

Manor Field
PRIMARY SCHOOL
Respect Believe Achieve



Manor Field Primary School

Behaviour and Relational Policy The Thrive Approach	
Date Reviewed	June 2023
Headteacher Approval	Headteacher/SLT Approved
Next Review Date	June 2024

Our policy is based on research using:

1. The Thrive Approach
2. The MindUp Curriculum
3. Rosenshine's Principles
4. Our Curriculum Drivers (social and emotional aspects)



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Our Researched Based Rationale for Our Behaviour - A Therapeutic Approach Policy.

1a. The Thrive Approach - Managing Behaviour Relationally

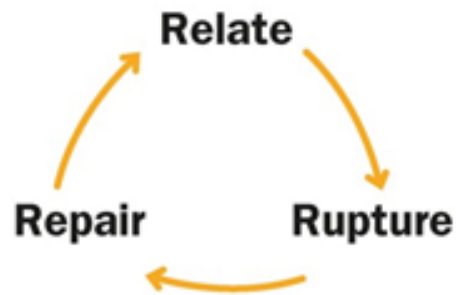


The best form of behaviour intervention acknowledges and enhances the positive.

At Manor Field Primary School, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles linked to theory:

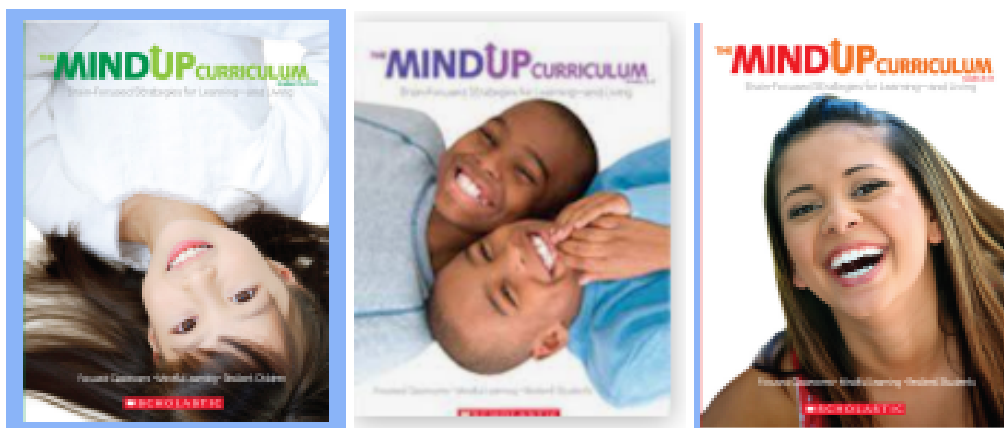
1.	We understand behaviour communicates unmet needs and we can separate the child from their behaviour.
2.	We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3.	We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment
4.	We encourage children / young people to become accountable to their actions and the impact they may have on themselves and others, promoting a solution-focused approach to change future behaviours.
5.	We keep in mind that we are the adults and the children / young people in our settings are still growing, learning and developing.
6.	We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children / young people to develop robust stress-regulation systems and therefore their skills of self-control, empathy and emotional management.

The Relate-Rupture-Repair Cycle



All classes will display the Relate, Rupture and Repair model with examples of how relationships have been restored. The aim is for children, by the end of Year Six to be able to use the model to address any issues they have with friendships.

1b. Mind UP!

