



# Behaviour Policy

<b>Date Adopted:</b>	September 2024 Reviewed September 2025
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## Introduction

At Intake Farm Primary School and Nursery, we believe that a high standard of behaviour makes effective teaching and learning possible. We believe in the development of self-esteem, self-discipline and respect for others, which supports pupils in their learning and to be successful in life beyond school.

We emphasise positive reinforcement and praise. We have high expectations of behaviour and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. There are occasions when we will need to deal with unwanted behaviours and this policy sets out the consequences (also called sanctions) for unwanted behaviours, should they arise.

At Intake Farm Primary School and Nursery, we provide a challenging, stimulating, interesting and fun educational environment and we have very high expectations of our children. We celebrate and value effort, hard work and good behaviour from all of our children. This is achieved through specific praise, positive comments, celebrating good work, our special Superkids assemblies, stickers and class Dojos. We regularly inform parents both formally through the Dojo parent platform and through ongoing dialogue of good behaviour.

These methods ensure our children are well motivated to learn and in turn contribute to the high standards of behaviour we expect.

We acknowledge that some children need additional support to reach expected standards of behaviour, so we identify where this support is needed and we put the support in place to avoid unwanted behaviours.

## Our positive behaviour culture

### Pride in belonging

Our children feel proud to belong to Intake Farm Primary School. They feel proud to belong to their class, and they feel proud to belong to their community. They show this by:

- being polite to everyone they meet, both in and out of school;
- showing exemplary manners at all times: in school, during lessons, during breaks and lunchtimes, on educational visits, on residential visits, and when representing the school during, for example, sporting competitions at other schools and swimming sessions;
- behaving well in school and nursery, and on the way to and from school, in a safe and sensible manner.

## **Respect**

Our children respect themselves, each other and adult members of the school community. They:

- move about the school in a quiet and orderly way;
- remember their manners, e.g. saying “please” and “thank you”;
- treat others as they themselves would like to be treated, e.g. avoid name-calling, rudeness, using bad language and being unkind to others.

Our children respect their own property and that of others, including the school building, which all members of the school community share. They:

- make sure that all their own property is named;
- avoid bringing into school expensive items, such as earrings, watches, rings. If they do bring such items, the children themselves must accept full responsibility for them;
- take good care of items they borrow, e.g. books, and see they are returned in good condition;
- avoid dropping litter and take care that all rubbish is put into the bins provided;
- take pride in the appearance of the school, and its surroundings (e.g. trees, plants) and take care not to damage the school building, displays or furnishings in any way.

Children need to work hard and to concentrate if they are to learn. In lessons, they:

- listen carefully to the teacher and follow instructions the first time they are given;
- work quietly and sensibly, so that no one is disturbed and everyone can produce their best work;
- take pride in the presentation of their work;
- complete all work to the best of their ability;
- make sure that their classroom is kept tidy.

## **The restorative approach**

Our school has adopted the restorative approach to create an environment where children can develop the four key features: respect, responsibility, repair and re-integration.

Our vision with this approach is to develop the children’s skills to enable them to listen and respect the opinions and beliefs of others, take responsibility for their own actions, repair any harm caused by behaviours (for example, this may be by writing a letter of apology or discussing their actions with the victim), understand the impact of their behaviours to try and decrease any future repetition. By developing the emotional literacy of all children, we want to enable them to be able to discuss and understand their feelings, before an incident occurs.

These occur by following approaches such as:

- circle times/ PSHE lessons to understand and discuss feelings, actions and emotions;
- ELSA interventions for specified children;
- assembly times linked to key values, including school values;
- RE lessons, where topics such as justice, discrimination, respect and fairness are discussed;

- The use of the the DEIB (diversity, equity, inclusion and belonging) package of support for school to implement throughout the curriculum;
- RSHE lessons, to enable children to understand and appreciate the changes in our bodies;
- therapy sessions, e.g. play therapy for emotional wellbeing and Lego therapy to build social skills;
- mindfulness time, for certain cohorts or children as and when needed;
- computing lessons on the theme of online safety and the impacts of cyberbullying.
- the use of zones of regulation across the school, in order for the children to learn to express their emotions.

