



Ingrow Primary Positive Behaviour Policy

Date of Policy Implementation:	September 2026
Review Due Date:	September 2027

INGROW PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY

1. Rationale

This policy sets out the explicitly structured and positive ways in which we promote exemplary behavior, social-emotional development, and academic success across Ingrow Primary School. The procedures and guidance detailed within this document establish a consistent, trauma-informed approach across the school. This framework enables pupils, parents, carers, and staff to share a clear, unified understanding of our procedures for managing behaviour and nurturing emotional self-regulation.

We embed our core overarching school vision to ‘**Be the best you can be**’ dynamically through our four school values which are taught, displayed, and reinforced continuously throughout the school year:



Be Safe
Be Kind
Be Respectful
Be Inquisitive

See appendix 1 for a breakdown of the rules.

Our key values are displayed prominently around the school buildings, classrooms, and outdoor playground areas. Adults are expected to explicitly teach these values at the start of each half-term and reinforce them systematically during structured assemblies, collective worship, and classroom circle times.

2. Our Core Aims

- To provide a calm, highly purposeful, happy, and predictable atmosphere in school where all individual and collective achievements are valued.
- To ensure that children are systematically supported to self-regulate, recognise, and manage their complex emotions effectively.
- To lower barriers to engagement to enable all pupils to fully succeed and fulfil their potential in their academic learning journey.

- To empower pupils to become independent, deeply self-aware learners across social, emotional, and academic fields.
- To encourage pupils to actively build tolerance, make positive choices, and take clear personal responsibility for their actions.
- To promote restorative approaches using explicit visual aids, including comic strip narratives, to help resolve conflicts.
- To ensure that agreed boundaries of acceptable behavior are transparently and clearly understood by all pupils, staff, parents, and carers.
- To foster proactive good citizenship, mutual respect, and internal self-discipline.

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

3. Strategic Approaches to Developing Positive Behaviours

- Establishing strong, positive, and unconditional relational bonds between staff and pupils. Staff must maintain absolute consistency with children, setting clear boundaries and high expectations that enable pupils to feel secure.
- Ensuring staff, parents, and carers remain highly approachable and work in lockstep partnership to improve behavioral outcomes.
- Embracing the Thrive Approach tools holistically to enable a highly strategic, neuroscientifically backed response to emotional needs.
- Utilising formal programmes of Citizenship and PSHE as rich opportunities embedded seamlessly into all areas of school life and learning.
- Encouraging children to actively recognise, categorise, and articulate their internal emotions using the Zones of Regulation framework.
- Developing structured, tailored, group and individual support programmes immediately where a specific emotional or behavioural need is identified.
- Co-authoring and sharing any individual plan of action in close, working partnership with parents, carers, and external support agencies.
- Varying collaborative peer groups and working systematically with different members of our school community to foster deep tolerance and inclusion.
- Recognising that supporting pupils appropriately requires adults to proactively develop and employ new, research-informed skills.
- Ensuring pupils know explicitly, visually, and verbally what behaviour choices are expected of them at all times.
- Applying consequences for appropriate and inappropriate behaviour choices with absolute consistency and transparency across all classes.
- Ensuring all adults act as active, observant, open, and inclusive role models, particularly in how absolute respect is demonstrated daily.

- Establishing consistent, highly practiced routines at the start of every academic year, which are revisited and reinforced throughout the terms using our bespoke Bee Curriculum and 'Bee a VIP' SMART targets.

4. The Zones of Regulation Framework

We embed the Zones of Regulation framework across all year groups to help pupils develop robust self-regulation and emotional control. We recognise that to access learning, children must first feel safe, secure, and physiologically regulated.

