



Tweseldown Infant School

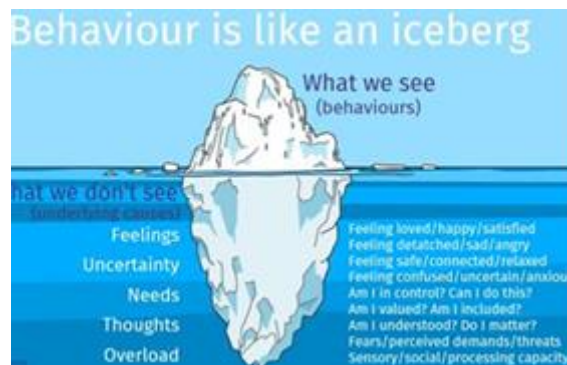
Behaviour Policy – Thrive Approach

Our approach:

We believe that a relational approach is the foundation of resilience and life-long learning.

Our rationale:

We recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. We need to ensure prior to being able to learn that wellbeing is high. When children experience safety in their relationships they open up to new learning; it is therefore vital that wellbeing is placed at the foundation of our school. We recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.



We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual's wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by the Thrive approach, we will focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach

by truly hearing and responding to our children's voices, in order to create and foster a safe and happy environment where all feel secure and respected.

Managing behaviour relationally:

Thrive Approach

We strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring back to their ILPs, IBPs, EHCPs etc.
2. We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
3. We understand that each developmental stage has a range of typical behaviours which provides opportunities for adults to role-model and explicitly teach appropriate behaviours.
4. We provide predictability and routine to build a sense of safety in the emotional and physical environment.
5. We encourage the children to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
6. We keep in mind that we are the adults and the children are still growing, learning and developing. Mistakes are part of the learning process and we recognise that all of our pupils are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our pupils to make appropriate choices.
7. 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 to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.
8. In developing emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.
9. Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and class teams must be given the opportunity to learn, understand and have insight into

why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.

10. In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff in which the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained.

Through the **rupture – repair cycle**, we provide children with the opportunity to learn from their mistakes.



Relating	Rupture	Repair
The 'relate' phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child's emotional experience for them. The	The 'rupture' phase refers to misunderstanding or misattunement in relationships, in other words, when we don't get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child's resilience. When a rupture happens, the child no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult is able to stay regulated, they can repair the rupture effectively with compassion.	The 'repair' involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions in order to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be

connection between the two is reciprocal.		modelled by an adult. By repairing the relationship, the child's arousal state can settle and the attuned relationship can re-establish.
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As members of staff we recognise that we are in a very privileged position to shape and mould every child we come in contact with.

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power To make a child's life miserable or joyous. I can be a tool of torture, Or an instrument of inspiration I can humiliate or humour, hurt or heal. In all situations, it is my response that decides, Whether a crisis will be escalated or de-escalated And a child humanised or de-humanised.
Haim Ginott from "The Learner's dimension"

Where children feel heard and treated as valued individuals, they respect adults and accept their authority. Thrive is not an intervention, but a way of being.

Zones of Regulation

Children are taught how to recognise when they are becoming less regulated and supported to manage their feelings to ensure they are in a healthy place. The Zones of Regulation assist in doing this. Children recognise their 'zone' (1 of 4 colour monsters; red, blue, yellow, green and with adult support feelings can be acknowledged, accepted and supported). Throughout school, zones are evident eg in the hall, in corridors, in classes and even 'Beyond the Gate.'

All Staff:

- Build positive relationships and greet every child on entry to school
- Refer to 'Ready (green), Respect (pink), Safe (yellow)' as non-negotiable rules.
- Focus on the values of our school when establishing boundaries in conversation with children.
- Model positive behaviours and always highlight the behaviour you want to see in positive terms.
- Plan lessons that engage, challenge and meet the needs of all children.
- Promote intrinsic motivation by rewarding the process of learning (behaviours for learning)e.g a house point for having listening ears ready

- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always remind children about the expectations.

The member of staff who has the strongest relationship with the child is best suited to address the behavioural incident.

Leadership and Management

SLT are responsible for overseeing behaviour and wellbeing systems. Governors are engaged through regular review of behaviour data and policy updates. Resources are allocated to support training, interventions (e.g. Zones of Regulation), and wellbeing spaces. The school uses CPOMS for logging incidents and tracking interventions consistently.

Staff Induction, Development and Support

New staff receive behaviour policy training as part of induction. Ongoing professional development is provided through regular staff meetings, external training (e.g. Team Teach), and reflective practice sessions to ensure consistency in behaviour approaches school-wide.

Pupil Transition

All pupils are inducted and re-inducted into the school's behaviour systems, rules, and routines at key transition points (e.g. new academic year, mid-year starters, post-exclusion). This includes support through visual aids, social stories, and adult modelling to ensure consistency and understanding.