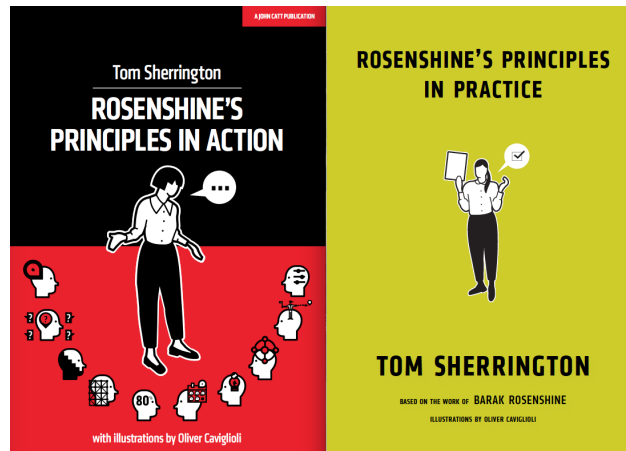


The MindUP Curriculum

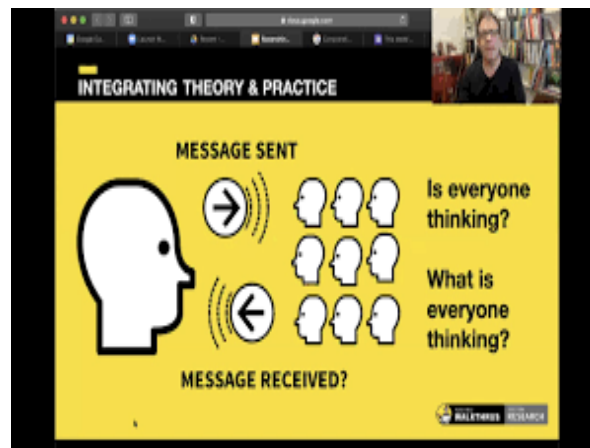
MindUP is a comprehensive, classroom tested, evidence-based curriculum framed around 15 easily implemented lessons that foster social and emotional awareness, enhance psychological well-being, and promote academic success. The MindUP classroom is an optimistic classroom that promotes and develops mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner. MindUP's expansive dynamic is built to a large extent on routine practices that are inherent to the MindUP curriculum. Over the course of the MindUP experience, pupils learn about the brain and how it functions, in the process gaining insight into their own minds and behaviours as well as those of the people around them.

At Manor Field Primary School, our pupils experience 15 MindUP lessons over the course of the academic year.

1c. Rosenshine's Principles - Positive Relationships



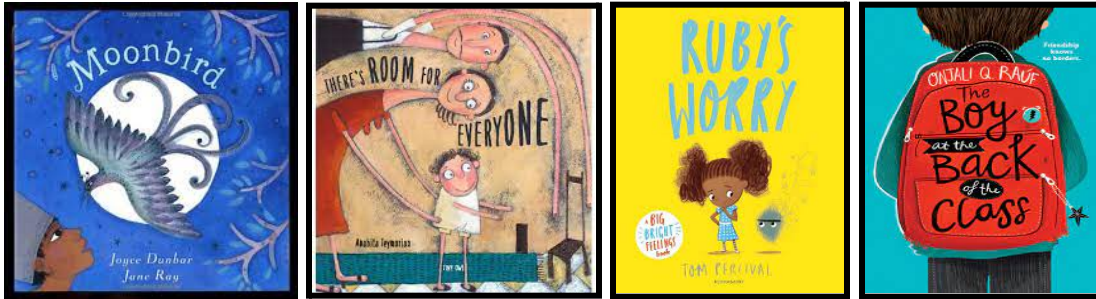
“Blending warmth, kindness and assertiveness”



There are multiple reasons for teachers to establish positive relationships with students. Most importantly, relationships support the needs and rights of everyone in the classroom to feel safe, respected and valued; to feel they belong. Positive relationships also underpin creating conditions where students and teachers can focus on learning, free from distractions or emotional threats. Finally, positive relationships are key in communicating trustable feedback that students will act on. Importantly, in classrooms relationships are also inescapably aligned to the different roles and responsibilities that teachers and students have.

1. Establish Norms around clear roles and boundaries
2. Communicate kindness
3. Learn names and use them
4. Combine assertiveness with warmth
5. Always be the adult

1d. Personal, Health, Social and Emotional Theme based curriculum.



As part of our key Curriculum Driver which focuses on social and emotional development, at Manor Field we pride ourselves on educating our young people on how to act towards others as they go through life. Each Year Group studies at least one PSHE-led theme, which focuses on an area of social and emotional development.

