

Thriveology Wellness CIC

Behaviour Policy.

September 2026



BEHAVIOUR POLICY

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INTRODUCTION

Thriveology is a caring, inclusive and supporting community that seeks to develop our children and young people to be confident, creative, and curious learners whose positive mental health and wellbeing is at the heart of all we do. This policy reflects the restorative and relational ethos of our setting, in line with our key pillars; Educate, Inspire, Empower and Thrive.

We believe every child and young person is unique, important and they thrive on positive relationships with their peers and those that teach and support them. This policy is designed to strengthen the way in which all members of the setting can work together to provide a happy, safe, and secure environment. It also takes into account the Keeping Children In Education Safe guidance and the Government's Behaviour in Schools Advice for Head Teachers and School Staff (September 2022).

EXPECTATIONS

We expect everyone within our Thriveology community to follow our THREE key expectations:

- Be Respectful
- Be Ready
- Be Safe



Be Respectful – to everyone:

- We always listen when others are talking.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after our equipment and share it.
- We look after our environment and keep it tidy and clean.

Be Ready – to learn:

- We arrive to the session/setting on time, every time.
- We are ready to start sessions on time.
- We make sure we are using the right equipment at the right time.
- We take part fully in sessions and show resilience.

Be safe – at all times:

- We follow instructions – first time, every time.
- We stand up to bullying of any kind.
- We walk sensibly around our setting.
- We know who to go to for help and support.
- We stay safe online and outside of the setting.

RATIONALE

Thriveology starts from the basis that all children and young people want to behave well and rather than merely deterring anti-social behaviour, we want to promote excellent attitudes and behaviour through building strong relationships with every individual.

At Thriveology, we recognise that behaviour can be communicative and often reflects a feeling or emotion. We believe that everyone can develop their ability to self-regulate emotions and behaviour. Adult and child relationships are an integral for this to occur.



Through co regulation, explicit teaching of what good behaviour looks like, and an inclusive curriculum we can support children to become more independent and develop self-regulation.

THE AIMS OF THE POLICY

- To develop a positive, stimulating, and caring environment where each individual is valued and respected.
- To promote self-discipline and proper regard for authority among children and young people.
- Develop self-esteem in individuals.
- Work towards a collective commitment to maintain and develop positive attitudes in the setting.
- To promote children's voice and contributions to our setting.
- A restorative and relational approach as opposed to a behaviourist approach.

We understand that the first step to modelling good behaviour is to lead by example, which means all staff, volunteers, and anyone else who comes to the setting must act responsibly and professionally.

We work hard to ensure that there is consistency across the setting, without discrimination, taking into account SEND needs as well as the additional challenges some vulnerable children and young people may face.

OUR CORE PILLARS

Our core pillars underpin the ethos and culture of Thriveology and help us to understand how we should act towards ourselves and one another:

We **educate** our children and young people to equip them with the tools and strategies they need to succeed and be the best they can be. Through our differentiated way of learning enabling every child and young person to receive an education they can access.



We **inspire** our children and young people to take on challenges and support one another by understanding each other's differences.

We **empower** our children and young people to achieve anything they set their minds to, building resilience and giving them opportunities to showcase their abilities.

We **thrive!** Our children and young people build confidence and self-esteem, enabling them to achieve their full potential.

We also recognise the challenges and demand that life places on us, even for children of a very young age. We know that these challenges can be carried into adulthood, and believe it is important to give our children and young people the tools for life to manage their emotions in our changing world. We are committed to supporting children and young people with their mental health and wellbeing and demonstrate this through our sessions and resources in place for children and families at Thriveology.

PASTORAL SUPPORT AND WELLBEING

We have a proactive pastoral support and wellbeing team who support the mental health and wellbeing of our children and young people. Their role is key to providing the help to a child or young person may need throughout their time at Thriveology.

