



Phoenix Thrive Behaviour Policy

Policy Statement:

Phoenix is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing inappropriate conduct, and dynamic interventions that support staff and learners.

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.

What is the Thrive Approach?

Thrive approach is a trauma-sensitive, developmental, therapeutic technique to help support children with their social and emotional development. It is a whole school strategy based around models of child development and current studies of effective learning to help schools to understand children's needs as shown by their behaviour. Thrive supports children's social and emotional growth by creating positive relationships between a child, their peers and their teachers and helps them understand and analyse their feelings with the help of various activities.

At Phoenix we use Thrive for all pupils - age appropriately woven within and across the day. This is within class led by class teachers and underpinned consistently by all staff across our whole provision. This creates a readiness for learning, an ability to show empathy and understanding of others and builds an inclusive community. Thrive is also used in response to an identified or emerging need for an individual or group. In these cases, the school works with parents and carers on agreed action plans reviewed and revisited as part of a structured programme.

Building and supporting relationships is at the heart of Thrive. We teach two key strategies – PACE and Vital Relational Functions (VRFs) – to help adults build positive relationships with children that support healthy brain development. PACE reminds adults to be ‘playful, accepting, curious and empathetic’. We communicate PACE using VRFs, this describes what we do in our relationships with others. We ‘attune, validate, contain and regulate’. By using these strategies, we are accepting our children and validating their emotions, while recognising their behaviour as a communicator.

Aims of Policy:

- To encourage 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
- To be a caring school with high standards of behaviour.
- To cultivate in pupils - acceptance of, and responsibility for, their own thoughts and actions, gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences. This is part of the ethos of our school.
- To have mutual tolerance, respect, courtesy and consideration for each other and the environment by encouraging children to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.
- Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others.

Purpose of Policy:

To provide simple, practical procedures for staff and children that:

- Recognise appropriate behaviour
- Positively reinforces appropriate behaviour
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Five Pillars of Practice:

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

The role of the pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils are asked about their experience of behaviour and provide feedback on the school's behaviour culture. This helps support the evaluation, improvement and implementation of our Behaviour and Thrive Policy. Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

The role of parents/carers

The role of parents/carers is crucial in helping us develop and maintain good behaviour. To support school, parents/carers are encouraged to get to know the school's Behaviour Policy and, where possible, take part in the life of the school and its culture.

We reinforce the whole-school approach by building and maintaining positive relationships with parents/carers, for example, by keeping them updated about their children's behaviour, encouraging them to celebrate pupils' successes, or holding sessions for parents/carers to help them understand the school's Behaviour Policy.

We expect parents/carers to support their child's learning and to co-operate with the school, as set out in the Code of Conduct and the annual Home-school Agreement (which is available on the school website and a copy is given to parents/carers). We try to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have concerns about the child's welfare or behaviour.

Parents have an important role in supporting the school's Behaviour Policy and are encouraged to reinforce the policy at home as appropriate. While continuing to work in partnership with school, if parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to a member of the Senior Leadership Team or the Headteacher, then if concerns persist, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1988, 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.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher reviews CPOMS which is used to report serious incidents of inappropriate behaviour.

The Headteacher has the responsibility for giving and keeping a record of fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. School Governors at exclusion and appeal meetings must ratify this. *(Exclusions are very rare and are almost always the result of behaviour that endangers other pupils or staff in the school.)*

Whole School 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 a 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.

School Rules and Core Values

- **Ready**
- **Respectful**
- **Safe**
- **Trust**

Rules and values are to be displayed in each classroom and are to be signed by all children. The same four rules are to be used across the whole school by all children and staff.

All staff will:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe, Trust'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with children.
8. Never ignore or walk past children whose behaviour is of a concern.
9. Have clear routines for transitions and for stopping the class.
10. Ensure one-page profiles are created/used for individuals in class who require them.

Senior leaders will:

- Meet and greet at the beginning of the day
- Be a visible presence in school to encourage appropriate conduct
- Support staff in returning children to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and children whose efforts go over and above expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal, specific praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Recognition Board – This is a way of recognising and openly praising someone's great effort or behaviour. It can have the names and/or photos of children who have been recognised. As well as showing 'Ready Respectful Safe Trust', this dedicated display area in class can also show specific behaviour objectives that you want the children to focus on, for example, if you have noticed them talking over each other - 'When another child is answering a question or sharing - don't interrupt , wait until they have finished.'

Positive Notes and Positive Phone Calls to share good choices and behaviour linked to school rules and values

House points - given out readily in conjunction with praise for effort and achievement in Years 5 and 6.