4.1 A Common Visual and Verbal Language

We utilise four distinct colour zones to help children safely identify and communicate their feelings and levels of alertness without judgment:

- **Blue Zone (Low Alertness):** Feeling sad, tired, bored, sick, or unwell. The body and mind are moving slowly.
- **Green Zone (Regulated & Focused):** A calm, centered, and happy state where the child is focused and ready to learn. This is the ideal state for optimal classroom learning.
- **Yellow Zone (Heightened Alertness):** Feeling frustrated, worried, silly, anxious, or overly excited. The child experiences a heightened state but still retains cognitive control.
- **Red Zone (Extremely High Alertness):** Feeling angry, terrified, enraged, or completely out of control. The child is in a crisis state and requires immediate co-regulation support.

4.2 Identifying and Validating Emotions

Staff systematically model the practical use of the Zones by 'thinking out loud' about their own situational emotions. We explicitly teach children that there is no such thing as a 'bad' zone; all feelings are entirely valid human responses. The goal is not to stay artificially in the Green Zone at all times, but to recognize when we have drifted into another zone and utilise strategies to transition back safely.

4.3 The Proactive 'Toolbox' Approach

Every child is encouraged and coached to build a personal, bespoke 'toolbox' of regulation strategies. When a child identifies that they are in the Blue, Yellow, or Red zones, staff support them in selecting an appropriate tool to help them self-regulate. These tools include:

- Sensory breaks, heavy work tasks, or immediate use of the designated classroom 'calm area.'
- Guided breathing exercises, mindfulness techniques, and grounding activities.
- Physical movement, structured outdoor breaks, or sensory regulation tools.
- Restorative conversations with a trusted adult utilising our visual Comic Strip Narrative approach once the child is calm.

5. The Thrive Approach

At Ingrow Primary School, we embrace the Thrive Approach to support the holistic emotional and social well-being of our pupils. Thrive is a dynamic, developmental approach grounded firmly in contemporary neuroscience, attachment theory, and child development. It draws extensively on research regarding the vital role of creativity, relational play, and the arts in developing lifelong emotional resilience.

Knowledge of age-appropriate social and emotional learning supports our staff in carefully planning experiences, activities, and environments to underpin healthy development. We reinforce the understanding that learning happens across the entire school day—especially during less structured intervals such as off-site visits, lunch, and break times. These interactions provide vital opportunities for pupils to apply their developing social skills in real-world contexts.

To deliver this framework effectively, Ingrow Primary School has established:

- A dedicated core team of fully licensed Thrive Practitioners.
- Regular, mandatory Thrive updates and professional training sessions for all school staff.
- A custom-designed, dedicated 'Thrive Room' which serves as the physical hub for our social-emotional provision.
- Tailored 1:1 sessions, focused small group work, and whole-class arts-based developmental programmes.
- Immediate access to a licensed Thrive Practitioner during crisis situations, enabling children to co-regulate and develop the crucial de-escalation skills needed to navigate future challenges successfully.

6. Statutory Powers and Responsibilities

This policy operates in absolute compliance with the Department for Education's (DfE) statutory guidance, including 'Behaviour in Schools' (2022), the 'Equality Act 2010,' and the latest 'Suspension and Permanent Exclusion' guidance.

6.1 Regulating Behaviour Beyond the School Gate

In accordance with statutory legislation, the Headteacher and school staff possess the formal legal power to discipline and regulate the behavior of pupils in response to non-compliant or inappropriate choices made outside school premises and school hours. This power applies to any unacceptable behavior witnessed by an adult, reported by a member of the public, or occurring online, when the pupil is:

- Taking part in any school-organised, school-funded, or school-related activity (e.g., educational visits, residential trips, sports fixtures).
- Travelling to or from school, or wearing our school uniform in a public setting.
- Behaving in a way that could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public.
- Engaging in online behavior or cyberbullying that directly impacts the welfare of pupils or staff within the school environment.

6.2 Screening, Searching, and Confiscation

School staff have the statutory power to screen and search pupils and confiscate items in line with DfE legal frameworks. Authorised staff may conduct searches for items without consent where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Prohibited items include, but are not limited to: weapons, alcohol, illegal drugs, stolen items, tobacco/vapes, fireworks, pornographic images, or any item that staff reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

Any confiscated items that are illegal or harmful will be retained, handed over to the police, or disposed of safely in accordance with national guidance. Standard electronic devices or items causing a disruption to learning will be confiscated safely and held in the main school office for collection by a parent or carer.