The PSHE-led curriculum is laid out as follows:

- EYFS: Autumn 1 - Marvellous Me, Spring 1 - Everyone's a Hero
- Year 1: Spring 1 - Ruby's Worry, Summer 1 - The Lion Inside Us All
- Year 2: Spring 2 - There's Room for Everyone
- Year 3: Spring 1 - My Name is Not Refugee
- Year 4: Autumn 2 - Give Me a Sign
- Year 5: Summer 1 - Precious Earth
- Year 6: Summer 1 - Time to Shine

Each theme is led by a key text and focuses on skills such as how to manage worry; having empathy for others; respecting those around us and respecting the world that we live in. These skills are vital to help support our pupils to become well-rounded, caring individuals.

End of research bases

2. Department for Education Teachers' Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Teachers' standard, point 7

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

[Teachers' standards: overview](#)

3. Staffing and Training

We currently have a Thrive and Pastoral Wellbeing Leader at Manor Field, who leads a team of Thrive Practitioners. The Headteacher and SENDCO are also Thrive Practitioners. Our aim is to offer Thrive Practitioner training to all support staff.

Throughout the academic year, Thrive training takes place six times a year for staff as well as some whole school INSET training. Training is open for all staff to attend.

The School delivers Family Thrive which is a six week programme open to all parents.

4. The Manor Field Way

The Manor Field Way. Staff and pupils collaborated to create the 'Manor Field Way' and these five principles are standard expectations of all pupils at all times. The 'Manor Field Way' principles are displayed in classrooms and around the school, to ensure the expectations are referred to and followed consistently.

The Manor Field Way!

Respect

EYFS

Show good manners, listen to each other and accept that we are all different.

KS1

Be polite and always value the thoughts and opinions of others.

LKS2

Be courteous to everyone and care for our school environment.

UKS2

Consider your impact and value the importance of your contribution to a democratic society.

Enjoyment

EYFS

Start each day with a smile, have a go and enjoy learning.

KS1

Have an optimistic mindset and celebrate the successes of everyone.

LKS2

Recognise the value of our mistakes and enjoy the challenge.

UKS2

Positively engage with the school community.

Kindness

EYFS

Use kind words and actions.

KS1

Consider the wellbeing of others and ourselves.

LKS2

Work to repair our ruptured relationships.

UKS2

Show compassion and celebrate diversity.

Pride

EYFS

Always look smart, try your best and look after your learning space.

KS1

Take responsibility for your belongings, work and yourself.

LSK2

Value your worth and individuality.

UKS2

Represent the school positively in the wider community.

Participation

EYFS

Join in with the learning, work as a team and ask questions.

KS1

Work together collaboratively and challenge yourselves with thoughtful questions.

LKS2

Be open to new experiences and ideas.

UKS2

Be an active learner and embrace support from others to improve.

5. Expectations and Positive Approaches to Behaviour, including Behaviours for Learning.

Teachers use a range of class-based activities and strategies to support positive behaviour and to motivate children to become successful in their learning and social skills.

Class based praise.				
Positive reinforcement	Class Dojo points	Sharing good behaviour/ learning with KS Leaders/ SLT	Secret student	Stickers
Healthy competition, pupils v teacher	Adult narrating good examples	Learner of the week, awards dojo points	Visual rewards - marvel jar, class sticker charts	Whole class dojo's message to parents, positive.

Strategies to support positive behaviours for learning					
Resources ready/ books on tables	Enter and leave classrooms quietly and calmly - in line up order	Tidy classrooms - nothing on the floor/ chairs tucked in.	Each child has a pencil case and set of colouring pencils.	Transitions - common language used, non verbal	Assemblies -enter quietly, non verbal clues from staffLearner
Sitting up, facing the front, comfortably.	Listening to each other	Sharing others ideas	Explaining your understanding	Always having a go.	Learning from mistakes.

Around the school: expectations				
Walk on the left - indoor voices	Door holders on all doors.	Knock and wait before entering a room - walk to adult	Uniform worn correctly, hair tied back.	Greet adults politely.
Whole school superstars *	Always let adults and visitor pass first	Politely greet adults and visitors into classrooms.	Walking around the school.	Playing on the playgrounds, not near offices/ classrooms

* Any adult can praise children by saying 'whole school superstars'. Class teachers then use their own praise system and reward the class as appropriate.