### **Growth mindset**

Our school promotes a growth mindset culture. Growth mindset is a belief that we can all learn through effort, dedication and hard work. A growth mindset culture enables our children to be better equipped to handle setbacks. Our children are taught to know that hard work and effort helps them learn and achieve results.

Through everyday actions and conversations, we all promote the following growth mindset values:

- celebration of mistakes (learning only happens when mistakes are made);
- perseverance and determination;
- peer collaboration (learning from, and helping, each other);
- individual achievements (rather than comparing self to others);
- encouraging children to challenge themselves;
- understanding that our brains are growing at different rates and making new connections all the time.

### **Our trauma-informed approach**

Research shows that childhood trauma can have a significant impact on long-term mental and physical health. Childhood trauma can be described as frightening or painful events in a child's life. It can include: abuse, abandonment, neglect, death or loss of a family member, witnessing domestic or community violence, bullying, painful medical procedures, having a close relative incarcerated, living in a chaotic environment.

Our trauma-informed approach creates a safe and supportive environment for our children by acknowledging trauma and its impact. This approach can help our children to develop resilience. To ensure every child develops positive mental health and resilience, we:

- support children who show distressed behaviours;
- find ways to manage their emotions and feelings;
- create an environment of safety and compassion at all times;
- build a school network of positive and supportive relationships through training;
- ensure children maintain the capacity to learn, despite traumatic events that may occur.

We do not operate a 'one-size-fits-all' approach to distressed behaviour. We have high expectations of behaviour for all. However, support is offered to children having difficulty meeting behavioural expectations.

Central to the trauma-informed approach is an understanding of the importance of developing relationships. An empathic and nurturing response to distressed, challenging and emotional behaviour is key. We recognise that supporting mental health and wellbeing is vital when tackling distressed behaviour. In our trauma-informed school, we are prepared to recognise and respond to those who have been impacted by traumatic stress.

## Our systems

### **Rewarding positive behaviour**

We create an environment where good behaviour is more likely than unwanted behaviour. We model good behaviour to the children at all times. We positively and publically reinforce, celebrate and emphasise good behaviours that we see, and we have clear and consistent systems in place in school to reward positive behaviour. This includes our Dojo system and our special weekly Superkids assembly.

### **Class Dojo**

Each child has their own class Dojo account, where their behaviour and learning attitudes ensure that they can earn points for themselves. Rewards are instant and are added to their profile. Parents are also able to view their child's profile and share their successes. Children can redeem their points at the school Dojo shop. The Dojo shop is publically on display for children to see and be motivated by. Children may choose to spend their points, or save their points to earn bigger prizes.

### **Superkids**

Weekly Superkids assemblies celebrate achievement in all areas: positive attitudes, effort, determination and perseverance. Superkids assemblies are timetabled for every Monday throughout the year. Certificates are awarded to children and our up-to-date list of Superkids is posted in the entrance hall for parents to see. Parents of Superkids are invited to the assembly to share their children's achievements. FS1 have their own superkids celebration in the nursery setting. Their name is displayed on the nursery welcome board, for parents to see.

### **At other times**

For good work, good behaviour, extra effort etc. teachers and TAs send children to the HT, DHT or other SLT member for celebration of achievement. On occasion, exceptional work or attitudes may be displayed on the school's Facebook page (with parental consent), to show off achievements. In the school hall there is a display celebrating the wider achievements of our children, to celebrate their out of school successes. This may include sporting achievements, artistic achievements or any other wider areas of success.

### **Acknowledging good behaviour within the classroom and around the school**

Acknowledging good behaviour encourages repetition of that good behaviour and communicates our school's expectations and values to all of our children. Positive reinforcements and rewards should be applied clearly and fairly to reinforce Intake's culture of good behaviour. Rewards we use on a daily basis include:

- Verbal praise.