6.3 The Use of Reasonable Force and Physical Intervention

All members of school staff have a statutory power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property. The use of physical intervention is strictly used as a last resort when all alternative, proactive de-escalation strategies have been exhausted. Any intervention must be entirely proportionate, reasonable, and necessary to maintain safety. The school maintains a rigorous, separate Safeguarding policy and registers all physical intervention incidents transparently, informing parents and carers immediately on the same day.

6.4 Roles and Responsibilities

Stakeholder Role	Core Responsibilities and Statutory Actions
Governing Body	Sets the fundamental, overriding principles informing the behavior policy. Consults the Headteacher, staff, parents, and pupils during development. Ensures full compliance with the Equality Act 2010 to actively promote opportunity and eradicate discrimination.
Headteacher	Responsible for the overall development, implementation, and daily monitoring of the behavior policy. Ensures the school environment actively encourages positive behavior, balances staff implementation for absolute consistency, and publicises this policy in writing to staff, parents, and pupils at least annually.
Senior Leadership Team	Actively supports classroom staff in dynamically responding to and managing behavior incidents. Monitors tracking systems, reviews trends, and coordinates external support or parent partnerships.
All School Staff	Responsible for implementing this behavior policy, routines, and values with absolute consistency. Models positive behavior, provides tailored personalised approaches for specific pupil needs, and accurately logs all behavior incidents in the behaviour folder.

Parents and Carers	Expected to actively support the school and their child in adhering to core values. Responsible for informing the school immediately of any changes in family circumstances that may affect behavior, and attending scheduled meetings to collaborate on behavioral progress.
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7. School Celebrations and Positive Rewards

Recognising, noticing, and celebrating positive behaviour choices is the primary driver of our school culture. We utilise a layered rewards framework to reinforce green learning behaviours:

7.1 Classroom-Based Daily Rewards

Teachers maintain high-frequency reinforcement using physical reward stickers and virtual ClassDojo points. Accumulated Dojo points directly lead to an exciting, collaborative half-termly whole-class treat. Class teachers collaborate with their pupils to agree upon their class reward target at the start of every half-term.

7.2 The 'Going for Gold' Learning Reward System

The 'Going for Gold' system explicitly celebrates children who exceed standard expectations in their learning tasks and effort. The system operates on clear, objective criteria:

Reward Tier	Standard Achievement and Progress Criteria
GOLD Award	Awarded for exceptional effort and exemplary pieces of academic work. Demonstrated significant resilience, perseverance, and measurable improvement in academic work. Has made good or better progress.

Weekly Celebration of Gold: Children who achieve Gold status are celebrated in our weekly whole-school or class assemblies. Pupils receive a certificate of achievement along with a school pencil.

7.3 VIP Awards (Linked to Value-Based School Rules)

Class teachers establish targeted, weekly whole-class SMART targets based on our core rules (See Appendix 1). The pupil who demonstrates the most significant progress or effort toward that specific SMART target is designated as the classroom VIP. This child receives a celebratory dip in the whole school reward box and receives a VIP certificate.

7.4 Year 6 'R.U. Ready' System

To ensure our oldest pupils are thoroughly prepared for the transition to secondary school, Year 6 operates a behaviour framework called 'R.U. Ready. This system is an abridged version of the

behaviour points structures utilised by our feeder secondary schools. Children earn points for each 'Gold' achieved. These points are tracked and banked into a savings book. Pupils can then utilise their points balance to 'purchase' items from our specialised Year 6 School Shop.

8. Restorative Management of Unacceptable Behaviour

Our approach to behaviour is fundamentally rooted in the absolute belief that all behaviour is a form of communication. We consciously reject traditional, retributive models of punishment which centre on imposing shame or seeking 'vengeance.' Instead, we utilise an environment of accountability governed by logical and natural consequences.

