



Behaviour Policy

Policy date: Sept 25

At Ingol Community Primary School we expect the whole school community to contribute in creating an atmosphere conducive to learning for all our pupils. We are a caring community, whose values are built on mutual trust and respect for each other. The school behaviour policy is therefore designed to support the way in which all children can work together, allowing them to achieve to the best of their abilities.

Intent

The behaviour policy reflects the whole school philosophy in relation to positive behaviour management. It acts as a framework for staff, pupils and parents to provide fair, consistent and transparent systems on expectations and attitudes towards positive behaviour in and around school for all our pupils.

We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society. Children will gain a sense of pride through social learning and positive experiences as part of the ethos of our school in the hope that they will be able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others. This is also the backdrop to our positive behaviour policy.

Trauma Informed Schools (TIS)

- TIS 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 social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.
- We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school also has access to a comprehensive and flexible reporting tool for tracking change over time, for both individuals and groups of pupils.
- 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.
- Life events can introduce episodes, which become interruptions to some children's development. The TIS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions. With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy

development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

At Ingol Community Primary school we aim to:

- Ensure that all pupils have an entitlement to learn in a positive environment conducive to learning.
- Promote fairness for all our pupils.
- Be consistent in our approach to behaviour management in school.
- Be role models for all our pupils in the way we conduct ourselves as individuals.

From our aims we expect our pupils to:

- Always show respect for each other and all property.
- Be kind, helpful and polite.
- Make appropriate choices that reflect good behaviour in and around school.
- Be able to take responsibility for their own actions.
- To give of their best, be resilient to setbacks and to learn from mistakes.

Implementation

Strategies for promoting positive whole school behaviour

- High quality education which involves pupils, builds on success, ensures progression, involves and informs parents;
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times;
- Use of TIS snapshots (at regular intervals) and online tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning; Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two;
- Enable children to take responsibility for themselves and their actions in age appropriate ways;
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;
- Any plan of action is agreed and shared in a working partnership with parents and carers;

- Individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.

Rewards and Incentives

The school operates the Gem Project to promote positive behaviour for learning where pupils focus on a specific gem each half term:

Ruby – Kindness

Sapphire – Resilience

Diamond – Independence

Emerald – Teamwork

Amethyst – Creative thinking

Topaz – Maintaining focus

The class with the most gems each half-term is given a treat on the last Friday afternoon - agreed by the class teacher and pupils. In both KS1 and KS2 the Dojo reward system is operated where points are awarded for pupils' attitude, manners, behaviour and achievement in the classroom and around school.

KS2 children can convert their Dojo points in to Bank of Ingol pounds to spend at our vending machine. Children are encouraged to save pounds for prizes of greater value. Prizes are awarded to pupils on reaching various levels of points. The system is not based on 'first past the post'.

All pupils have the opportunity to receive certificates and prizes when they reach agreed prize thresholds. Certificates are given out weekly for Star, Gem and Writer of the week. A weekly record is kept of pupils who have achieved child of the week and the Gem Power award.

Initial Responses

If any child breaks our behaviour expectations, they are given reflection time with an adult to discuss any underlying issues. We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key.

By contributing to a safe, structured and stimulating sequence of interactions the adult can literally engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making. Our aim is to give support and opportunities for children to change their choice and show they have learned.

However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe. When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also.

The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people;

Headteacher, SLT, SENDCo, Learning Mentor, Class Teacher, Teaching Assistant.

At every stage we will also maintain close communication with parents and carers.

Extreme Behaviours

Report card

Step 1 – Report the pupil to the Deputy / Head with a photocopy of the ABC behaviour log. Behaviour concerns are discussed and shared with the child. Phone call home to parents

Step 2 – If no improvement the child will be sent to AHT and work out of class for half a day. They will miss their lunchtime play. Phone call home to parents

Step 3 – If there is continued poor behaviour, then a formal report card will be given from the DHT for 1 week. A meeting will be held between the DHT, class teacher and child around targets for improvement.

Information will be communicated to parents about the report expectations either via letter or face to face.

The report card will be signed every day by either the teacher or DHT. It must also be signed by the parent daily - if this is not feasible a phone call or agreed channels of communication will be set up.

One-day internal exclusion will commence before the report card starts

Step 4 – After an agreed period of monitoring on the report card (1 week) the behaviour will be analysed and a decision will be made to remove the need for the report if improvements have been made. If no improvement, report card continues and is monitored by the Head.

A pre-suspension letter will be sent to parents outlining our expectations and this risk of suspension if these are not met. Free time/ playtime will be removed and children will be supervised during this time within school.

Step 5 – A formal suspension by the Headteacher. At playtime / lunchtime the following procedure is applied for inappropriate behaviour:

Supervision

Staff members are on the hub and yard daily to supervise ball games and shadow pupils who have behavioural issues. Welfare and Support staff will report any incidents at the end of each dinnertime in line with the procedure system above.

1. A verbal warning and the class teacher is informed when pupils return to class.
2. After the verbal warning, if any pupil is still deemed to be playing in an inappropriate way which could result in somebody being hurt deliberately or agreed rules being broken, they are sent to the time out area and are thus removed from participating in an active playtime. Further action will then be enforced regarding further sanctions with the class teacher when playtime finishes.
3. Any pupil that refuses to stand out in the time out zone will be removed from the playground by a teacher and report to SLT.

School Support Systems

As a fully inclusive school, we recognise that for some children, additional or different action may be necessary as a result of special educational needs or disability. This is in accordance with the SEN code of practice. We recognise that a pupil with social, emotional and behavioural difficulties may require specific support in school. Where this is the case, a child will be identified on our School SEND register.

An individual behaviour plan may be established in consultation with the child and parents. This will outline agreed targets and listed strategies on how we will support this pupil. It may also be appropriate to help other children in school understand what they can do to support this particular pupil. If identified children need a 'Time Out' they can access the Bee Hive. A member of support staff will walk them to the Bee Hive with an activity to complete, stay with them if necessary, or leave them under the supervision of the Bee Hive staff until they feel ready to return to class.

Serious Incidents

If a child is physically or verbally abusive and has deliberately hurt or offended a pupil or member of staff, the Head must be informed immediately.

A letter will then be sent home and the parents asked to attend a meeting.

An Action Plan will then be put in place to ensure that the pupil behaves appropriately.

The report card system will be triggered if the behaviour meets the criteria for this.

Exclusion Prevention

We firmly believe that exclusion should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will already have been identified by the school and will have their own Individual Behaviour Plan (IBP).

We work closely with the Inclusion Hub and its partner agencies to prevent permanent exclusions. The decision to exclude is taken by the Headteacher and this may be for a fixed term or permanent exclusion.

The Headteacher will take into account the interests of the pupil against those of the whole school community. Violent or physical abuse towards a member of staff or another child will not be tolerated. Persistent disruptive behaviour that does not allow children to learn or teachers to teach will also not be acceptable.

Power to use Reasonable Force

In our school we do not have a 'no contact' policy as there is a real risk that such a policy may place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is used either to control or restrain but never as a punishment. All staff are Safer Handling trained.

Parents

The support of parents is essential to the efficient working of the system. Parents are informed about the school behaviour policy through the school brochure and website. School, parents and pupils will work in close partnership to resolve issues.

Signed: Mrs N Parkinson

Date: September 2025

Reviewed: September 2026