6. Whole School Core Values and Weekly Learners

Each month, pupils discuss and explore the meaning and importance of one of our School Core Values either in Key Stage or class assemblies. Our core values underpin our relationships, behaviours as well as the culture and climate at our school. Learner of the Week certificates are presented to pupils who demonstrate core values in their approach to learning.

Respect	Responsibility	Tolerance
Thoughtfulness	Courage	Co-Operation
Honesty	Kindness/care	Humility
Appreciation	Friendship	Freedom

7. Dojo Merit Points - Weekly House Winner

All classes are signed up to Class Dojo which, as well as a communication tool between staff and parents, is also used to promote individual or class positive behaviour. Children are placed into one of four teams, Oak, Maple, Willow and Poplar, and the House with the most dojo points, has ten minutes for extra play every Friday.

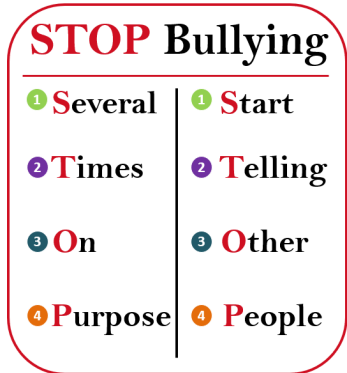
Children are also awarded Headteacher and Deputy Headteacher stickers for exceptional behaviour and work. Their names are added to the monthly school newsletter.



8. NSPCC National Anti-Bullying Week

This annual event co-ordinated by the Anti-Bullying Alliance aims to raise awareness and the impact bullying behaviour can have on children, young people and adults. It also highlights ways of stopping bullying and how to respond to it. Our PHSE scheme also covers areas such as tolerance, democracy and empathy.

At Manor Field we regularly refer to our Anti-Bullying Poster which is displayed in every classroom and around the school.



83. Anti-Bullying-Policy 2022-05

9. Thrive Words and Language used at Manor Field

Attune → **Validate** → **Contain** → **Regulate**

I wonder....	I imagine	I've noticed
I'm thinking	Correct me if I'm wrong	X is making a good choice
Time In	Language of Kindness	Be a Co Adventurer
Respect - others and ourselves	Tolerance	Empathy

Negative trigger words and actions to avoid at Manor Field

Staff will need to be sensitive and aware of 'trigger' words or events for individual children.

Detention	Bully	Everyone
No!	Naughty	Always
Why?	Time Out	Talking negatively about a child in their presence.

10. Low Level Class Based Behaviour and Class Based Consequences

Low Level Inappropriate Class Based Behaviours. Examples of:				
Talking over teachers/ adults/ pupils	Fiddling with resources/ equipment	Swinging on chairs	Getting out of chair and wandering around the classroom	Head on table, slouched, eye rolling.
Breaking/ damaging school equipment	Tapping/ drumming on the table	Knocking things on the floor, not picking up	Bumping into someone on purpose	Not following instructions the first time.
Too many object on desks - clutter	Calling out	Answering back	Removing ties/ shoes	

Teachers also have a range of strategies to use as 'consequences' for low level disruption such as distracting self and others from learning, incomplete work, poor choice of words and responses towards peers and staff.

Class Based Consequences, directed by class teacher				
Time out, with timer	Time in at break times to complete learning	Time in with staff for relationship/ rupture and repair work	Moving pupils within the classroom.	Move to another class to complete learning
Removing whole class rewards	Discussions with parents	Sending to KS leader, SLT		

