom.
Yellow card and no improvement in behaviour/decline in behaviour during a session/additional poor behaviour in a session	The yellow card is exchanged for a red card. Restorative discussion to learn from the behaviour (impact and how this must be improved are discussed), repair facilitated and logical consequence applied. For example, for repeated interruptions the child may complete the work in a quieter/alternative space in school. Any missed learning will need to be completed. 2 points lost and recorded on Bromcom. Parents are informed.
A straight red card within a session for serious or unsafe behaviour (examples below)	Restorative discussion to learn from the behaviour (impact and how this must be improved are discussed), repair facilitated and logical consequence applied. For example, damage to school property, repairing and restoring what's happened and showing the school rule of be respectful and be safe by completing a task within the school environment. Any missed learning will need to be completed. 2 points lost and recorded on Bromcom. Parents are informed.
Repeat of poor conduct/learning behaviour when a red card has been issued	Wider or Senior Leadership Team intervention. Parents are informed.

Natural and logical consequences are central to the actions following behaviour. This is where consequences link directly to the behaviour and focus on learning from what has happened, aiming to change the pattern of behaviour. (See Appendix 2)

Some behaviours will earn an automatic card or sanction. (See Appendix 3).

8.5 Monitoring and Response to repeated incidents

All points lost because of cards issued must be recorded on Bromcom.

- For single incidents or an emerging pattern of behaviour, the class teacher follows the behaviour policy and systems as above. Communication is in partnership with parents/guardians.
- For repeat behaviour cycles, the Head of Year joins the process of responding to behaviour. Communication is in partnership with parents/guardians.
- If further patterns continue, the Senior Leadership Team will support the teaching team and family. Communication is in partnership with parents/guardians.

We believe that communication with families is essential to understanding behaviour and finding a way forward together. Parents and carers are partners in this process, as can be seen throughout the above responses. This process reflects our belief that relationships are key, and that behaviour support must be collaborative and consistent between home and school.

Should behaviour not improve or issues consistently be repeated, additional consequences may be implemented:

Timetable adjustment or reduction	If dysregulation and distress, behaviour as communication is explored and a behaviour support plan written with this in mind. A risk assessment is written if required. School and home may agree on a reduced timetable plan, with steps for reintegrating. This will follow Kent Guidance and be recorded appropriately.	
Internal Exclusion	A child will spend time out of class with a senior leader, completing class work. Parent meeting. Behaviour plan written.	<i>Internal exclusion may be given after a stand-alone behaviour or child-on-child abuse incident. e.g. hurting children or staff with deliberate action, aggression, serious damage to equipment or property, leaving the school site</i>
Alternative Hours	Consistent behaviour issues after internal exclusion may result in a child being sent home at lunchtime and being asked to return to school at 3:15 until 5:00 to complete the afternoon class work with a member of SLT Parent meeting Behaviour plan in place	
Suspension	Consistent behaviour issues after alternative hours may result in a child being suspended. Behaviour plan in place.	<i>A suspension may be given without the sequence of internal exclusion and alternative hours: child-on-child abuse, uncontrollable aggression, seriously hurting a child or member of staff, behaviour which puts safety of others at significant risk</i>
Exclusion	Consistent behaviour issues after alternative hours and / or suspension may result in a child being excluded.	<i>A child may be excluded for a significant incident or issue without other sanction being implemented previously.</i>
• Suspension: will follow DFE and Kent Guidance • Exclusion will follow DFE and Kent Guidance. • Viking Academy Trust Exclusions Policy can be found on the Trust website (www.vikingacademytrust.com)		

8.6 Serious Incident Forms

[Serious Incident Form](#)

These must be completed after an incident where a child:

- Seriously hurt a child
- Harmed an adult
- Caused significant disruption
- Caused significant damage to property
- Had a prolonged period of disruptive behaviours
- Left the school site
- Has required a physical intervention

Senior Leaders will direct staff to complete a serious incident form for other behaviour issues not listed above as appropriate.