Dojos - given out across EYFS, Class 7, KS1 and Years 3 and 4 in conjunction with praise for effort and achievement.

Hot chocolate and biscuits with the headteacher – for children who have received certificates for good behaviour or good work (linked to our school rules/ values)

Certificates/Prizes - given in weekly Celebration Assembly

Inappropriate Behaviour

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, for example:

- 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 at inappropriate times
- Not using learning resources appropriately
- Leaving the classroom without permission
- Physically hurting others.

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 inappropriate. (EHCPs, one page profiles or individual THRIVE plans should also be considered here.)

Practical Steps in Managing and Modifying Behaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating as much as possible, and will ensure they maintain PACE and use VRFs throughout. Staff will use these steps for dealing with inappropriate conduct:

<p>Step 1: The Reminder</p>	<p>A reminder of the expectations for learners Ready, Respectful, Safe, Trust delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. Repeat reminders if reasonable adjustments are necessary.</p>
<p>Step 2: The Caution</p>	<p>A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>Scripted approaches at this stage are encouraged: 30 second intervention-</p> <ol style="list-style-type: none"> a) Gentle approach, personal, non-threatening, side on, eye level or lower (Use VRFs) b) State the behaviour that was observed and which rule/expectation/routine it contravenes. (Shine the light) c) Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. d) Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. <p>Opportunity here to use WIN: "I am wondering if..." "I am imagining that..." "I am noticing that..."</p>

	<p>e.g. “I am wondering if you are stuck on this question, because I have noticed you are distracting the other children around you.” “I imagine you felt frustrated in that situation, so you stomped your feet to show that.”</p> <p>VRFs can be used throughout here by attuning, validating, containing and regulating.</p> <p>Attunement happens when you recognise the child’s emotional state and respond to their need. For example, if a child is becoming disruptive or distressed, explore what the underlying issue may be.</p> <p>Validating happens by acknowledging a child’s feeling, whatever that may be. For example, “I understand you felt upset when they decided to play a different game.”</p> <p>Containment happens by keeping the situation within its limits, without escalating. A combination of attuning and validating will minimise the possibility of the situation escalating. Supporting a child to regulate may come through modelling calm breathing, sitting with them quietly, meeting a sensory need etc.</p> <p><i>(We aim to minimise lost learning time and to return learners to their activities as effectively as possible)</i></p>
<p>Step 3: Last chance</p>	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behavior (use script above). Add ‘Stay behind for two minutes after class’ to this step (not to be negotiated, removed, reduced or substituted).</p>
<p>Step 4: Time out</p>	<p>Time out might be a short time outside the classroom, on the thinking spot, at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
<p>Step 5: Reflect, Restore and Repair</p>	<p>Restorative approaches teach behaviour. They provide calm examination of where the child went wrong and what they can learn for next time. This might be a quick chat at breaktime on the yard or a more formal meeting. See Appendix A for step by step guidance on making a restorative conversation work Use the following Restorative Five questions:</p> <ol style="list-style-type: none"> 1) What happened? 2) Who has been affected? 3) How did this make people feel? 4) What should we do to put things right? 5) How can we do things differently in the future?

	These restorative five are on a Reflection Sheet which can be used to record answers in a more formal meeting (<i>see Appendix B</i>). Step 5 should be recorded on cpoms. If the meeting has been in the form of a 'walk and talk' – then a short note can be written on cpoms that the meeting occurred and what it was for. If you have used a Reflection Sheet, upload a copy onto cpoms, give a copy to the Headteacher, and a copy to parents/carers.
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Positive Handling

On rare occasions, the behaviour of a child may mean that they have to be physically helped to remain safe and to remove them from the situation. The school use the Positive Handling Academy's training programme to train staff, and only those who are fully trained in positive handling will physically manage a situation.

When considering the physical management of a situation, staff consider what is: reasonable, proportionate and necessary.

Positive handling for any child should be a last resort and only used for the shortest amount of time necessary to keep everybody safe. When a child has required physical handling three things will happen:

- 1) Incident recording sheets will be filled in and parents will be given a copy (*see Appendix C*).
- 2) A positive handling plan will be put in place for the child or if one already exists this will be reviewed in the light of the incident.
- 3) The incident will be logged using Cpoms.

For further information please refer to our Positive Handling Policy.