11. Escalation of Behaviours and Approaches

	Type of Behaviour	Adult responsible	Actions
1.	Low Level - see box above for examples	Classteacher. Class teacher to seek advice from colleagues	If behaviour persists, meetings with: <ul style="list-style-type: none"> - Parents - KS Leader
2.	Dysregulated behaviour: Anger, upset, fidgeting, crying, sadness, over excited	Classteacher then Thrive Practitioner	<ul style="list-style-type: none"> - Classteacher to use Thrive language and VRFs (Vital Relational Functions) - Thrive Practitioner meets pupil to regulate and support transition back to class. - Thrive Practitioner/ Classteacher to add to Bromcom
3.	Distressed and Unsafe Behaviour.	Radio for SLT and Thrive support.	<ul style="list-style-type: none"> - SLT to adopt Thrive Approach and implement next steps. - SLT add to Bromcom and contact parents
4.	Derogatory Language <ul style="list-style-type: none"> - Used negatively against pupil characteristics 	Classteacher. Explain the definition of derogatory language and the impact.	<ul style="list-style-type: none"> - Classteacher to complete the Three Rs - Inform parents and add to Bromcom - Inform SLT who will monitor future incidents
5.	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)	Classteacher SLT	<ul style="list-style-type: none"> - Classteacher full investigation - Relation/ Rupture/ Repair takes place - Outcomes and final actions added to Bromcom - Parents informed - SLT informed - Pupils could be put on 'child watch.'
6.	Racist Language	Classteacher SLT	<ul style="list-style-type: none"> - Classteacher records incident and language on Bromcom - SLT further investigate and contact parents

Distressed and Unsafe Behaviour

Sometimes, children become highly distressed and dysregulated which manifest in extreme acts of behaviour. Staff members alert a member of the Senior Leadership Team who respond immediately to ensure the safety of all pupils and staff. Parents will be contacted and if need be the child will be either internally excluded or a fixed term exclusion will take place.

12. Negative Playground Behaviour

Children may:

1. Be asked to leave the playground and sit in the unit for a few minutes, supervised by staff.
2. Playground staff will inform a member of the teaching staff by radio.
3. Teacher in the unit will send the pupil back to the playground after a discussion and a suitable length of time.
4. If the behaviour is consistent and does not improve, class teachers will log incidents onto the Electronic Recording System. Pupils who continue to struggle at playtimes will be offered support from a Thrive Practitioner.

13. Supervised break times/ use of Thrive Rooms/ The Place to Be

Sometimes children benefit from supervised break times which can mean spending time in the Thrive rooms, where an adult can discuss behaviours and any relationships can be repaired. Children may be on the playground and a staff member will be allocated to watch over the child to ensure positive interactions with other children.

Supervised play can take place in Place to Be, Friendship Huts, Deputy Headteacher and Headteacher offices.

14. Child Watch - during break times/ transitions

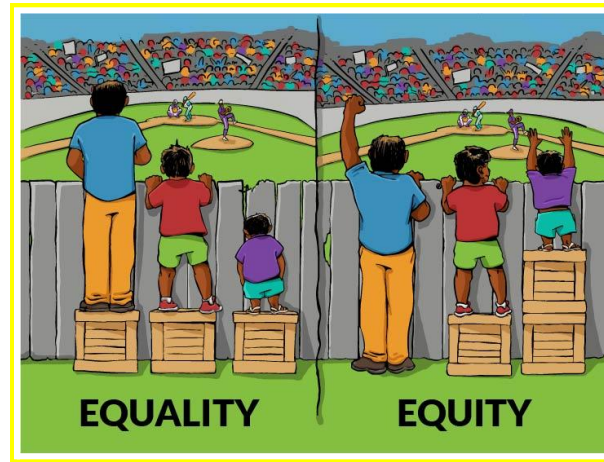
Rationale: The purpose of 'child watch' is to heighten staff awareness and to observe behaviour of a pupil in order that all children are safe and enjoy positive playtimes. Parents, if appropriate, will receive a daily email from the class teacher with any update of any incidents. This will cover approximately two weeks.

The process of a pupil being placed on 'child watch'

If a parent or staff have raised a concern regarding a pupil, the child may be put on 'child watch' after a discussion with SLT and parents.

Staff will be informed to 'light touch' monitor the pupil and will update Bromcom Management System and inform SLT of any incidents.

15. Individualised Behaviour Plans



Equality is treating everybody the same. It aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. We aim for every child to receive the resources, experiences, interventions and support with their learning and behaviour to achieve their full potential. In doing so, equity enables equality.

For some children, personalised behaviour plans and risk assessments are necessary to help reduce, prevent and manage undesirable or dysregulated behaviours. Individual behaviour plans will guide adults working with the children by identifying specific triggers which should be prepared for or avoided. These plans will also draw on understanding of a child's needs and recommend additional approaches to prevent and react to undesirable behaviours.