- Stickers.
- A Dojo point.
- Sharing work with another adult.

### **Class charters and School rules**

Each class has a class charter in their classroom. Rules on the charter are discussed and decided as a class, so the children have full involvement in the creation of their charter. This gives the children a sense of ownership and of belonging. The charter is then used and referred to throughout the year. It may be adapted or edited as the year progresses. This charter is personal to each class.

School rules are non- negotiable rules for all to follow. They work alongside the class charter to echo the positive behaviour ethos of the school. They are displayed in each classroom for children to see.

### **Our school rules (The 5 B's)**

- ★ **Be Kind:** Use kind words and actions; treat others as you'd like to be treated.
- ★ **Be Safe:** Make good choices to keep yourself and others safe.
- ★ **Be Respectful:** Respect people, property, and our school environment.
- ★ **Be Ready to Learn:** Listen carefully, try your best, and never give up.
- ★ **Be Honest:** Tell the truth and take responsibility for your actions.

### **School values**

Our school values are:

- Friendship and Kindness (FS1 and FS2)
- Politeness (Y1 and Y2)
- Responsibility (Y3)
- Perseverance (Y4)
- Respect (Y5)
- Peace and Freedom (Y6)

School values are displayed in all classrooms and in the hall. Each class has their own assigned class value and helped to create the hall displays for these. The class value should be displayed and discussed during circle times/ PSHE.

### **Consequences when responding to challenging behaviour**

We use a range of consequences in order to tackle and challenge unwanted behaviours. These consequences are clearly communicated to parents, staff and children. See appendix 1 for further details.

### **Suspensions**

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Suspension will be considered in response to a serious incident or in response to persistently poor behaviour which has not improved following in-school sanctions and/or interventions. Suspension occurs following an incident of:

- physical assault against a pupil and/or an adult;
- verbal abuse or threatening behaviour against a pupil and/or an adult;
- use, or threat of use, of an offensive weapon;
- bullying;
- racist abuse;
- abuse against sexual orientation or gender reassignment;
- abuse relating to disability
- extreme damage to school property

This is a non-exhaustive list. It is not definitive, and each incident will be considered on an individual basis. (See “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement” DfE 2022.)

The length of the exclusion depends on the severity of the incident or offence. The Headteacher will use their professional judgement in each case, and will consider the individual circumstances of the child involved.

### **Re-integration meetings following a fixed-term suspension**

Re-integration meetings always follow a suspension, as part of our restorative ethos.

These meetings involve the child and the parent(s). The purpose of the meetings is to discuss strategies to enable the child to return to the class and to help the child to return to mainstream education successfully without a recurrence of the behaviour which led to the suspension.

## **The role of key people in behaviour management**

### **Leaders**

The school leadership team are always highly visible; leaders routinely engage with the children, parents and staff on setting and maintaining the behaviour culture in school. Leaders are committed to maintaining a whole-school culture of excellent behaviour where everyone feels valued, safe and supported. School leaders ensure that all staff know and understand the behavioural expectations in school and the importance of maintaining them. Leaders ensure that all new staff are inducted clearly into the school’s behaviour culture so that they understand our rules, routines and systems. Leaders consider any appropriate training required for staff to meet their duties within the behaviour policy.

### **Governors**

Governors must have an overview of the curriculum and are responsible for the delivery of the National Curriculum, which has, as one of its cross-curricular themes, Personal and Social and Health Education. Governors are also informed of any bullying/racist/prejudiced incidents that occur in school. A governor may become involved even further if parents choose to follow the complaints procedure.

### **Staff**

All staff have an important role to play in developing a calm and safe environment for the children and establishing clear boundaries, clear routines, and high expectations of behaviour and conduct. Staff should, at all times, model expected behaviour and positive relationships, so that our children can see examples of good behaviour. Staff should always consider the impact of their own behaviour and conduct on the school culture. Staff should receive clear guidance about school expectations of their own conduct.