They provide:

- Individual ELSA (Emotional Literacy Support)
- Friendship Interventions through Talkabout Programme
- Emotional regulation through the Zones of Regulation framework
- 1:1 Cognitive Behaviour Therapy (CBT)
- Mindfulness / Meditation Practice
- Sensory Circuits
- Sensory Support and Active Breaks
- Restorative Conversations and Problem Solving

KEY RESPONSIBILITIES

In order to create a climate in which everyone can feel respected and strive to live out our values, we must all take responsibility for acting appropriately. These responsibilities also form the basis of the Home-School Agreement which is signed by each child's family when they begin their time with us.

The Managing Director will:

- Implement the positive relationship and behaviour support policy, reinforcing the need for consistency throughout the setting.
- Report to company directors regarding the effectiveness of the policy.
- Meet with parents/carers to support their child when needed.
- Liaise closely with the pastoral and wellbeing team.
- Support staff when dealing with behaviour that can feel challenging.
- Praise and encourage positive behaviour with rewards
- Ensure all staff have regular training on behaviour, SEND and mental health.

Staff Responsibilities:

- Demonstrate unconditional positive regard for all and value every individual in our community.
- Commit to teaching children our rules, values, learning behaviours, and Zones of Regulation.
- Create a safe and stimulating environment for children and young people, rooted in mutual respect and care.
- Create a class code of conduct and refer to it regularly.
- Always model expected behaviour in relationships with each other and children.
- Treat children and young people as individuals, with dignity and respect, and be sensitive to their feelings and needs.

- Actively listen to what the child or young person has to say and take appropriate action.
- Work towards understanding reasons for behaviours that feel challenging by listening to students carefully, analysing their behaviour choices, and considering wider factors that influence behaviour choices.
- Be consistent and fair, act in accordance with this policy.
- Recognise achievements, be positive and praise students for meeting or trying to meet our expectations.
- Plan, prepare and lead engaging experiences for all students, appropriate to the varied needs present and considerate of the safety of the whole group.
- Keep learning areas and resources tidy and well organised.
- Develop strong attitudes of self-worth and respect for others.
- Fulfil our professional duties by being punctual, communication with other staff (including recording instances of behaviour on CPOMS in a timely manner), attending relevant meetings and training, and following the staff Code of Conduct
- Communicate openly with parents, in a timely fashion and respect their knowledge of the children.

Children's Responsibilities:

- Be ready, be respectful and be safe at all times.
- Listen to and follow instructions, doing as they have been asked as quickly as possible.
- Think about others and allow them to learn.
- Take responsibility for themselves and their belongings.
- Keep their learning space tidy and carry out any learning space responsibilities well.
- Communicate honestly and ask for help when they need it.
- Be willing to be reflective to change behaviours.
- Try their best at all times.



Parents/Carers Responsibilities:

- Work in partnership with the setting to promote high standards of behaviour.
- Help the children to understand Thriveology's values and talk to them about being ready, respectful and safe.
- Support the setting's system of praise and consequences.
- Keep the school informed in a timely manner of any circumstances that might affect a child's performance or behaviour, or any behaviour difficulties they might be experiencing at home.
- Ensure their child attends school regularly and punctually and notify the setting of reasons for any absences.
- Ensure their child comes to the setting appropriately dressed and equipped.
- Read all written communication from the setting and respond accordingly.
- Attend parent/teacher consultation meetings.
- Encourage their child to have a positive attitude towards the setting, and to discuss any parental concerns about the setting away from the child.
- Share any concerns with the setting so we are aware and can respond accordingly.
- Encourage their child to develop an appropriate level of independence.

Company Directors will:

- Support with the implementation of the policy.
- Provide advice to the Managing Director regarding disciplinary issues, suspensions and exclusions, if appropriate.
- Review the effectiveness of the policy.

PROMOTING POSITIVE BEHAVIOUR

Learning Space Charters

Each learning space will create a code of conduct by staff and students. These will be displayed within the learning space and referred to frequently. A shared understanding of our rules, values and pillars is achieved through common vocabulary, visuals and modelled by adults within the setting.