In the event of a serious incident, parents will be contacted as soon as possible.

Support Strategies

Upton Junior School will implement a range of support strategies in response to the need of individuals. These will be used to support children to meet the behaviour standards expected at the school, giving opportunities to reflect on behaviour and develop the child's social-emotional skills.

9.1 Behaviour Cards

Issue	Action
3 weeks of less than 22 points within a term	Parents informed. A Behaviour Card is issued that is suitable for the individual. This must be signed by a member of SLT at the end of every session. When card is completed, it must be handed to the Deputy Headteacher to be retained.
4 red cards in two consecutive weeks	Parents informed. A Behaviour Card is issued that is suitable for the individual. This must be signed by a member of SLT at the end of every session. When card is completed, it must be handed to the Deputy Headteacher to be retained.
3 red cards on the playground within a term	Class teacher and Head of Year to meet with parents. Behaviour Card issued for unstructured times and zoning considered as a logical consequence.

- Both class and / or playground behaviour cards may be issued.
- A grade of 1-4 is awarded for behaviour for each session throughout the day (class) or each break time session throughout the day. 1 is awarded for outstanding behaviour with 4 being the lowest grade possible.
- The card must be signed by a member of SLT at the end of each day. Failure to do this results in an automatic 4 for the next day.
- If a child receives a 4, parents are informed by the class teacher
- Any 4's on the card will result in the behaviour card continuing for another week
- Three 4's in a day or four 4's in a week result in an internal exclusion
- Each new term is a "fresh start"
- Parents will be informed should their child be "at risk" of being placed on a behaviour card.

9.2 Pastoral Support

The school uses a range of pastoral support strategies to support behaviour including:

- Peer mentoring / buddies
- Learning Mentor
- Thrive Childhood Practitioner and Thrive intervention (see Appendix 1)

9.3 External Agency Support

The school will also consult external agencies to support children's behaviour. These include:

- Emotional Wellbeing Team
- Specialist Teaching and Learning Service (STLS)
- SEN Inclusion Advisor
- External counselling services such as Project Salus
- Speech and Language Therapy
- School Health
- Early Help

9.4 Behaviour Support Plans

Behaviour plans will be written by the Deputy Headteacher for Inclusion and Behaviour and other relevant staff (e.g. class teacher, Assistant Headteacher, Teaching Assistants) and shared with parents. They will contain details such as triggers, proactive and responses from adults for key behaviours. They will be shared and worked on collaboratively with parents and regularly reviewed to ensure that strategies are appropriate and take in to account any advice given by external agencies. Staff will be supported by the Senior and Wider Leadership Team to implement these strategies effectively.

9. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

10. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy. Please refer to our child protections and managing allegations policy for more information on responding to allegations. The Head of School will also consider the pastoral needs of staff accused of misconduct.

11. Use of Reasonable Force

In line with Department for Education's Use of Reasonable Force and Restrictive Practices in Schools and Colleges: [Use of Reasonable Force](#)

The following staff are trained in the use of physical intervention via accredited Team Teach training: Miss Arthur (Head of School), Mrs Hill (Deputy Headteacher) Miss Scarr, Mr Kettle (Assistant Headteachers) and Mrs Law (Executive Headteacher).

Our approaches prioritise de-escalation and prevention, before physical intervention is considered.

Physical intervention, seclusion or any other restrictive practice will be used as a last resort in rare and exceptional circumstances, such as:

- When a pupil is at risk of committing a crime
- When a pupil is at risk of harming themselves or others
- When a pupil is at risk of damaging property

Incidents of physical intervention 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
- Take account of the pupil's individual needs, including any SEND, vulnerabilities, or medical conditions
- Be recorded promptly and reported to parents/guardians as soon as possible

12.1 Confiscation

Any prohibited items found in pupils' possession will be confiscated. 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 [latest guidance on searching, screening and confiscation](#).