## **Children**

Our children deserve to learn in a calm, safe and supportive environment. Every child should be made aware of our expectations, pastoral support and consequences of poor behaviour. Our children will be taught that they have a duty to follow the school behaviour policy and follow the school rules. Every child should be supported to achieve the school's behaviour standards. We will always make extra provision for new children to ensure they understand our behaviour policy; at times they might need extra support.

## **Parents**

The role of parents is crucial in helping us to maintain good behaviour. Parents should be encouraged to get to know our behaviour policy and to be able to take part in the life of the school and its culture. Parents have an important role in supporting our behaviour policy and to reinforce the policy at home as appropriate. Our parents should raise any issues or concerns about the management of behaviour directly with school whilst continuing to work in partnership with us. We will always strive to reinforce our whole school approach by building and maintaining positive relationships with our parents, for example by keeping them updated about their children's behaviour, encouraging parents to celebrate their children's successes, and helping them to understand our behaviour policy.

## **Behaviour expectations of children with SEND**

Our culture should consistently promote high standards of behaviour and provide support for all children. Our whole-school approach meets the needs of all of our children including those with SEND. All children need to belong to our school community; high expectations are in place for all children.

Our school has a good behaviour culture with a calm environment which benefits those children with SEND, and so they are able to learn.

Children with speech, language and communication needs might not understand a verbal instruction, and this needs to be taken into account. However, although provision and support will be put into place in this instance, it does not follow that every incident of misbehaviour will be connected to the child's SEND. We always use our "best endeavours" to meet the needs of those with SEND (Children and Families Act 2014) and if a child has an EHCP, we try to anticipate any likely triggers of misbehaviour and put support in place to prevent this. This might include:

- short brain breaks for the child;
- adjusting the seating plan;
- adjusting uniform requirements;
- training staff appropriately.
- creating individual behaviour plans where needed (to highlight triggers and next steps
- putting in extra support and provision during unstructured times

## **Behaviour outside of school premises**

We have a duty to investigate unwanted behaviour outside of the school premises "to such an extent as is reasonable" (DfE Behaviour in Schools 2022).

If an incident outside school is brought to our attention, or if an incident has been witnessed by a member of staff, we will work alongside the parents/carers (and if appropriate with other agencies if safeguarding is a concern) to address the unwanted behaviour of the child. This could involve putting into place appropriate sanctions. We work with the parents very closely in these situations, and we ensure that we interview all children involved. Parents are encouraged to support school at home by sanctioning appropriately.

Conduct outside school which could lead to sanctions includes:

- travelling to and from school;
- when wearing school uniform in the community;
- bullying or posing a threat to another child;
- adversely affecting the reputation of the school;
- behaviour online.

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## Appendix 1

### The graduated approach to behaviour management

At Intake Farm Primary School and Nursery, we follow graduated approach to the management of behaviour. Detailed below are the steps and procedures that all adults follow alongside examples of behaviours that constitute each level.

Behaviour level	Type of behaviour	Action and restorative behaviours (if applicable)
<b>1</b>	<ul style="list-style-type: none"> <li>• Helping others and showing kindness.</li> <li>• Working hard and putting in a lot of effort.</li> <li>• Being ready to learn.</li> <li>• Being polite and thoughtful.</li> <li>• Showing responsibility.</li> </ul>	<p style="text-align: center;"><b>ACTION</b></p> <ul style="list-style-type: none"> <li>• Positive verbal and/or written praise.</li> <li>• Rewarded with a class Dojo point.</li> <li>• Work shown to SLT.</li> <li>• Selected to be a Superkid.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Calling out.</li> <li>• Off-task behaviours.</li> <li>• Minor disturbance to other children.</li> </ul>	<p style="text-align: center;"><b>ACTION</b></p> <ul style="list-style-type: none"> <li>• A verbal reminder using positive language, e.g. "Remember to use your indoor voice."</li> </ul> <p style="text-align: center;">Gentle warning of next consequence.</p> <p style="text-align: center;"><b>RESTORATIVE BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>• Reflect on the class charter and/or school rules.</li> </ul>

