

## **Rationale:**

We pride ourselves on being a THRIVE school. We recognise that social, emotional and mental health difficulties impact on children's behaviour; their ability to settle to learn and to reach their full potential.

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Norton Junior School has two trained Thrive Licensed Practitioners which represents a minimum of ten days professional development, with regular CPD in order to deepen knowledge. Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each aspect impacts on social, emotional and academic development and learning.

We recognise that behaviours can be learned, but also that they can be unconscious, and sometimes as a result of trauma, loss or other outside influences. Attentive, observant adults build strong relationships with all children in school and are proactively able to recognise behaviours in order to identify and respond to needs.

We are very clear that everyone has the right to feel safe; feel special and to have their needs met. Therefore, our Behaviour Policy reflects the important social and emotional learning that each child needs to develop, both personally and within the wider community, in order to ensure that behaviours do not impact on their learning potential or that of others.

We are an inclusive community who "ARRIVE" with Core Values of Aspiration, Resilience, Respect, Independence, Voice and Enterprise at the heart of everything we do, in order to prepare children to be good citizens and to transition successfully to the next phase of their learning and beyond.

## **Aims:**

- For children to be able to understand, regulate and manage emotions.
- For children to increasingly show empathy, understanding and tolerance to others.
- To promote a cohesive and harmonious community through recognising and celebrating positive behaviour and children's efforts.
- For school to engage and inspire children to develop and learn in a rich and exciting teaching and learning environment.
- For the school community to create an environment where all pupils feel safe and secure within an ethos of mutual awareness and respect.
- To use good behaviour to promote a cohesive and harmonious community.

## **Approaches to developing positive behaviours:-**

- For children to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways;
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;

- When children are emotionally dysregulated they are supported by adults in a safe and sensory calming zone.
- During unstructured parts of the school day, targeted children benefit from high levels of pastoral support and opportunity to participate in nurture group activities.
- Our School Rules, expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known by all involved.

## NJS Reward Systems

A range of reward systems take into consideration the needs of all children and promote a sense of belonging, challenge, achievement and personal pride within an ethos of healthy and fair competition. Every child, including those with SEND, deserves to experience these feelings in order that they may develop into responsible citizens of the future.

<b>ATTENDANCE</b> "Top Class" - Weekly	Highest attending class receives certificate in weekly Merit Assembly (displayed on classroom door following week).
"Spin the Wheel" Weekly 97.5% Target	Children "Spin the Wheel" to progress on an interactive game board which enables them to select a prize of their choosing.
100% Attendees	100% attendees receive termly certificates and a book voucher at the end of each academic year.
<b>Do Jos</b> <b>Class Raffle Tickets</b>	A quick and instant reward in respect of acts of kindness, being courteous, polite, empathetic and for using initiative to do tasks without being asked. Also awarded for particularly special achievements and role model behaviours.
<b>HEADTEACHER</b> <b>CELEBRATIONS</b>	A whole school "Beautiful Work" displays regularly celebrate individual outstanding achievements.
	Headteacher Awards are presented during Friday's Mentions Assembly.
	A weekly Merit Assembly celebrates "NJS Stars" and "Special Mention Award" nominees who receive certificates and whole school recognition.
<b><u>Honours Board Awards:</u></b>  Percy Roberts Trophy  Mary Ramsden Trophy	  <a href="#">Nominated by Year 6 pupils</a> – One boy and one girl in Y6 perceived to be kind, caring, empathetic, respectful and with a positive attitude  <a href="#">Staff nomination in respect of whole school or charitable contribution.</a>

Attainment Trophy	Awarded for academic excelled - based on Y6 SATs outcomes.
Swimming Trophy	Nominated by Y5 teachers in respect of progress, confidence and achievement
Lunchtime Supervisor Award	Awarded to a Restaurant Manager for outstanding contribution to lunchtime provision.
Fellows League Cup	Awarded to the winners of an intraschool football knockout league involving boys and girls.
Sports Personality of the Year	Awarded to one boy and one girl per year group demonstrating a positive 'can do' attitude towards sport and PE
Always Children	Recognised and rewarded with additional "Golden Time" for consistent and sustained good behaviour, effort, achievement and for being positive social role models.