Zones of Regulation

Each learning space will have a Zones of Regulation board to support children in recalling strategies they can use to self-regulate. This promotes common vocabulary for describing emotional state and associated behaviours. These are referred to throughout the day. Individual children may also have their own Zones of Regulation toolkits, if needed.

Promoting Positive Behaviour

We recognise that positive behaviour does not just happen, and that every adult who spends time in the setting has an important part to play in promoting behaviour which meets our expectations. They respond calmly with dignity and respect, modelling the emotional regulation we aim to instill in all our children and young people. It is our aim to create an environment in which positive behaviour is the norm.

Children should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done through:

- Non-verbal recognition: smiling at the child; using eye contact; positive gestures.
- Verbal recognition: giving praise and feedback to individuals and groups; listening; sharing humour.

- Sharing success: displaying work; recognising achievements through 'Shout Outs' on our settings recognition board; telephone call/postcard home to celebrate/praise; giving feedback on personal achievements in lessons and at parent consultations.
- Awards: use of class based motivational awards; stickers, kindness tokens; and certificates.

STRATEGIES FOR MANAGING NEGATIVE BEHAVIOUR

At the core of our approach is the understanding of behaviour as a form of communication, and it is driven by feelings. We recognise that negative experiences create negative feelings and that negative feelings can create negative behaviour. It is the responsibility of every adult therefore to seek to understand the reason why a young person is presenting negative behaviour and try and change the circumstances in which the behaviour occurs. This is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child or young person, rather than just suppressing or punishing their behaviour.

When deciding on consequences and their duration, staff must consider the impact on learning, the impact on other children and the setting, and on the frequency and severity of incidents. It is always important to understand the context in which poor choices are made, and to gather evidence from a range of stakeholders before making decisions, particularly as the severity grows.

Where behaviour is persistent and/or challenging: regular check-ins may be necessary with senior leaders; an Individual Behaviour Plan (IBP) may need to be written and reviewed; a risk assessment may need to be written; advice from external agencies may need to be sought; pastoral intervention may also be needed; counselling may need to be considered; or other individual measures put in place to support the child and situation.

Consequences may include:

- Non-verbal signals.
- Verbal warnings.

- Making changes to provision, such as changing where the child is sitting.
- Working in another learning space for a short time.
- Speaking with a senior member of staff, ultimately the Managing Director.
- Putting in place regular check-ins with senior leaders to enable children to regularly reflect on their choices and encourage them in their improvements and learning.
- Removal from activities, including lessons, trips or other special times – this may be issued by any staff member.
- Telephone call to, or meeting with, parents.
- Fixed-term suspension. The child will need to stay at home for a fixed period of time, with schoolwork provided to ensure continuity in learning. This can only be issued by the Managing Director.
- Permanent exclusion. This will be in accordance with Hampshire Guidance, and in conversation with the SEN Department.

SUPPORTING ALL CHILDREN

How do we support those who have been affected by the choices of others?

It is paramount that staff always consider the children who have been wronged. This happens in a number of ways, depending on the context:

- Ensuring their immediate safety and well-being. This is particularly important when a child has been a victim of sexual harassment or sexual violence.
- Including them in any discussions when deciding consequences and next steps if appropriate.
- Involving them in any restorative actions, when they are ready, to bring about a restoration of relationships.
- Informing parents and liaising with parents in the following days and weeks to ensure we get a rounded picture of how the children is coping.
- Checking up on them in the following days and weeks to ensure they are feeling positive about their situation.
- Putting pastoral support in place.

- Helping them understand what they may do differently should a similar situation happen again.

