



Positive Behaviour Policy

Ingrow Primary School

Date: September 2024

Review Due: September 2025

Approved by Governors: October 2024

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, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.
- ✓ Consistent routines must be established at the start of every year and revisited throughout the year.

Further policies to support developing positive relationships are in place.

- Anti-bullying
- Safeguarding and Child protection which included harmful sexual behaviour.
- Child on Child Abuse
- Online safety
- DFE use reasonable force
- Inclusion 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	Awarded for exceptional effort and outstanding pieces of work. Has Made exceptional progress ! Achieved the learning intention and beyond !
SILVER	Awarded for great effort and excellent pieces of work Has made excellent progress ! Achieved the learning outcomes.
BRONZE	Awarded for great effort and a good piece of work, may or may not have met the learning intention. Has made good progress.
GREEN	Children are ready to be inquisitive and ready for learning. Expectations have been clearly communicated. Children are being safe, respectful and kind.

Weekly Celebration

The awards will be celebrated in a weekly whole school or class assembly.

Pupils will receive a certificate and pencil.

Ultimate Gold Award

At the end of each term, a special award will be given to the child who has achieved the most awards in that term. The children will receive a special prize.

VIP Awards – linked to the key values

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

	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
	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
	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
	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.

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 item 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.

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

Managing unacceptable behaviour and sanctions

- 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
- Miss partial playtime/Full playtime (in this instance can have fresh air/toilet break)
- Miss lunch playtime (in this instance can have fresh air/toilet break)
- Eat lunch away from peers with class teacher or senior leader
- Loss of choice time
- Time out with senior leader
- Parent meetings
- Working in another classroom for a morning/afternoon
- Asked to complete work at another time or at home

Serious sanctions that can be used are:

- Exclusion from lunch (Go home for Lunch)
- 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

