



Positive Behaviour Policy

Ingrow Primary School

Date: September 2025

Review Due: September 2026

Rationale

This policy sets out the ways in which we will promote positive behaviour in our school. The procedures and guidance in this document provides a consistent approach across the school and enables pupils, parents and staff to understand our procedure to the management of behaviour.

We embed our vision to **'Be the best you can be'** through our values

Be Safe

Be Kind

Be Respectful

Be Inquisitive



Our key values are displayed prominently around the school and playground. Adults are expected to explicitly teach them at the start of each half term and reinforce them in assemblies and circle times.

Our Aims

- To provide a calm, purposeful, happy atmosphere in school where achievements are valued.
- To ensure that children are supported (or able) to self-regulate and manage their emotions.
- To enable pupils to succeed in their learning.
- To become independent, self-aware learners: socially, emotionally and academically.
- To encourage pupils to build tolerance, make good choices and take responsibility.
- To promote restorative approaches using comic strip narrative.
- To ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- To foster good citizenship and self-discipline.

We recognise that some pupils struggle to understand the appropriate behaviour for their age and require behaviour support rather than behaviour management. By ensuring that we build positive relationships with all our pupils, we seek to establish an environment where pupils feel safe and cared for and that trusted adults will help them 'pick up the pieces' when things go wrong.

Approaches to developing positive behaviours

- ✓ Strong relationships between staff and pupils are vital. Staff must be consistent with children and set boundaries and expectations enabling pupils to feel safe.
- ✓ Staff and Parents must be approachable and work together to help improve behaviour.
- ✓ Embrace the THRIVE tools to enable a strategic response.
- ✓ Programmes of Citizenship and PSHE are used as rich opportunities and are part of all areas of school life and learning.
- ✓ To encourage children to recognise emotions using the zones of regulation.
- ✓ Where need is identified, develop structured, tailored, group and individual programmes.
- ✓ Any plan of action is agreed and shared in a working partnership with parents and carers.
- ✓ Varying groups and working with different members of our school community to build tolerance and inclusion.
- ✓ Supporting pupils appropriately may require adults to develop and employ new skills.
- ✓ Pupils need to know explicitly what behaviour is expected.
- ✓ The consequences for appropriate and inappropriate behaviour choices to be consistent and agreed and known to all involved.
- ✓ Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown.
- ✓ Our School Rules, expectations around behaviour, rewards, consequences are reviewed regularly.
- ✓ Consistent routines must be established at the start of every year and revisited and reinforced throughout the terms.

Zones of regulation

We use the Zones of Regulation framework to help pupils develop self-regulation and emotional control. We recognize that in order to learn, children must first feel safe and regulated.

1. A Common Language We use four colors to help children identify their feelings and levels of alertness:

- Blue Zone: Low states of alertness (sad, tired, bored, or unwell).
- Green Zone: A calm, focused state (happy, focused, and ready to learn). This is the ideal state for the classroom.
- Yellow Zone: Heightened states of alertness (frustrated, worried, silly, or excited). The child still has some control.
- Red Zone: Extremely high states of alertness (angry, terrified, or out of control).

2. Identifying and Validating Staff model the use of the Zones by "thinking out loud" about their own emotions. We teach children that there is no "bad" zone; all feelings are valid. The goal is not to stay in the Green Zone at all times, but to recognize when we have moved into another zone and know how to transition back.

3. The Toolbox Approach Every child is encouraged to build a personal "toolbox" of strategies. When a child identifies they are in the Blue, Yellow, or Red zones, staff support them in selecting a tool to help them regulate. These may include:

- Sensory breaks or use of the "calm area."
- Breathing exercises or mindfulness techniques.
- Physical movement or heavy work tasks.
- Restorative conversations with a trusted adult. (Comic strip narrative)

4. Impact on Behaviour By focusing on regulation before discipline, we reduce barriers to learning. This proactive approach empowers children to take ownership of their emotions, leading to a decrease in crisis incidents and an increase in emotional resilience across the school.

Further policies to support developing positive relationships are in place.

- Anti -bullying
- Safeguarding and Child protection
- Online safety
- DFE use of reasonable force
- SEND
- Equality Policy

Parents and carers concerns are taken very seriously. There is an open-door policy at Ingrow Primary School and if parents/carers have concerns, they can talk to the class teacher at the beginning or end of the day, if convenient, or to a member of SLT, who will investigate the concerns and make informed decisions about the way forward. In both cases, parents need to make an appointment and agree a time which is mutually convenient.



At Ingrow primary we embrace the Thrive approach. 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. Knowledge of the social and emotional learning that takes place age appropriately supports the school in planning experiences, activities and opportunities to underpin each one. It reinforces our understanding that learning happens across the whole day, especially during off site visits (break and play) times where less structured interactions and experiences enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs, builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

At Ingrow primary, we have developed a small team of licensed Thrive practitioners. We deliver Thrive updates and training for all other members of staff. We have developed a 'Thrive' room that is the hub of the Thrive provision. This is a well thought-out space which provides a safe and enabling environment for children to access resources they may need such as relational play and arts-based programmes. These can be used as one to one sessions, small group work and/ or whole class sessions. All activities are tailored to support children's social and emotional learning targets. Children can access the resources within the Thrive room or activities can take place in class. Children are often given time with a thrive practitioner in crisis situations; they are able to work with children and develop the skills to regulate themselves better and therefore de-escalate situations in the future.