A Reflective Approach

We want to encourage children to reflect on their choices and actions, and what impact this has on themselves and others, and how they can make changes. This would happen away from the learning space, with possible extended time away from other children as appropriate. The following are typical questions that we will discuss with the child in order to support the reflection process:

- Explain what happened to get to this point (for example this may be talking when an adult was talking; calling out; using inappropriate language; damaging property).
- What values, or learning behaviours have you not shown?
- How did your behaviour affect others around you?
- What are you going to do differently now?
- How are you going to put things right?

Recording Behaviour

All school staff are responsible for ensuring negative behaviour is recorded/logged appropriately. These supports building a full picture of an individual child or young person, which in turn can help to plan to meet their needs and prevent future incidents of negative behaviour. It also supports our duty of care and safeguarding for all students. We use an online system called CPOMS for this purpose. We recognise not all negative behaviour requires logging, and most occasions will be fleeting and quickly resolved using the strategies above. But all behaviour that requires a protective or education consequence, or where a child is persistently repeating unsettled negative behaviour (over several days or within a single day) must be recorded and shared with parents. For children where they persistently or frequently require a consequence, Thriveology will consider putting in place a

individual behaviour support plan. The child may also have a SEND profile which outlines the additional support plan appropriate to their needs.

STATUTORY REQUIREMENTS FOR THE POLICY

Support Searching and Screening

What the law allows:

There are 2 sets of legal provisions which allow staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Stolen items
 - Fireworks
 - Pornographic images
 - Illegal drugs
 - Any article that has been or is likely to be used to commit an offence, causes injury or damage to property.
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
3. Weapons and knives and extreme or child pornography must always be handed over to the police.

If, and when, an item is confiscated from a pupil, an Pupil Risk Assessment may need to be put into place for that child to help reduce and control the risk of future incidents.

Use of Reasonable Force

School staff have a legal power to use force, and lawful use of the power will provide a defense to any related criminal prosecution or other legal action.

(i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

(ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

(iii) 'Reasonable in the circumstances' means using no more force than is needed.

(iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

(v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

(vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Following the use of any physical intervention, there will be a restorative discussion with any staff and children. Parents/carers will also be contacted and invited to talk about the situation.

Children who regularly present challenging physical behaviour will be closely monitored by the pastoral and wellbeing team and Senior Leadership Team. Often, an individual behaviour



plan and risk assessment will be put in place for these children to help reduce the need for physical intervention and use of reasonable force.

Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE). Each incident is considered on a case-by-case basis.

Thriveology are clear that any sexual violence and sexual harassment is never acceptable and will not be tolerated. We challenge all inappropriate language and behaviour in our setting and demonstrate and model manners, courtesy and dignified/respectful relationships at all times.

Please refer to our Safeguarding Policy, Child Protection Policy and the Keeping Children Safe in Education Guidance on our website for further information.

Behaviour Incidents Online

At Thriveology, we expect children to follow the same high expectations of appropriate behaviour online as apply offline and everyone should be treated with kindness, dignity and respect.

Most online behaviour incidents amongst children occur outside of the school day and off the premises. We are clear that parents are responsible for their child's behaviour at these times. However, if there are repercussions for the orderly running of the setting, when the child is identifiable as a member of the setting, or if the behaviour could adversely affect the reputation of the setting, we may sanction the children involved.

Mobile Phones

We know that children and young people may have their own mobile phone. Students may bring their mobile phone to the setting after their parent/carer has completed the relevant



form to give permission. All mobile phones must be handed in as the child or young persons arrives at the setting and cannot be accessed during the session times. Children will be handed their mobile phone back by an adult in the setting as they leave the premises at the end of their session.

Suspected Criminal Behaviour

If a member of staff suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police by gathering only enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. If a report is made to the police, we reserve the right to continue investigations and enforce our own sanctions, if needed, whilst not causing any conflict with the police action.

Malicious Allegations

At Thriveology allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidentially. Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The company directors should instruct the managing director to draw on the advice in *Dealing with allegations of abuse against teachers and other staff*. Students who are found to have made malicious accusations against staff will be dealt with appropriately and parents will be informed of the course of action.

Review Date: SEPT 2027