12. Supporting Pupils with SEND

At Upton Junior School, we recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. We understand that some pupils, such as children with special educational needs and disabilities (SEND), may need additional support with behaviour and consequently, our approach may differ to cater to those needs in line with the Special Educational Needs and Disabilities (SEND) Code of Practice: 0–25 years (2024). We are understanding in that behaviour may be influenced by an unmet need or neurodiversity, and we work collaboratively in school to determine whether there are needs that are not being met. Each pupil's needs are considered on a case-by-case basis, and the full context is considered.

In responding to behaviour involving pupils with SEND, we are mindful of our legal responsibilities and endeavour to balance consistent expectations with a needs-led approach. Our statutory duties include:

- Taking reasonable steps to avoid putting a disabled pupil at a substantial disadvantage due to school policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- Securing the provision outlined in an Education, Health and Care plan (EHCP) and working closely with the local authority and relevant external agencies

If there are behaviours that impact a child with SEND in school, a behaviour support plan will be created as an adapted version of the above behaviour system. This is bespoke to the child's needs and planned to support their regulation through de-escalation, making sense of the events that happen, repair and logical consequences. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When considering a behaviour consequence for a pupil with SEND, we will consider:

- Whether the pupil was able to understand the rule, expectation or instruction involved
- Whether the pupil's SEND meant they were unable to act differently at the time

The school will determine an appropriate and proportionate response that supports the pupil to understand and learn from the incident, while ensuring the wider needs of the school community are met. This will be recorded on BromCom.

When a child following a behaviour support plan is dysregulated and displaying distress behaviour that does not impact others, for example child A is feeling overwhelmed, takes themselves to their safe space and takes time to regulate, this is recorded as 'dysregulation' on

Bromcom. In these cases, there will be no points lost as the behaviour is the result of their stress response and does not have an impact upon their peers/ class.

13. 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.

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.

14. Training

Our staff are provided with training on managing behaviour on induction and regularly throughout the school year as part of continued professional development. Particular training is given to Early Career Teachers and staff working with children with identified barriers.

‘Team Teach’ training for members of SLT is renewed every three years.

15. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governing body every year. It will be updated and reviewed in line with any changes to DFE guidance.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection
- Anti-Bullying
- Acceptable Use
- Use of Mobile and Smart Technology and Social Media
- Exclusions Policy
- Staff Code of Conduct
- Online Safety
- Managing allegations
- Whistleblowing

Appendices

Appendix 1: Thrive Approach for Supporting Behaviour (WING phrases, PACE and VRFs)

Thrive is a developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs. Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning.

We use whole class, small group or one-to-one sessions to address the needs of the children. When a child has been identified by a class teacher, an individual assessment can be completed by a licensed Thrive practitioner. Based on the results of these assessments the child will receive one of the following support options;

1. Whole class strategies - will be implemented which will benefit all children in the class, but in particular the children who requires the Thrive approach
2. Small group Thrive sessions - facilitated by a licensed Thrive practitioner, delivered by a Teaching Assistant. Sessions will be designed to target 'interruptions' in the child's development.
3. One-to-one Thrive sessions - delivered either by licensed Thrive practitioner or 1:1 supporting adult. These will be delivered outside of the classroom, with strategies passed on to class teacher to implement in daily routines.

Supporting behaviour using the Thrive approach

All staff will;

- ✓ Use the relate-rupture-repair cycle to guide their relationships with children
- ✓ Use PACE (playfulness, acceptance, curiosity, empathy) and VRF's (attunement, validation, containment, regulation) when supporting all behaviour
- ✓ Use scripted language of WING phrases, alongside language of our school rules and values
- ✓ Take time to recognise, praise and reward positive behaviours
- ✓ Try to catch children going the right thing to enhance this
- ✓ Seek both resolution and learning when dealing with incidents
- ✓ Consider how our actions and words help and give children the time and space to resolve the situation
- ✓ Focus on the values and rules of the school when establishing boundaries

PACE and VRFS

PACE stands for Playfulness, Acceptance, Curiosity and Empathy. It describes a way of relating to others or 'a way of being'. It pays attention to how we deliver messages to children and young people through our communication. The principles offer a useful framework from which we can develop attunement and strengthen our relationships with the children and young people we work with.