3	<ul style="list-style-type: none"> <li>• Being unkind to others.</li> <li>• Using inappropriate language.</li> <li>• Disruptive to others in class or on the playground.</li> </ul>	<p style="text-align: center;"><b>ACTION</b></p> <ul style="list-style-type: none"> <li>• Keep inside at break or part of lunchtime break.</li> <li>• Inform parents.</li> <li>• Record on CPOMS.</li> </ul> <p style="text-align: center;"><b>RESTORATIVE BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>• Circle time sessions.</li> <li>• Social story to re-educate if required.</li> <li>• Counselling sessions for victim(s) if required.</li> <li>• Meeting with all children involved to discuss impacts of behaviours.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Hurting others.</li> <li>• Taking property belonging to others and/or damaging property.</li> <li>• Repeated Level 3 behaviour.</li> </ul>	<p style="text-align: center;"><b>ACTION</b></p> <ul style="list-style-type: none"> <li>• Internal suspension to partner class.</li> <li>• Prolonged lunchtime break time inside.</li> <li>• SLT involvement. Parental involvement.</li> <li>• Record on CPOMS.</li> <li>• Careful monitoring.</li> </ul> <p style="text-align: center;"><b>RESTORATIVE BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>• Circle time sessions.</li> <li>• Social story to re-educate.</li> <li>• Counselling sessions for victim(s).</li> <li>• Meeting with all children involved to discuss impacts of behaviours.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Significant disruption to others.</li> <li>• Violence or aggression towards children or adults.</li> </ul>	<p style="text-align: center;"><b>ACTION</b></p> <ul style="list-style-type: none"> <li>• SLT involvement.</li> <li>• Fixed term suspension.</li> <li>• Creation of behaviour support plan.</li> <li>• Parents of perpetrator and victim(s) fully involved.</li> </ul> <p style="text-align: center;"><b>RESTORATIVE BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>• Parent and child meeting and reintegration meeting.</li> </ul>

## Appendix 2

### Behaviour language organisers

As much as possible, adults will use positive behaviour language provided on our behaviour language organisers in school to ensure consistency of behaviour and expectations across the school. Our behaviour language organisers are not exhaustive; they give ideas for positive and respectful language. Below is an example of one of our behaviour language organisers:

## KS1 behaviour language organiser

### Aims:

- To promote the use of positive language which can help to address unwanted behaviour and create an atmosphere for receptive listening in order to guide our children to resolve conflicts.
- To promote the use of language which can help to make our children feel included and accepted.
- To promote a sense of belonging.
- To promote a sense of mutual respect and understanding.

### Key Vocabulary:

Don't say:	Do say:
Stop running!	Please use walking feet.
You're ok.	Tell me/show me how you feel.
Stop crying!	Deep breaths.
Be quiet!	Have you got your quiet voice?
Calm down!	How can I help you feel better.
Don't throw!	Please put it down gently.
Let me do it for you!	You try.
Do you need help?	I'm here if you need help.
Don't use that word!	Please use kind words.
That's enough!	I will help you when you're ready.
Look what you've done!	How can we fix this?
You need to listen!	I want to help you.
Stop interrupting!	Let's talk about this when we've finished the activity.

### Growth mindset and resilience language: to be modelled by staff and used by the children

If something is hard, it means I'm learning. Mistakes show that I'm trying. I can have a go and I will have a go! The more you try the easier it gets. Asking for help will allow me to grow.