Roles and Responsibilities

The Headteacher is responsible for developing the behaviour policy in the context of the school and its pupils. The Headteacher is responsible for consulting all stakeholders. The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's aim and values. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour and will monitor how staff implement this policy to ensure it is applied consistently. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

All staff are responsible for implementing the behaviour policy and values consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils and recording behaviour incidents appropriately in line with school policy. The senior leadership team will support staff in responding to behaviour incidents.

Parents/Carers are expected to support the school and their child in adhering to the key values of the school, inform the school of any changes in circumstances that may affect their child's behaviour and attend any meetings arranged to discuss issues with their child's behaviour.

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Celebrations

Going For Gold – Linked to learning

GOLD	<p>Awarded for exceptional effort and good pieces of work. Has made good or better progress ! Achieved the learning goal Has persevered and made significant improvements.</p>
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Weekly Celebration

The awards will be celebrated in a weekly whole school or class assembly.
 Pupils will receive a certificate and pencil.

VIP Awards – linked to the key values

Below are some examples of the ways the key values can be demonstrated.

	<p>Models safe behaviour inside and outside of school - Parents can share this information Plays safely in the playground at all times Stays safe online Walks calmly around school Is in the right place at the right time Keeps themselves safe on a trip Has improved behaviour to keep safe</p>
	<p>Kind to all including staff and pupils Shows kindness to peers when upset Has shown kindness outside of school; parents may have shared this with teachers. Shares/takes turns/invite others to play Has Improved relationships with adults, peers or parents</p>
	<p>Shows respect to all, pupils, staff, parents and visitors. Have good manners, hold doors, patient Respects the school's resources and environment. Respects the environment outside of school – parents can share this with teachers. Has made progress with their behaviour and has being respectful</p>
	<p>Has demonstrated all of the above values to enable being inquisitive. Inquisitive- having or showing an interest in learning things and is curious to learn more.</p>

Weekly Celebrations VIP achievements will be celebrated weekly during a whole school or class assembly. The children will receive a certificate and a dip in the box.

Year 6 R.U. Ready - Behaviour Management system

To ensure we are preparing our children for secondary school, 'R.U. Ready' is a behaviour system in Year 6 reflecting an abridged version of all our feeder secondary school's behaviour systems. It follows the same principles of going for gold; however, children can earn points for each gold, silver and bronze. These points can be banked in order to build up a healthy balance of points which can then be used to buy items from our year 6 school shop. These items will be brought home and not used in school.

Classroom Rewards

It is important to notice and reward positive behaviour as much as possible throughout the school day. We will do this using stickers, stamps and dojo points. Dojo points lead to a half termly class treat. Class teachers should agree on a target with their class at the start of every half term.

Unacceptable Behaviour - All behaviour should be safely contained, comic strips MUST be completed to understand the situation and determine the consequence. all behaviour must be recorded on an ABC and logged in the behaviour folder.

Unacceptable behaviour

- Physical assault.
- Using threatening behaviour /Physically intimidating peers or staff.
- Verbally abusive.
- The use of racial or homophobic language.
- Disrupting lessons and pupils' learning.
- Refusal to follow instruction or complete work
- General unsafe behaviour e.g. climbing fences and absconding
- Vandalism
- Bullying -

Bullying/homophobic/racist incidents should be recorded on the Reportable document in the parent contact folder, this need to be shared to SLT who will monitor and report incidents to the governors.

Managing unacceptable behaviour

Our approach to behaviour is rooted in the belief that all behaviour is a form of communication. We move away from traditional models of punishment, which often center on retribution or "vengeance," and instead focus on natural and logical consequences.

Punishment and Consequence - We recognise a fundamental difference between these two approaches:

- Punishment is often unrelated to the incident, aims to impose shame, and focuses on making a child "pay" for their mistake.
- Consequence is directly related to the action, maintains the child's dignity, and focuses on learning how to behave differently in the future.

Our Restorative Approach

When a child's behaviour falls below our expectations, we use consequences to help them understand the impact of their actions and to "put things right." This may include:

- Natural Consequences: Allowing the child to see the immediate result of their choice (e.g., if a toy is intentionally broken, it can no longer be played with).
- Logical Consequences: A structured response that fits the behaviour (e.g., if a child creates a mess, they help tidy it up; if they hurt a peer's feelings, they engage in a restorative conversation to repair the relationship).
- Reflective Practice: Using "check-ins" and restorative questions to help the child identify which Zone of Regulation they were in and which "tool" they could use next time.

By focusing on consequences rather than punishment, we foster an environment of accountability rather than fear. Our goal is not to "get back" at a child for a mistake, but to provide them with the social and emotional skills needed to navigate challenges successfully. We believe that children who feel a sense of belonging and are treated with respectful consistency are better equipped to thrive and make positive choices.

Approaches to contain the behaviour

Stage 1

- Verbal Reminders will be used in the first instance.
- Verbal warning of next steps e.g. if you don't follow instructions you will need to have time out.
- Time out in another age appropriate class or safe space 5-10 mins chill time - Back into the green zone.

Stage 2 If behaviour continues to be disruptive the behaviour needs to be contained, through stage two

- playtime can be used to complete a comic strip, reflect using Z of R and restore green learning behaviours.
- Working in another classroom for a morning/afternoon to calm down and return to green learning behaviours.
- Parents informed and recorded on parent contact to discuss moving forward.

Stage 3

- Time out with senior leader (please arrange this via discussion with SLT)
- Parent meetings to overcome barriers.

Serious consequence that can be used by headteacher :

- Fixed term suspension
- Permanent exclusion

The decision to use suspensions and exclusion are not taken lightly and will only be used in extreme cases as stated below:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- To give time to complete risk assessments
- The child being at home will have a positive impact on future behaviour.
- Respite after an extreme incident