8.1 Defining the Core Difference: Punishment vs. Consequence

Punishment: Typically completely unrelated to the incident, aims to impose personal shame, and focuses narrowly on forcing a child to 'pay' for their mistake through isolated restriction.

Consequence: Directly, logically related to the action committed, actively maintains the child's personal dignity, and focuses entirely on social-emotional learning so the child discovers how to behave differently in the future.

8.2 Definition of Unacceptable Behaviours

The school categorises the following actions as unacceptable behaviours that require immediate containment, recording, and professional intervention:

- Physical assault or unwanted physical contact against a peer or adult.
- Using threatening behavior, shouting, or physically intimidating peers or staff members.
- Verbal abuse, profanity, or derogatory comments.
- The use of discriminatory, prejudicial, racial, homophobic, or transphobic language.
- Persistent disruption of lessons and interference with other pupils' right to learn.
- Active refusal to follow instructions, comply with requests, or complete assigned work.
- General unsafe behavior, including climbing boundary fences or absconding from school premises.
- Vandalism, deliberate property damage, or misuse of school resources.
- Bullying of any form (including physical, verbal, relational, and cyberbullying).
- Child on Child abuse.

Logging and Documentation: All instances of unacceptable behaviour must be safely contained and immediately recorded on an Antecedent-Behaviour-Consequence (ABC) log within the school's tracking system. Bullying, sexual harassment, homophobic, or racist incidents must be fully recorded on the designated Reportable Document and logged on CPOMS. This file is shared with the Senior Leadership Team (SLT), who monitor, track, and formally report anonymised data to the Governing Body half termly.

8.3 Structured Three-Stage Containment and Action Procedure

When a pupil's choices fall below our clear expectations, staff will progress through the following structured containment stages to restore a safe learning environment:

STAGE 1: Universal In-Class Reminders

- First Instance: Direct, low-level verbal reminders utilising agreed phrasing from our standard Bees Behaviour Curriculum.
- Second Instance: 2nd verbal reminder. Staff explicitly state the expectation: 'I need/you need to be in the right place at the right time. I need/you need to be in the line single file' etc
- Third Instance: Short time-out (5–10 minutes) inside an age-appropriate partner classroom or designated safe space. This is strictly a 'chill time' to allow the children to return to the regulated Green Zone, followed by a reminder of our school rules.

STAGE 2: Escalated Containment and Reflection

Provide calm, structured containment away from immediate triggers, co-regulate using visual and emotional tools, and implement natural consequences to repair harm and restore green learning behaviors.

1. Immediate De-escalation & Containment (In the Moment)

De-escalate using the Thrive Script: See Appendix 2

Keep posture calm, tone neutral, and strict **"limited teacher talk"** (short, predictable phrases).

Implement Class Removal:

- Move the pupil to a designated host classroom for a structured, time-limited period to reduce stimulation.
- Provide a regulating task (e.g., tactile resources, basic processing sheets, or quiet reading) rather than high-demand academic work.

Allow Time to Regulate: Do not attempt reflection while the child is in an elevated zone. Focus purely on returning to a safe, regulated state.

2. Co-Regulation & Reflection (Structured Break / Playtime) (ensure enough staff are on duty outside or ask SLT/free staff to help with the duty.

Conduct the Comic Strip Narrative: During a structured break interval, sit with the pupil in a quiet space to complete the comic strip.

- **What happened?** (Draw/write the sequence of events together).
- **How did you feel?** (Link feelings to the **Zones of Regulation**).
- **How did it impact others?** (Build empathy without shame).

Establish a Repair Plan: Identify 1–2 practical, explicit actions the child can take to restore relationships or their environment (e.g., tidying a disrupted area, writing a quick apology, or agreeing on a specific coping trigger tool for next time).

3. Natural Consequences & Repair (Same Day)

Apply the Natural Consequence: Ensure the consequence directly relates to the behavior rather than being arbitrary:

- *Example:* If learning time was lost due to disruptive behavior, the child completes that task during a portion of their break once regulated.
- *Example:* If physical property or environment was disrupted, the child helps restore it safely alongside staff.