All adults working with the Thrive approach use PACE.

P	Playfulness	Adults should be open / available /flexible/engaged/ have a sense of fun/ imaginative and connected.
A	Acceptance	Acknowledging the child and their emotional state as being true and valid, and representing this back to them.
C	Curiosity	Showing authentic interest in finding out about the child and their experience.
E	Empathy	Being alongside the child without negative judgement.

VRFs are the Vital Relational Functions - strategies to support children in times of need. The VRFs have close links to Dr Dan Hughes' PACE model and allow for attunement, validation, containment and regulation of emotion.

Thrive's Vital Relational Functions

Attune	Match the child's energy using your body, face and voice.	"Oh wow! I can see your face is red and your fists are clenched."
Validate	let the child know it's OK to have the feeling.	I'm wondering if/ imagining that/ noticing that you might be feeling sad/ cross/ frightened/ excited. If that had happened to me, I would feel that way too."
Contain	be alongside as a helpful, supportive adult.	"I can see this is tricky for you and I will keep you safe." Break things down into manageable chunks, e.g., "First, we will..."
Regulate	Sooth or stimulate the child back to social engagement	"Let's breathe together until you feel calmer."

WING Phrases

The Thrive Approach encourages adults to use "I" statements based on the acronym **W.I.N.G.** to help children identify their feelings and build trusting relationships without escalation. These phrases help adults validate a child's emotions, build empathy, and maintain open communication.

W - I Wonder...

"I wonder if you are finding it hard to settle in a new class?"

"How do you think he felt when...?"

"Sometimes when I am scared, I get cross and use my hands. Have you ever done that?"

I - I Imagine...

"I imagine that's a really sticky thing to try and clean."

"My tummy gets butterflies when I get excited. I imagine yours might feel like that."

"Wow – that's scary!"

N – I'm Noticing...

"Oh, that was a loud bang. It must have been a shock for you."

"Your face lights up when you're laughing like that."

"I notice you don't like something when you wrinkle up your nose."

G – I'm Guessing...

"I'm guessing you're feeling X because of Y."

"I'm guessing something has happened to make you so upset. Do you want to talk about?"

"Listening to what you're saying, I'm guessing you're not happy about the situation. How can I help?"

Appendix 2: Natural and Logical Consequences

All consequences should be clearly connected and linked to the behaviour. The consequence is then explained as being a result of a choice the child/young person made, rather than being experienced as a punishment. It is important to remain empathetic during these times to ensure the relationship between adult and child is not ruptured.

Natural consequences occur as a direct result of a child's actions. They do not require additional input from adults. Some examples of which are as follows;

- A child rips up their certificate, it is now broken
- A child is unkind to their peers, they no longer want to play with them

If natural consequences are not possible or safe you should use Logical Consequences. These are consequences that are enforced by adult in charge and should be directly linked to the behaviour. For example, if a pupil is playing with a football in class, after being told to stop and it hits somebody. The Natural Consequence is that they have hurt someone and they feel bad. This behaviour is unsafe, so a logical consequence is likely needed. The Logical Consequence is that the pupil's football is removed for the rest of the day and they work with an adult to apologise for hurting the other pupil.