For children with special educational needs (SEN), behaviour plans may include recommendations for sensory interventions; use of social stories and comic strip conversations; and visual supports to aid their understanding. The goal is to reduce undesirable behaviours and prevent recurrence.

In addition to the behaviour plan, the relate-rupture-repair cycle is also followed in parallel to help rebuild positive relationships between the child and others. Consequences or sanctions for a child with an individual behaviour plan may also be personalised to that child and will reflect a range of considerations, particularly their capacity to understand and learn from a sanction.

16. Derogatory Language/ Child on Child Abuse

Derogatory Language, swearing and 'child on child' abuse will not be tolerated at Manor Field.

If a child swears or uses derogatory language deliberately at a staff member, the pupil, following a full investigation will be excluded for a fixed period.

Sometimes, a pupil may swear and this may be overheard and/ or reported to a staff member. The class teacher will be responsible for fully investigating the situation and once a final conclusion is reached, parents will be informed in order to support the pupil from repeating this behaviour.

Throughout the year, class teachers will address 'child on child' abuse during class assembly times as well as the Relationships - Rupture - Repair cycle

83. Anti-Bullying-Policy 2022-05

Refer to the Anti- Bullying Policy for a detailed explanation of 'child on child' abuse.

17. Radio Language

Staff are to use appropriate language and to be mindful that children may overhear conversations. When requiring assistance a good example is 'X is not being safe in the classroom'. The lead person dealing with an incident may request DSLs/ SLT change to Channel 1 for confidentiality, where a conversation can be held without others, adults and pupils, overhearing.

18. Types of Incidents Recorded

Our ERS (Electronic recording system) is used to record all incidents relating to behaviour, safeguarding and wellbeing. School staff must maintain accurate records of events and concerns, thought processes about decision-making and actions taken.

The following types of incident should be recorded by staff on ERS:

- All safeguarding concerns must be logged on the Electronic Recording System and Safeguarding Leads must be informed.
- Any verbal or physical abuse directed at staff must be reported in person and logged on ERS.
- Disclosures of derogatory language pertaining to protected characteristics (for example, but not limited to, sexuality, gender, race, ethnicity, and disability)
- Child on Child abuse (verbal, physical, sexual harassment or inappropriate sexual behaviours, emotional harm, allegations of on and offline bullying)
- Persistent behaviour that disrupts teaching or others' learning
- All incidents following communication from parents/carers will be logged.

19. Recording of Incidents

Teaching staff are responsible for all pupils in their care and are therefore responsible for addressing any concerns that our pupils may have. When recording, class teachers need to add the facts of the incident as first apparent and then investigate the matter fully, gathering pupil voice/witness statements, and record the outcome.

If children report derogatory language, physical or verbal incidents to a class teacher, the following procedure needs to be followed:

At the first available break time, play time or lunchtime, the class teacher will take statements from all pupils who are involved. These can be written by the children if appropriate and then followed up by the classroom teacher.

1. Class teacher records who was involved in the investigation and how it took place. The investigation needs to include witness statements and the final outcome of the investigation. These can be added to the document vault on Electronic Recording System.
2. Any consequence or sanction needs to be recorded on the Electronic Recording System, ie; staying in class at playtime/ lunchtime (not the Thrive rooms unless agreed with SLT), supervised play, child watch.
3. The class teacher must have a conversation with the pupil/s and refer to our restorative approach - relate-rupture-repair.

When talking to children:

- Staff will select who to talk to first
 - Write their words down and continually ask for clarification
 - Watch body language
 - Reassure pupils to tell the truth so that we can address the issue
4. The class teacher should notify appropriate adults of the incident (DSLs or SLT, staff who work with the child or supervise the child).
 5. All parents need to be contacted and informed of the incident, usually by the class teacher. This should be recorded on the Electronic Recording System.
 6. Adults should use appropriate Electronic Recording System categories when recording the incident, to enable future analysis of themes and trends.
 7. All incidents must be fully investigated and a conclusion reached.

When referring to “monitoring” a child’s pattern of behaviour or cause for concern, adults should be clear about the meaning - what is it that is being monitored? Who is monitoring? What is the timeline for further action and review?