4. Documentation & Home Partnership (End of Day)

- **Log the Event:** Formally record the incident on an ABC
- **Contact Parent/Carer:** Phone or invite the parent/carers in on the same day do not use DOJO

STAGE 3: Senior Leadership

Calling SLT is reserved for serious incidents where all prior interventions and de-escalation steps have been fully attempted.

- Immediate time-out and escalation to a member of the Senior Leadership Team.
- Formal, parent/carers meetings are scheduled to co-create individual action plans and overcome persistent barriers to learning.
- Restricted access to extra-curricular clubs or non-statutory off-site enrichment activities if a pupil demonstrates that they cannot safely follow the core school rules within those specific less-structured environments.

Racism and Homophobic Language.

We want to make it clear that racism and the use of derogatory language will not be tolerated under any circumstances. To reinforce this standard, any student who intentionally chooses to use discriminatory or derogatory language will be immediately removed from the classroom to work outside of the learning space, and parents will be contacted. This will be time limited and used proportionately.

9. Statutory Sanctions: Suspension and Exclusion

The decision to implement a fixed-term suspension or a permanent exclusion is an absolute measure of last resort, exercised exclusively by the Headteacher (or the designated acting Headteacher) in strict accordance with the law and current DfE statutory guidance.

9.1 The Legal Statutory Thresholds

A pupil will only ever be suspended or permanently excluded on clear disciplinary grounds. In alignment with national legal requirements, a Headteacher may only issue a suspension or permanent exclusion when the following two-part threshold is fully met:

- 1. The sanction is issued in direct response to a serious breach, or persistent and severe breaches, of the school's Positive Behaviour Policy and is safe to do so.
- 2. Allowing the pupil to remain on the school site would be a danger to themselves, or of other pupils and staff members.

9.2 Eradication of Unlawful Rationale

In absolute compliance with the law, Ingrow Primary School confirms that fixed-term suspensions or permanent exclusions will never be utilised as a tool for informal 'respite,' nor will they be issued to 'buy time' to complete risk assessments, or because of a generalised belief that a child being at home will improve future behavior. Risk assessments, safety mapping, and therapeutic behavioral planning are dynamic, ongoing processes that occur safely within school provisions, without defaulting to formal exclusion unless the explicit statutory threshold above is satisfied.

10. Parent and Carer Partnership

Ingrow Primary School operates a warm open-door policy. We take all parental and carer concerns with absolute seriousness. If a parent or carer has a concern regarding their child's social-emotional welfare, peer relationships, or behavioral targets, they are warmly encouraged to speak directly to the classroom teacher at the beginning or end of the school day. Alternatively, they may request an appointment with a member of the Senior Leadership Team (SLT), who will fully investigate the concerns and collaborate on an informed path forward.

To ensure that conversations are confidential and that staff can dedicate their full attention to the matter, parents and carers are required to schedule an appointment through the main school office to agree upon a time that is mutually convenient for all parties.

Related Policies and Documents

This Positive Behaviour Policy operates in conjunction with, and should be read alongside, the following school policies and statutory guidance frameworks:

- Anti Bullying
- Child Protection & Safeguarding Policy, including Child-on-Child Abuse (KCSIE 2026)
- Online Safety Policy & Acceptable Use Agreements (AUP)
- Equality & PSED Policy
- RSE & PSHE Policy
- SEND & Inclusion Policy
- Suspension & Exclusion Policy
- Complaints Policy
- Keeping Children Safe in Education (KCSIE 2026)
- Working Together to Improve School Attendance (DfE)
- Behaviour in Schools Guidance (DfE)
- Searching, Screening and Confiscation & Suspension Guidance
- Equality Act 2010

Appendix 1: 'Bee a VIP' Value-Based Target Framework

This appendix serves as the standard template utilized by class teachers to formulate weekly whole-class SMART targets, linking our core values to tangible, observable classroom behaviors:



Appendix 2

1. Thrive Scripting & "Low Talk" Prompts

1. Curiosity & Wondering Scripts (Low-Demand)

These use open language to name sensations and feelings without demanding a direct response. They are ideal when a child is beginning to dysregulate (early Yellow Zone).