This approach helps to educate children and focuses on the cause and effect. When thinking of consequences, we consider the following;

- The consequence must be related to the behaviour
- Always remain respectful, do not blame or shame the young person
- The consequence must be reasonable

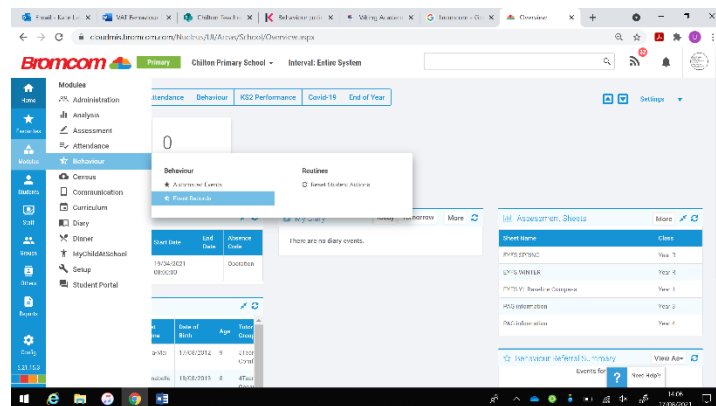
Appendix 3: Examples of behaviours resulting in immediate yellow or red cards.

Poor behaviour – Automatic yellow card + sanction	Serious disruption in lessons and around the school Poor attitude and lack of respect to people and property Non-deliberate swearing / poor language use Lying Dishonesty Teasing / unkindness Inappropriate behaviour in the toilets Damage to equipment or property through lack of care and/or attention Leaving a room or playground without permission Hurting child or member of staff by careless action or lack of attention to safety (not deliberate) Deliberate disrespect of environment – throwing paper towels / rubbish on the floor
Serious misconduct Automatic red card + sanction	Serious name calling Pushing / shoving / barging Physical harm to others – hitting, kicking, throwing something, biting etc. Swearing Repeated lying after previous incidence Deliberate actions that can cause harm – pulling chairs away, shutting doors on people Unsafe or unsuitable behaviour in toilets – locking doors and crawling out, throwing water, any misuse of toilet paper, soap, paper towels etc. Playing with key-pads/codes/exit buttons around the school
Serious misconduct: Automatic SLT intervention	Any behaviour which puts safety of children or staff at risk. ▪ Any form of bullying ▪ Any form of child-on-child abuse ▪ Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation ▪ Vandalism ▪ Serious damage to property or equipment ▪ Theft ▪ Fighting ▪ Physical or verbal aggression towards a child or member of staff ▪ Physical assault of a child or member of staff ▪ Racist, sexist, homophobic or discriminatory behaviour or language Possession of any prohibited items (for which a search can be made). These are: ▪ Knives or weapons ▪ Alcohol ▪ Illegal drugs ▪ Stolen items ▪ Tobacco and cigarette papers ▪ Fireworks

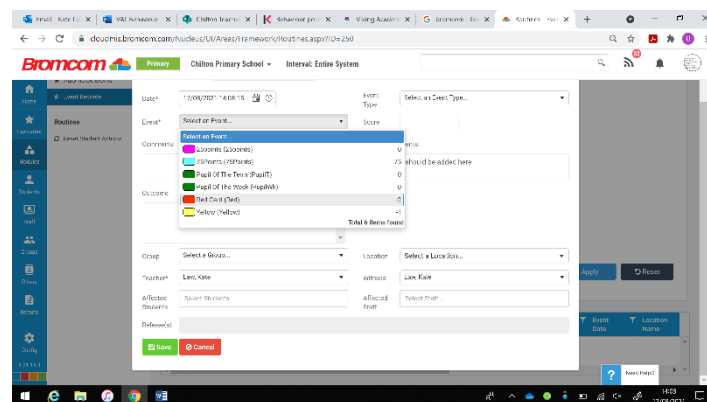
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 4: Recording behaviour incidents (red and yellow cards on Bromcom)

Go to Modules, Behaviour, Event Records



Select New Behaviour Entry and completed details – only add comments to the ‘Internal Comments’ section and click save when completed.



All Yellow and Red card notifications are sent by email to the SLT as part of the monitoring process