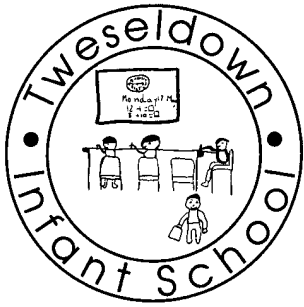




TWESELDOWN INFANT SCHOOL

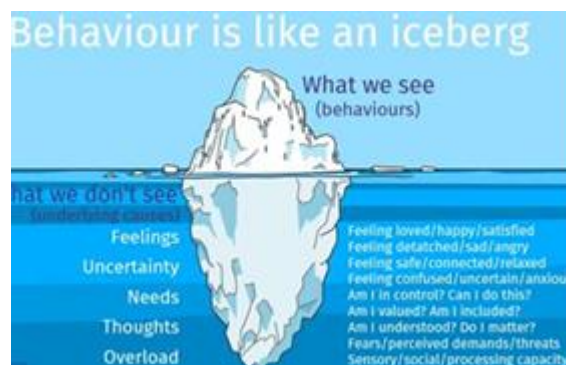
Behavioural Thrive Plan

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 antidote 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 connection between the two is reciprocal.	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 modelled by an adult. By repairing the relationship, the child’s arousal state can settle and the attuned relationship can re-establish.

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.

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:

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 zone they are in (Zones of Regulation)

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 their zones of regulation cards 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 (WAP)

A Wellbeing Action Plan (WAP) aims to help a child to improve their social, emotional and behavioural skills. The WAP 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 child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, SLT and the Wellbeing Team, utilising their knowledge of the child and their discretion.

Key staff have received Team Teach training to learn deescalation techniques as our primary response. If a physical intervention is required, this will be with the minimum amount of force and for the minimum amount of time. This will then be written up and parents will be asked to sign to say they have read the account.

Suspensions and exclusions are decisions which are not taken lightly.

Parents will be requested to attend a re-integration meeting with a member of SLT and the child to agree outcomes and reflect on difficulties and successes. Where a child is suspended, consideration will be given to the appropriate level of monitoring required when the child returns to lessons. For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets and building in steps to success are key.

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

This policy is written in conjunction with KCSIE.

This policy links to our Anti-Bullying and Safeguarding policy. 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.

Mobile Phones, Smart Watches and Recording Devices

To safeguard children and protect their privacy, all staff, governors and parents comply with the setting's requirements regarding mobile phones, Smart Watches and other personal electronic devices.

All staff mobile phones must be switched to silent and stored securely either in a locked drawer or in a secure location high up in the cupboard. Mobile phones must not be kept on staff members' person, left accessible to children, or used within areas where children are present.

Staff must not use, access, or display personal mobile phones while working directly with children. Mobile phones may only be accessed in designated staff areas and at appropriate times, in accordance with the setting's procedures.

Staff who wear Smart Watches must ensure that the camera function is disabled/switched off while on the premises. Smart Watches and other personal devices must not be used to photograph, video, record, or otherwise capture images or information relating to children.

Children are discouraged from wearing Smart watches and Meta glasses (including Fit Bits).

Under no circumstances should staff use personal devices to take photographs, videos or recordings of children, unless this forms part of an authorised setting procedure using an approved setting device.

Date review: Autumn 2026

Date Ratified by Governing Body: Autumn 2026

Signed by Chair of Governors:



Signed by Head Teacher:

Kim Tottem

Next review date: Autumn 2027

Member of staff responsible: Head Teacher

Governing Board or Governor(s) / Governing Board

Committee(s) responsible: