



# Behaviour Policy

## GREEN is GREAT

|                     |                          |
|---------------------|--------------------------|
| Signed by:          |                          |
| Head Teacher        | Mr. Glenn Duggan Seville |
| Chair of Governors  | Mrs Katie Hunt           |
| Date Adopted        | July 2025                |
| Date Reviewed       | July 2025                |
| Date of Next Review | Autumn 2026              |

## Introduction

We are a THRIVE school. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches are followed across our whole school setting.

The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs.

We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school.

We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses. Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways.

Our staff regularly undertake CPD in order to deepen knowledge and our school ethos, environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together has been a long-term vision for our school.

## Aims

At Inkberrow Primary, we want all our children to develop and learn to the best of their ability. We believe, as in Maslow's Hierarchy of Needs, that children learn best when their basic (physiological requirements and feeling safe) and their psychological needs (their sense of belonging and accomplishment) are met before we address their cognitive needs. This includes learning about their behaviour and emotions.

We need to ensure that we have an effective approach to securing high quality personal development and well-being through:

- Being taught to understand, regulate and manage emotions;
- Applying thinking between feeling (sensation and emotion) and action;
- Increasingly showing empathy and understanding to others;
- Being taught the skills to develop resilience and responsibility in readiness for them taking their place in society.
- Being encouraged to take a sense of pride in themselves and to build self-awareness

Just as in other curriculum areas, these skills need to be directly taught in a 'right time' age appropriate way. **For some children, this may not be their chronological age.**

We are very clear that everyone has the right to feel safe, special and to have their needs met. Our Relationship Policy reflects the important social and emotional learning that each child needs to

develop in order to feel 'safe enough' to learn in lessons. We need to ensure that we have an effective approach to securing high quality personal development and well-being through the learning values contained within our **C U THRIVE** programme:

- **Communication** - Caring relationships which grow and develop through talking and problem solving.
- **Understanding difference** in the self, others and the wider world.
- **Trust** - Positive and purposeful relationships based on trust.
- **Hard work** inspired by engaging learning activities leading to achievement.
- **Respect** at the heart of everything we do.
- **Independence** - building responsibility as we grow and learn.
- **Vitality** - Productive energy from making the most of opportunities leaving us feeling happy, well and fulfilled.
- **Expectations** - a cycle of high expectation set up in those opportunities resulting in personal best, leading to praise and constructive self-evaluation and reflection that keeps telling us more about our learning, behaviour and emotion.

## Our Behaviour Expectations

We expect children to demonstrate our expectations in line with our CUTHRIVE programme:

### Be ENGAGED

- Be positive, model the change you wish to see
- Be a role model, make good behaviour choices
- Be responsible for your own learning, never give up
- Be ready to learn, smart and punctual

### Be RESPECTFUL

- Be honest and trustworthy
- Be courageous and adventurous
- Be resilient, try your best. If you fall get back up
- Be polite, use kind words and actions
- Be thoughtful, play fairly and include others
- Be proud of your school
- Be a positive influence

### Be SAFE

- Be mindful, keep everyone safe
- Be safe and follow the school rules
- Be conscientious, pick up litter and keep our school tidy
- Be resourceful, use equipment in the right way

- Walk quietly round school at all times (Respect / Safe)
- Keep hands/feet to yourself (Respect / Safe)
- Be kind to others (Respect)
- Use good manners (Respect)
- Be a good listener (Communication / Understanding Difference) (Engaged)
- Allow others to learn (Respect / Engaged)
- Respect others/property (Respect)
- Complete assigned work (Hard Work / Engaged)
- Keep spaces neat and tidy (Respect)
- Always do your best (Hard Work / Engaged)
- Use time wisely (Hard Work / Engaged)

- Be interested. Ask questions. (Communication / Vitality/ Engaged)

## The School's Code of Conduct

The school has a Code of Conduct for all pupils, staff, parents and visitors to the school to follow. Within the codes are clear and simple lists of expectations, which will ensure that everybody can work and learn in a safe, respectful and fair environment and ensure that positive relationships are developed and maintained.