## Positions of Responsibility

Pupil Voice is valued and encouraged. Children take on leadership roles and regularly put forward their ideas for developing the school and its community.

- Anti-bullying Ambassadors
- Lunchtime Play Leaders
- Behaviour Mentors
- Safety Ambassadors
- School Ambassadors (Sports Day, Open Evenings, etc)
- School and Class Council Representatives
- Restaurant Managers
- House Captains
- Reading & Maths Study Buddies
- Book Monitors
- IT Technicians
- Bell Monitors

## Children's University Credits

Children are encouraged to seek extra-curricular learning opportunities for themselves, both in and outside of school for which they are awarded credits. Children accumulate credits and work towards end of year, cap and gown Graduation Ceremonies to celebrate their achievements.

## Sanctions

Sanctions may be applied at an appropriate level and in accordance with individual circumstances and the severity and impact of any particular incident. These may include removal of privileges such as:

- Loss of break times
- Loss of a position of responsibility
- Exclusion from preferred activities
- Reporting to parents and internal seclusion in extreme cases of disruptive behaviour

## POLICY INTO PRACTICE

**Behaviour at lunchtime** is overseen by a Midday Supervisory team and Play Leader Supervisor. Pupil Play Leaders are assisted to take responsibility for promoting physical activity, inclusion and safe play activities, in order to ensure an incident free and positive lunchtime experience for all children. Behavioural incidents are logged by the responsible adults and serious matters are reported immediately to Senior Management.

**Personal Development Behaviour & Welfare** - As a Thrive school we aim to develop pupils' social, emotional and behavioural skills. Pupils are taught a progressive and structured curriculum which enables them to develop their social, emotional and behavioural skills through themes such as:

- New beginnings
- Getting on and falling out
- Saying no to bullying
- Going for goals
- Good to be me
- Relationships
- Changes

## GOLDEN RULES

The Golden Rules were devised by the school council, following whole school consultation. There are six golden rules and these are displayed widely around the school. Each of the rules is addressed, in turn, through PSHE across the year.

- We look after property
- We are kind
- We are hard-working
- We listen
- We are organised
- We are polite

## Considerations for teaching staff

- All staff should be proactive and positively intervene whenever unacceptable situations arise.
  - All staff should take opportunities to praise and/or reward pupils for good work, trying hard, achievement, good manners, kindness, honesty etc.
  - All staff should insist on being addressed with due respect and courtesy and should ensure that children address their peers in the same way.
  - All staff should lead by example and be positive role models to the children.
  - It is the responsibility of the members of staff on duty to be aware of playground rules and to see that they are carried out.
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- ☺ Follow directions the first time they are given by Lunchtime staff, Teachers and other adults
  - ☺ Play in the correct play areas only
  - ☺ Play fairly and do not interfere with other children's games
  - ☺ Play your games safely (no play-fighting)
  - ☺ Play properly together (no teasing or tormenting)
  - ☺ Speak politely and do not use offensive language ☺ Put litter in bins
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- Fighting or bullying is not tolerated at any time.
  - Persistent misbehaviour must be logged using the school's CPOMS system.
  - Serious misdemeanours should be reported to the Head or Deputy Head. Such misdemeanours will be logged and parents will be informed as necessary.
  - If a child is requested to remain in the building during breaks or at lunchtime as a consequence of poor behaviour, they must be supervised by a teacher.
  - Children must ask permission to enter school. (At break - teacher on duty / at lunchtime - Midday Supervisors.)
  - Use of the field is left to the discretion of the teacher on duty at the time.

This document should be read in conjunction with the school's Anti-Bullying, SEND & Inclusion Policies.