### Appendix 3

#### Lunchtimes and swimming sessions

#### Lunchtime arrangements

The school is divided into three lunch times

FS1	11.30 - 12.15
FS2	11.50 - 12.40
Y1 & Y2	12.00 – 12.40
Y3 & Y4	12.20 - 1.00
Y5 & Y6	12.30 - 1.10

Positive lunchtime strategies include:

- Social groups are supervised by a midday supervisor for children who are struggling to share/ turn take or cope with the busy lunchtime playground. This is a small group for social skills to be developed.
- Sports leaders. Upper KS2 children have a responsibility to conduct games daily during lunchtimes. Other children may then join in with these games, as a way of ensuring that children are being social at lunchtimes and have someone to play with.
- Lunchtime awards. Given out by the middays for areas such as good manners, tidiness, cooperative play, lining up, sensible walking, sharing etc.
- Our MDSAs receive regular CPD to encourage effective, positive lunchtimes. Please refer to the MDSA handbook for more information on their roles and practices.

### **Swimming Sanctions**

Children who continue to display unwanted behaviour and are a danger to themselves or others will be given a verbal warning that they will be removed from the pool.

If the behaviour continues they should be removed from the pool and sit on the side until the end of the session.

The teacher in each pool is in charge of discipline.

On returning to school, a letter should be sent home. Depending on the severity of behaviour, the child's parents should receive a warning of a swimming ban, or, informed that through bad behaviour the child will not be allowed to go swimming for however many sessions. They will also be informed of alternative arrangements for the child's education during swimming time. They will be invited to school to discuss their child's behaviour.

As we aim to improve behaviour, the child should be aware of:

- the behaviour leading to the warning/ban;
- the alternative arrangements;
- that they will be allowed to go swimming when they are well behaved and that at the end of the ban they will be given another opportunity.

### **Appendix 4**

#### **Child-on-child sexual language and sexual violence**

Following a report of child-on-child sexual violence, or sexual harassment online or offline, the DSL team will advise on next steps.

Our school makes it clear that sexual violence and sexual harassment are never acceptable. We will never normalise sexually abusive language or behaviour by treating it as “banter” or part of growing up. Children will be sanctioned in cases where behaviour falls short. Incidents will always be logged. Part 5 of KCSiE will be referred to in these cases. Victims will always be reassured that they will be supported and kept safe and that they are being taken seriously. Perpetrators will be appropriately sanctioned and reeducated. Depending on the individual case, disciplinary action (such as a suspension) will be considered for the perpetrator. Parents are always fully informed of these incidents and our actions. The DSL will make referrals into the appropriate services as required.

## Appendix 5

### Guidance on Physical Intervention – the use of reasonable force

These notes should be read in conjunction with the Authorities “Code of Practice: Guidance on physical intervention between staff and pupils” (Notts Ed Committee) and Behaviour in Schools (DfE September 2022).

1. There are very rare circumstances when it is appropriate for staff to use reasonable force to safeguard children. In these exceptional circumstances, staff may use a degree of physical contact to control or restrain children. “Reasonable” means “using no more force than is needed”.
2. Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order at the school. On the rare occasions when physical intervention is necessary, it should be used in such a way that care and concern for the child is demonstrated. This is a last resort. Most staff in school have undertaken CRB (coping with risky behaviours) training and are aware of the procedures to use.
3. Ideally, staff should have an adult witness.
4. Only the minimum force necessary should be used to prevent rather than provoke further reaction.
5. Serious incidents should be recorded in the physical intervention logbook.
6. Helpers and volunteers in school should never physically intervene, but should report any incident to a member of staff.
7. If children run from the premises, staff should not use physical restraint unless absolutely necessary. Staff should: observe, send a message to the office/SLT for help, try to verbally calm the child, stay calm, follow at a safe distance, only intervene in serious danger (if a child is ready to run into a dangerous road).

In general terms, we should avoid physical contact with children. However, it should be remembered that we have very young children who are still learning the conventions of our society. Some children in the foundation stage demand physical contact. Staff are sensitive to this and respond in an appropriate manner.

Very young children sometimes demand that their hands are held when they need reassurance; in the foundation stage, children will still occasionally need to sit on laps and have cuddles.