## Approaches to developing positive relationships

- High quality, adapted education which involves pupils, builds on success, ensures progression and involves and informs parents.
- Social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day.
- Whole class THRIVE screenings and use of online tools to enable a strategic response to individual, group and class development.
- A planned programme of Citizenship and PSHE (SCARF) used in conjunction with specific THRIVE class targets.
- Encouraging children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- For children to become increasingly self-aware, taking responsibility for themselves and their actions in development appropriate ways (for most children this will be their chronological age).
- Where need is identified, for structured, tailored group and individual programmes to be incorporated into action plans using the THRIVE online tool.
- For children with additional needs to be recognised within our relational systems. They are provided appropriate, scaffolded support to ensure they can operate within boundaries that are recognised as fair and consistent for all.
- By reinforcing positive behaviour choices based on clear and consistent responses within boundaries that offer safe containment.
- By recognising that supporting some pupils appropriately may require adults to develop and employ new skills.
- By rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.
- Understanding that fixed term internal and external exclusions may be part of a positive relationship approach once all other avenues have been explored.
- Ensuring that expectations around behaviour, rewards and sanctions are understood and reviewed and revisited regularly.

## Rewards

The school will always look to reward positive behaviour in children against the school's Code of Conduct through:

- Public praise – this is our easiest and most effective tool in maintaining a positive ethos and encouraging good behaviour – **GREAT TO BE GREEN!**
- Stickers to highlight good behaviour, good work and a positive ethos.
- House points - given out readily in conjunction with praise for effort and achievement.
- Citizenship awards - awarded to children for good citizenship and demonstrating the Trust values (Aspiration, Collaboration, Respect, Responsibility, Kindness).
- Star Assemblies – pupils from each class receive an individualised certificate at a special end of week assembly.
- Golden Tickets.

## Unacceptable Behaviour

We know that the quality of teaching and learning has a direct impact on good behaviour. At Inkberrow Primary, we aim to make our lessons lively, stimulating and high-quality experiences which engage and interest the children and effectively meet their individual needs.

We acknowledge the important role that we play as a school in helping children to learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults.

From time to time however, some children exhibit behaviour which is disrespectful to others around them or disruptive to learning. Behaviour which is disrespectful or disruptive to learning will be considered unacceptable behaviour. Unacceptable behaviour includes the following:

- Calling out in class.
- Making rude or inappropriate comments to adults or other children.
- Refusing to get on with a learning task.
- Persistently disturbing other children who are working.
- Persistently getting up and wandering about the classroom.
- Making tapping, clicking or whistling noises intended to disturb others.
- Not using learning resources appropriately.
- Leaving the classroom without permission.

This is not an exhaustive list and there may be other situations where the class teacher makes a judgement that a child's behaviour is unacceptable. A discussion may be had around the C U THRIVE values to allow the child to make the best choice, thrive and feel confident about themselves.

## Behaviour as communication

At Inkberrow Primary School, we believe that all behaviour is communication and that a child's inappropriate behaviour is a sign that they are upset or that something is not right. As adults, we should be assisting the child to appropriately deal with these behaviours. Inappropriate sanctions can often lead to a worsening of the situation or create a sense of shame for the child who may be unable to regulate the way they are behaving. In line with this belief, Inkberrow Primary School does not believe in the use of corporal punishment either in or outside of school.

## Three Rs - Regulate, Reason, Repair

In order to deal with a child's inappropriate behaviour, we use the Three Rs - Regulate, Reason and Repair as described by Dr Bruce Perry:

- **Regulate:** While a child is dysregulated they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how calm down and take them out of flight/fight mode.
- **Reason:** The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.
- **Repair:** Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act.

## Consequence system

Despite all of the measures taken to ensure positive behaviour, sometimes children make choices which are not in line with our expectations and staff will need to refer to this section of the Policy. 'Consequences' work in conjunction with our school values, the THRIVE principles and our behaviour guidelines.