Fixed-term and permanent exclusions

Only the Headteacher (or Deputy Headteacher in the absence of the Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- a. If the Headteacher excludes a pupil, parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- b. The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- c. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- d. The governing body 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.
- e. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.
- f. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Review

The governing body reviews this policy every three years. The governors 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.

POLICY – Dated December 2024

For review September 2025

Scroll down for appendices

Appendix A – Restorative Meeting Guidance

(from p.126/127 Paul Dix 'When the Adults Change, Everything Changes')

The behavior of the adult lies at the heart of it. Your body language, your tone, your inflection are all read carefully for signs of judgement or negative assumption. A positive way to have open and honest reflections is to:

- Walk and talk (preferred)
- Engage in a collaborative activity (eg. jigsaw, colouring)

If the meeting has to take place in a classroom or office:

1. Don't sit behind a desk or on it.
2. However irritated you were/are with the behavior that provoked the meeting, try to focus on the outcome you want.
3. Reserve enough time for the meeting. Leave 15 minutes. It might not take more than 10 but extra time means that nobody feels rushed.
4. Resist the urge to make copious notes. It makes the pupil feel that every word is being recorded and it is not conducive to thinking and speaking freely/
5. Have a glass of water ready for the pupil.
6. Leave the office/classroom door open while you have the meeting.
7. Answer the questions yourself – not on behalf of the child – but with your own reflections.
8. Be really careful not to use judgemental language. It will taint the conversation and encourage a purely defensive reaction in the child.
9. Resist interruptions with, 'This is a really important meeting – can I see you later?'
10. Don't nit-pick – hands out of pockets, sit up straight and so on at the beginning of the meeting. It will simply reaffirm the hierarchy and set the meeting off in the wrong direction. It is difficult to tell someone off one minute and then elicit an honest, calm and thoughtful rear view of their own behavior the next.
11. End the meeting well. Plan how you are going to bring things to a conclusion. Take care not to open up other business at the close ('Oh before you go, there was a problem with Mr Smith yesterday, he said that you ...')

Appendix B – Reflection Sheet

Reflect, Restore, Repair	
Name:	Date:
What happened?	
Who has been affected?	
How did this make people feel?	
What should we do to put things right?	
How can we do things differently in the future?	

Appendix C – Positive Handling Recording Sheet

Part 1 A

Incident Number: _____

Name of establishment: _____

Child's name: _____

Time of incident: _____

Carers involved: _____

Other children involved: _____

Witnesses to incident _____

If appropriate, please attach any witness statements. _____

Day and date of incident: _____

Place of incident: _____

Events leading to incident

(What was happening for the child before the incident, what seemed to trigger the behaviour, who else was involved or present.)

Behaviour of child

(What behaviour alerted you that the child was struggling to cope?)

Response from Carers

(Which techniques did you use to de-escalate the situation? Before restraining the child what was the response from them and others?)

Reason for the restraint

(What was the specific risk to the welfare of the child or others?)

Remember: Physical Intervention and Restraint must be 1) Necessary (or believed to be Necessary) to prevent harm and must be 2) Proportionate to the degree of harm which may be caused if there was no intervention made.

Description of restraint

(What method or type of hold did you use and were there any complications that arose during the restraint?)

How long did the restraint last?

Conclusion of restraint

(How did the restraint come to an end, and what help and support did you offer to the child?)

Staff signature:

Date:

Interviewer signature:

Date:

Part 1 B

(A member of staff not involved in the restraint must fill this in.)

Injuries

Was the child injured?

Yes

No

If 'Yes', what were the injuries?

Was a member of staff injured?

Yes

No

If 'Yes', what were the injuries?

Did someone get medical help?

Yes

No

Was first aid given?

Yes

No

Was an accident form filled in?

Yes

No

Were the police involved?

Yes

No

If 'Yes', please say why, who called and when, and the outcome of their involvement.

Who was told about the restraint?

	Name of person told	Date	Time	Initials of Informing Staff
Appropriate manager	_____	_____	_____	_____
Relative	_____	_____	_____	_____
Social worker	_____	_____	_____	_____
Witness to the incident	_____	_____	_____	_____
Other	_____	_____	_____	_____

Staff signature: _____

Date: _____

Part 2

Personal plan or care plan

Was this action in line with the part of the child's plan that deals with violent or otherwise dangerous behaviour?

Yes

No

If 'No', please explain.

Does the care plan need to be changed?

Yes

No

If 'Yes', please explain.

Is a review needed?

Yes

No

If 'Yes', has a date been made?

Yes

No

Signatures

Print name

Signature

Date

Staff involved

Child

Establishment managers

Other manager

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