Senior leaders will:

- Meet and greet children at the beginning of the day on the gate
- Be a visible presence around the school
- Celebrate staff and children whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing children with more complex distressed behaviours
- Regularly review provision for children who fall beyond the range of written policies

'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 children who are the hardest to reach.

We promote a growth mindset when using praise by rewarding the process of learning through:

- rewarding those children who demonstrate positive behaviours in and around school through verbal praise, stickers, house points and certificates.
- Lessons on Zones of regulation as part of our RSE curriculum every Autumn 1 term and have resources to enable pupils to identify which of the 4 zones they are in by relating to colour monsters
- Talk about learning pits and have an example in every classroom

To Modify a Behaviour:

We always offer choices.

Although it is usual to give 3 reminders prior to moving to the next step, occasionally pupils may go straight in at an alternative step (dependent on the severity of the incident).

Step Action 1. Attunement

Read the room and redirect the child back on task

2. Reminder

Use whole class reminders of expectations to re-engage pupils. A reminder of the expectations Ready, Respect, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things contained at this stage. Encourage the child to identify which 'Colour Monster' they relate to at this time.

3. The 30 second Script

A clear conversation delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.

4. Time in 'a different space'

If a child reaches this stage, they are beginning to dysregulate. The child will have a 'time in' for regulation. Allow them to use a calm box, a calm space, use colour monsters to identify emotions until an adult can speak to the child privately as a co-regulator.

Use WIN – I am wondering, imagining, noticing. Reset expectations. If this is at playtime, the child should have 'time in' by standing with the adult.

5. Restorative conversation

It is important that the reparation is with the member of staff and/or child involved in the incident, in order to complete the rupture – repair cycle.

6. Formal Meeting and Monitoring

A meeting with the teacher, child, parent, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks.

7. Wellbeing Action Plan

A Wellbeing Action Plan through Thrive aims to help a child to improve their social, emotional and behavioural skills. This will identify precise and specific targets for the child to work towards and should include the teacher, child and parents

More serious Behavioural Incidents

Where more serious behaviour incidents occur, we will look to deal with the child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, and SLT, utilising their knowledge of the child and their discretion.. Children respond differently to different approaches and staff sometimes need to use a range of sanctions. Isolated minor incidents that are dealt with satisfactorily in school will not always be referred to parents. Teachers will inform parents of important incidents so that parents can reinforce positive behaviour at home and identify any factors that may be influencing the behaviour that school does not yet know about. If a pattern of challenging behaviour does appear, the class teacher will inform the child's parents so that they can work together as a team, to help and encourage the child. It is usually possible to resolve problems when staff and parents work together to support the pupil. We always give pupils the opportunity to turn their behaviour around.

Parents may wish to seek additional support in the management of their child's behaviour. Where appropriate, the Head Teacher can assist parents in contacting support agencies for example the PSA (the Parent Support Advisor). We may also suggest contacting PBS (Primary Behaviour Support) or EHH (Early Help Hub) for support at home.

Tweseldown Infant School has the power to use 'reasonable force' to restrain a child if they are a danger to themselves, other children or staff or damage to property. This is always a last resort. All restraint will be for the minimum amount of time and force. Parents will be informed when this has been the case and a detailed report will be shared with parents. Staff and parents will be asked to sign these forms.

As a last resort when all other strategies have been tried, the HT and the school governors do have the power to make a temporary suspension or a permanent exclusion. The Chair of Governors will be informed of any suspensions or exclusions. This has a direct link to the school's Exclusion Policy.

Reintegration phone calls with parents/ carers prior to a child returning to school will occur. Once the child returns to school their class teacher will welcome them as normal back into their class and during the day will remind the child of their good choices. For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010).

Support will also be given from PBS- The Primary Behaviour Service.

Safeguarding within our Behaviour Policy

Child-on-Child Abuse

We have weekly circle times as a preventative measure where promotion of safe peer relationships are discussed. Staff are trained to identify and respond to early signs of abuse. Incidents are recorded and followed up in line with safeguarding procedures, with support provided to all involved parties.

Banned Items

Pupils may be searched in line with DfE guidelines and with appropriate witnesses present. If pupils are searched, parents will be informed.

Mobile Phones

There is no need for EYFS and KS1 pupils to have phones in school. If a child arrives in school with a phone it will be kept in reception and parents contacted to come and pick it up.

This policy is written in conjunction with KCSIE.

This policy links to our Anti-Bullying, Exclusions and Safeguarding policies. In line with the Anti-bullying policy, we have a zero tolerance to bullying (including cyberbullying, prejudice based and discriminatory bullying). Measures to prevent bullying are outlined in our Anti-Bullying Policy. In relation to the Safeguarding Policy, please note that peer on peer abuse is not tolerated.

Date reviewed: September 2025

Date Ratified by Governing Board: September 2025

Next review date: September 2026

Member of staff responsible:

Signed:

Signed by Chair of Governors: 