In order for children to experience consistency in expectations and consequences the school has an agreed set of the thresholds which outline which types of behaviours may be displayed and the appropriate level of consequence. These thresholds are guidelines and when applying them staff should take account of children's individual needs and chronological and/or developmental age. This is not an exhaustive list and any staff members who are in doubt of the Threshold level should seek guidance from a member of the Senior Leadership Team.

|                  | What happens?   | Action  | Examples of behaviour   |
|------------------|---|---|---|
| EXPECTATIONS     | Consistent high-quality teaching.   | <p>Read the room and use positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders, reposition, and redirect using PACE, VRFs and small acts of kindness.</p> <p>Expectation of staff:</p> <ul style="list-style-type: none"> <li>• Meet and Greet every child each morning</li> <li>• Green is Great each day by playtime</li> </ul>                                    | <p>Behaviour that demonstrates the core values. This may include:</p> <ul style="list-style-type: none"> <li>• Being kind to others</li> <li>• Respecting others / property</li> <li>• Using good manners</li> <li>• Managing distractions</li> <li>• Being a good role model</li> <li>• Always trying your best</li> </ul>   |
| Stage 1 - Remind | <p>Praise the positive behaviours you want to see.</p> <p>Where behaviour does not meet your expectations, a reminder of the expectations for children of <b>Engage, Respect, Safe.</b></p> | <p><b>Verbal reminder or other signal of our school expectations will be used.</b></p> <p>Where a child has a socio-communicative difficulty, visual prompts may be beneficial.</p> <p>Any child with an individual THRIVE Plan or EHCP may have a personalised approach as documented.</p> <p>At this point there will be a discussion between the teacher and child about our school values to uncover any triggers underlying the behaviour choices.</p> | <p>Behaviour that is oppositional to those agreed. This may include:</p> <ul style="list-style-type: none"> <li>• Calling out.</li> <li>• Talking at inappropriate times.</li> <li>• Not completing work set or</li> <li>• Not completing it to the expected standard.</li> <li>• Not adhering to the school expectation of safety in all areas of the school.</li> </ul> |

|   |  |   |   |
|---|--|---|---|
|   |  | <p>Whole class reminder of the learning behaviours expected in class or in the playground. Praise for those demonstrating desired behaviour.</p>  |   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stage 2 - Final Reminder</p> | <p>Second example of negative behaviour after the first warning.</p> | <p>The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:</p> <ul style="list-style-type: none"> <li>• I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].</li> <li>• I am wondering if you are feeling [.....]?</li> <li>• You know we have a Ready, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.</li> <li>• Do you remember when you [did that kind thing for.....]? That is who I need to see today.</li> <li>• When I come back in * minutes, I want to see your wonderful [.....]. Thank you for listening. <b>Now walk away but remember to return at the given time!</b></li> </ul> <p>The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to</p> | <p>Continuing behaviour that is oppositional to those agreed. This may include calling out, talking at inappropriate times, not completing work set or not completing it to the expected standard, not adhering to the school rules of safety in all areas of the school.</p> |

|  |   |  |   |
|--|---|--|---|
|  |   | <p>reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).</p> <p><i>Procedure as stated above.</i></p> <p>Child's name will be noted (not publicly) by the class teacher on Scholar Pack, along with date/time, lesson and the actions taken. This is order to determine any behavioural patterns E.g. Does the negative behaviour occur at particular times of the day/week, or in certain lessons or with certain adults? Does this reveal an underlying anxiety for the child that makes it difficult for them to access their learning?</p> <p>A staff member will discuss the situation with the child once they are regulated to unpick any underlying causes and explain clearly what will happen at this stage and why.</p> <p>Depending on the individual child and where age/developmentally appropriate, the staff member will clearly explain that their behaviour has reached Stage 2. The staff member will help them identify what they can do so that it does not escalate to Stage 3.</p> |   |
| <p>Stage 3 - Time in (Wellbeing Space)</p> | <p>If a child reaches this stage, they are beginning to dysregulate. Children will have a 'time in' for regulation in a space within the classroom. Children will be allowed to use the calm box until an adult can speak</p> | <p>The child will be asked to go to the wellbeing space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.</p> <ul style="list-style-type: none"> <li>○ The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing...'</li> </ul>  | <p>Continuing or escalating behaviour that is oppositional to those agreed. This may include calling out, talking at inappropriate times, not completing work set or not completing it to the expected standard, not adhering to the school rules of safety in all areas of the school.</p> |