If an adult allocates an action to someone on the ERS, they should be spoken to as well about what you want them to do.

20. Parental Concerns: Escalating Concerns

If a parent wishes to report a concern, the following procedure is adopted at Manor Field:

1. Parent contacts their child's class teacher to discuss the concern
2. If this is not resolved after few occasions, this is then escalated to the Key Stage Leader
3. If it is then not resolved after two occasions, this is then escalated to a member of the Senior Leadership Team.

Please refer to the school 'roadmap' document so that parents and staff can be signposted to the correct process and staff member.

 Support Roadmap

21. Fixed and Permanent Suspensions

As a final resort, the school may have to exclude pupils on a temporary or permanent basis. If behaviours are deliberate, intentional and cause harm this will result in an exclusion, either an internal or external exclusion. When establishing the facts in relation to an exclusion, the Headteacher must apply the civil standard of proof. The Headteacher should accept something happened if it is more likely to have happened, than it did not happen. Please see the DfE Statutory Guidelines here: [Exclusion from maintained schools, academies and pupil referral units in England.](#)

Systems and support will be put in place for those pupils with SEND and/or those at risk of permanent exclusion in order to achieve a positive outcome as well as offering support for families and professionals involved. The following approaches may be used:

- Use of assessments (such as the Boxall Profile, Thrive action plans, Sensory Profiles) to identify and address areas of difficulty and, where possible, measure progress for pupils exhibiting dysregulated or dangerous behaviours;
- Individual risk assessments written by SLT;
- Personalised behaviour plans for pupils who have specific triggers or need individualised approaches;
- Working with children to teach and role-model pro-social behaviours, develop internal discipline and self-regulation, positive reinforcement, give feedback and recognition, and give comfort and forgiveness;
- Explicitly model and practise restorative practice with children (follow up the behaviour, its impact and consequences at the appropriate time after regulation has occurred, and provide strategies for managing further occurrences;

- Internal pastoral support, such as one to one Thrive sessions;
- The SENDCO may seek advice from other professionals, such as Advisory Teachers in the West Sussex Local Authority or Educational Psychologists;
- External referrals to therapeutic or clinical services for intervention or assessment, such as counselling services/talking therapies, the Child Development Centre or Child and Adolescent Mental Health Services;
- Pastoral care plans, including the option of individualised, part-time timetables, in agreement with parents/carers.

Internal Exclusion

Internal exclusion will be considered where behaviour and support systems are not helping to change a pattern of behaviour. The school will discuss this with parents.

External Exclusion

External exclusion will be considered for incidents of serious violence, verbal abuse and destruction of property or continued disruption. A fixed term external exclusion (suspension) will be applied at the discretion of the Headteacher. In the event of an external exclusion, parents/carers will be asked to collect the child from the school office and have a meeting with a member of the SLT where the decision to exclude will be explained. A reintegration meeting will be held with a member of the SLT, the child and parents/carers on return to school and a plan to prevent recurrence of the difficult or dangerous behaviours is co-produced by parents/staff and the child. If there are a number of fixed term external Suspensions given within a short period of time, a pastoral support plan will be initiated and reviewed on a regular basis as agreed with parents (often weekly).

Permanent Exclusion

Permanent exclusion will be applied at the discretion of the Headteacher. National guidelines will be followed, particularly in regards to recording and reporting.

Use of Reasonable Force

In the majority of situations, reasonable force (according to the 'Guidelines of Reasonable Force' add link will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or there is significant damage to property. If reasonable force has had to be used, this will be documented and parents/SLT will be notified.

[Use of reasonable force](#)

Searching and Screening Pupils:

In accordance with section 89 Education and Inspections Act 2006 - [Legislation](#) The Headteacher authorised staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. Prohibited items include :

Knives/weapons, Alcohol, Illegal Drugs, Stolen Items, Tobacco and Cigarette papers, Fireworks, Pornographic Images.

Sources:

(2011) *The MindUP Curriculum*: Scholastics.

Tom Sherrington (2019) *Rosenshine's Principles in Action*: John Catt Educational Ltd.

The Thrive Approach, <https://www.thriveapproach.com/>

- End -