Bilsthorpe Flying High Academy

- **Noticing physical cues:** *"I notice your fists are clenched and your shoulders are up high. I wonder if you're feeling a bit tight in your body right now."*
- **Noticing behavior:** *"I notice you're finding it tricky to sit at your table today. I wonder if there's a big feeling making it hard to stay still."*
- **Predicting internal state:** *"I wonder if you're feeling a bit overwhelmed by how noisy it is in here today."*
- **Validating hesitation:** *"I notice you've gone very quiet. I wonder if you're not sure what to do next, and that feels a bit scary."*

2. VRF 1: Attunement Scripts (Catch & Match)

Attunement means matching the child's emotional intensity in your tone, facial expression, and body language (without matching the dysregulation) to show them they have been heard.

Carr Lodge Academy - Exceed Learning Partnership

- *"Gosh, that felt really big and sudden, didn't it?"*
- *"Wow, that made you so, so cross! I can see how angry you are right now."*
- *"Oh, that really hurt your feelings. That was so hard for you."*

3. VRF 2: Validation Scripts (Accepting the Emotion)

Validation separates the **feeling** (which is always allowed) from the **behavior** (which may need boundaries).

Bilsthorpe Flying High Academy

- **Separating feeling from action:** *"It is completely okay to feel furious that break time is over [Validation]. But it's not okay to throw the equipment [Boundary]. Let's keep your body safe."*

Bilsthorpe Flying High Academy

- **Normalizing strong feelings:** *"I can see why you feel upset that it wasn't your turn. Anyone would feel disappointed about that."*
- **Validating frustration:** *"It makes total sense that you're angry. That work was really tricky and you tried hard."*

4. VRF 3: Containment Scripts (Making Big Feelings Survivable)

Containment signals that the adult is calm, grounded, and able to "hold" the child's distress without getting angry, overwhelmed, or giving up on them.

Carr Lodge Academy - Exceed Learning Partnership

- **Reassuring safety:** *"These are really big feelings, but you are safe with me, and I'm going to stay right here until you feel calm."*
- **Sharing the emotional load:** *"You don't have to fix this or figure this out on your own right now. I've got you."*
- **Normalizing difficulty:** *"Sometimes things feel far too big to manage, and that's okay. I can hold this for you until you're ready."*
Elm Tree Community Primary School
- **Pacing the interaction:** *"We don't need to talk about what happened yet. First, we just need to help your body feel steady."*

5. VRF 4: Soothing & Co-Regulation Scripts (Calming the Nervous System)

Once the child is out of peak crisis (Red Zone) and entering recovery, these scripts bring their nervous system back to a regulated state.

- **Breathing / Rhythmic guidance:** *"Let's take a big breath together. In... and out. That's it, nice and slow."*
- **Grounding:** *"Let's just feel our feet on the floor. We're right here in [Host Class / Quiet Area], and we have plenty of time."*
- **Low-demand presence:** *"I'm going to sit right here next to you. You don't have to say anything at all."*
- **Restoring connection:** *"I'm really glad you're here. We are going to get through this together."*

Key Rule for Teachers Using Thrive Scripts

The 10-Second Rule: Say the script in under 10 seconds, then stop talking for at least 30–60 seconds. In high-stress moments, a child's brain struggles to process language, so long speeches will increase agitation rather than reduce it.

2. Natural & Restorative Consequences Menu

A consequence is **natural** when it relates directly to the behavior, repairs the harm caused, or replaces lost learning. It avoids shame while maintaining accountability.

3. The "Zones of Regulation" Reflection Framing

When running the **Comic Strip Narrative**, frame the dialogue around these brief reflection questions:

1. **Identify Zone:** *"Which Zone were you in when [event] happened?"*
2. **Notice Triggers:** *"What happened right before you moved into the Yellow/Red Zone?"*
3. **Plan Repair:** *"What is one thing we can do right now to repair this and get back to the Green Zone?"*