|  |  |   |  |
|--|--|---|--|
|  | <p>to the child privately as a co-regulator.</p> | <ul style="list-style-type: none"> <li>○ Boundaries are reset.</li> <li>○ Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.</li> <li>○ Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.</li> <li>○ If this is at playtime, the child should have 'time in' by standing with the adult.</li> </ul> <p>For there to be a positive outcome from Time the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This doesn't come from isolation of shame; it comes from practice and supported learning.</p> <p><b>Step 3 always concludes in Repair with the adult where (or with whom) the rupture occurred.</b></p> <p><b>There may be occasions where there is significant dysregulation and 'time in' at the wellbeing space is not appropriate. In this instance the child should be moved to a safe space to support them to regulate and/or to defuse a situation. In general, three minutes should be enough time.</b></p> <p>Staff Member will continue to explain clearly the reason for child reaching this stage, and at this point offer the child an opportunity to rectify actions by one of the following options:</p> <p><b>Moving seats</b> - independent learning space as appropriate.</p> |  |
|--|--|---|--|

|   |   |  |  |
|---|---|--|--|
|   |   | <p><b>Time in (Well-being space)</b> - child is invited to sit somewhere, near by a staff member to help with regulation.</p> <p><b>Time Scale</b> - Setting an agreed expectation with the child completing task in order for consequences to stop progressing. eg "You will have 10 minutes to complete up to question 5"</p> <p><b>Adaptation of task</b> - teacher will use their knowledge of the child, especially in the case of SEN or individual THRIVE profile to adapt a task if this is causing the contention E.g. due to a child's high levels of anxiety during a test or the level of challenge presented.</p> <p>This list is not exhaustive and other strategies that involve the Three R's may be used.</p>   |  |
| <p>Stage 4 - Time In (Wellbeing Base)<br/>       Recorded on ScholarPack.</p> | <p>If Stage 3 is unsuccessful, or if a child refuses a Time In within the classroom, then the child will attend the wellbeing base at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Immediate support at the wellbeing base will be provided where the level of dysregulation increases</p> | <p>A member of the SLT will escort the child from the classroom and give them time to regulate and reflect on their behaviour. They will be given the opportunity to complete their work in a designated place, decided by and arranged by the class teacher and appropriate to the child's age and need (eg a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with a member of the SLT, as appropriate.</p> <p>They may miss some playtime on that day (as deemed appropriate by the teacher). On their return to class, the final stage of the three Rs (repair- restorative conversation) will be discussed and a 'clean slate' approach will be used from that moment.</p> | <p>Instantaneous Stage 4 would be given for behaviour that causes concern for health and safety on the child, other pupils staff and school property, such as:</p> <ul style="list-style-type: none"> <li>• Destruction of classroom equipment (defacing tables, snapping pencils etc).</li> <li>• Swearing,</li> <li>• Bullying,</li> <li>• Refusal to complete a Stage 3 request,</li> <li>• Disruption to the classroom or classroom environment where other children or staff are not</li> </ul> |

|  |   |   |  |
|--|---|---|--|
|  | <p>risk for the child, other pupils or the staff member.</p> <p>Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in. A phone call home will be made to inform the parents and this step will be recorded on Arbor.</p> <p>Fourth negative behaviour or continuation of Stage 2 behaviour.</p> <p>Child's name will be recorded (not publicly) by the teacher as Stage 4.</p> | <p>Parents will be informed at the end of the day.</p> <p>Incident is logged as a Stage 4 on Arbor.</p> | <p>at risk of harm e.g. throwing a book to the floor or ripping up own work.</p> |
|--|---|---|--|

|  |  |   |  |
|--|--|---|--|
| <p>Stage 5 – Pastoral Support Plan (PSP)</p> | <p><b>If a child is dysregulating regularly, then they will have individualised targets.</b> Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of a Pastoral Support Plan. This will be a holistic approach by putting in wellbeing interventions alongside monitoring. Decisions to place children on any formalised behaviour monitoring will be taken by the Head Teacher, in collaboration with the class teacher and SENDCo.</p> <p>Fifth negative behaviour or immediate due to Health and Safety concerns which may result in a fixed term exclusion.</p> | <p>The Pastoral Support Plan will support the child by setting a precise behaviour target that is achievable.</p> <p>The SLT member will determine a space appropriate to the school and the age of the child where the child will work for the remainder of the session or day depending on age and individual needs.</p> <p>They will not be able to access lunchtime or playtime, whichever is first, and the SLT member has the discretion to keep them off the playground if this puts other children at risk.</p> <p>A meeting with parents will be held with class teacher and member of SLT in order to discuss the triggers as noted on Provision Map and to seek a positive solution to avoid further negative behaviours from happening.</p> <p>The Head Teacher has the discretion to apply a fixed-term exclusion at this stage if it is deemed that removal from the playground or classroom will not regulate the behaviour or that the risk to other children and staff cannot be managed.</p> <p>Incident is logged as a Stage 5 on Arbor.</p> <p>Fixed term and exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).</p> | <p>Continued behaviour, following receipt of a Stage 4 on the same day OR regular receipt of a Stage 4 (e.g. daily over the course of a week). Instantaneous where health or safety is of concern:</p> <ul style="list-style-type: none"> <li>• Putting themselves at risk (E.g. climbing up on school equipment or property.)</li> <li>• Refusing to hand over an inappropriate object that could be deemed dangerous.</li> <li>• Running away from a member of staff or adult when requested.</li> <li>• Leaving classroom without permission.</li> <li>• Putting others at risk (e.g. throwing kicking classroom equipment, shouting and swearing in the classroom and distressing peers.</li> <li>• Extreme sexualised behaviours).</li> <li>• Putting staff at risk (E.g. threats or actual of acts of violence) .</li> <li>• Threat or actual destruction of school property.</li> </ul> |
|--|--|---|--|

|  |  |   |  |
|--|--|---|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stage 6 Review PSP/Behaviour Plan</p> | <p>If a child continues to be dysregulating regularly, then they will have an individualised plan. An <b>Individual Behaviour Plan</b> is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for Suspension or Exclusion. The effectiveness of the PSP relies on identifying the underlying causes of the child's behaviours; the Head Teacher will seek to identify the barriers to behaviour through an individualised Thrive assessment and action plan. The action plan will be shared with parents as part of the <b>Stage 6</b> meeting and help to form the formal targets for the child's <b>IBP</b>.</p> | <p>A child's behaviour may deteriorate before it improves when a IBP is introduced.</p> <p>Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a WAP for maximum success, especially with younger children.</p> <p>The IBP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the Thrive assessment.</p> <p>This can only be given when a child has worked their way through Consequences. If there is an immediate situation that warrants exclusion, then a Fixed Term referral needs to be made by the class teacher to the Head Teacher. The decision to exclude lies with the Head Teacher.</p> <p>Fixed term and permanent exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).</p> | <p>Reasons for a Stage 5 and consideration for exclusion (fixed or permanent) can include (but are not limited to):</p> <ul style="list-style-type: none"> <li>• Persistent disruptive behaviour.</li> <li>• Deliberate physical assault against a pupil.</li> <li>• Other verbal abuse.</li> <li>• Threatening behaviour against an adult.</li> <li>• Physical assault against an adult.</li> <li>• Verbal abuse/ threatening behaviour against a pupil.</li> <li>• Theft.</li> <li>• Sexual misconduct.</li> <li>• School damage.</li> <li>• Bullying, including Cyber-Bullying.</li> <li>• Racist abuse.</li> </ul> |
|--|--|---|--|

|  |  |  |  |
|--|--|--|--|
|  | Referral for Exclusion due to escalation through the stages or instant in the circumstances of behaviour which are Stage 5 behaviours. |  |  |
|--|--|--|--|

| The Inkberrow Way: 'Give me 5' Listening Code |  |  |
|---|--|--|
| <b>1</b>                                      | <b>STOP</b> what I am doing            | Ready                                      |
| <b>2</b>                                      | <b>EMPTY</b> my hands                  | Safe                                       |
| <b>3</b>                                      | <b>LOOK</b> at the teacher             | Respect (encourages good listening skills) |
| <b>4</b>                                      | <b>LISTEN</b> to the instruction       | Respect                                    |
| <b>5</b>                                      | <b>THINK</b> and respond appropriately | Respect (supports a positive outcome)      |