



Innsworth Schools Partnership Positive Behaviour Policy

Ratified: October 2025

Review: October 2026

This policy should be read in conjunction with:

- Safeguarding (Child Protection Policy)**
- Conduct Policy (Whistle Blowing)**
- Anti-Bullying Policy**
- SEND Policy**
- Equalities Policy**

This policy is rooted in the work of Paul Dix, 'When the adults change, everything changes'.

Aims:

- To create a safe, happy and secure community in which children learn and show consideration and respect for others.
- To foster positive relationships between staff and pupils

Purpose:

- Encourage and praise excellent behaviour
- Prevent and discourage inappropriate behaviour
- Deal with inappropriate behaviour in a fair and consistent manner
- Develop behavioural skills in order to benefit the pupils and the community in which they live and learn

Staff Roles:

All staff will:

1. Meet and greet learners upon entry to the classroom
2. Refer to 'Ready, Respectful, Safe' and 'The Innsworth Curriculum'
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use positive reinforcement throughout every lesson
6. Remain calm and controlled in all situations
7. Aim to manage and de-escalate poor behaviour, before using consequences
8. Follow up incidents of poor behaviour and engage in reflective dialogue with learners
9. Take responsibility for managing behaviour
10. Seek support where needed for managing challenging behaviour

Senior Leaders will:

1. Stand alongside all staff to support, guide, model and show unity and consistency to the learners
2. Meet and greet learners at the beginning of the day
3. Be a daily, visible presence around the school
4. Celebrate learners whose effort goes above and beyond expectations
5. Regularly give opportunities for the sharing of good practice
6. Support staff in managing learners with more complex or entrenched negative behaviours
7. Use behaviour data to target and assess behaviour policy and practice
8. Regularly review provision for learners who fall outside the range of written policies

The Innsworth Way Curriculum (Appendix 2)

The curriculum is taught explicitly during the first three weeks in the Autumn term alongside the traditional National Curriculum subjects. At the start of each term, the 'Innsworth Way' is revisited with pupils and will continue to be reinforced throughout the year. All adults in school will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, lining up is taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime

Recognition and rewards

We believe the use of praise in developing a positive atmosphere in our school cannot be underestimated. It is the key to developing positive relationships.

We secure excellent behaviour through a range of positive reinforcements such as:

- Non-verbal rewards such as a smile and positive body language
- Genuine, specific and timely verbal praise
- Text messages to parents

- Celebration certificates awarded in celebration assemblies
- Newsletter announcements

Recognition Board

Each classroom will have a 'recognition board'. The class teacher will select an element of positive attitude or learning behaviour that demonstrates any part of 'Ready, Respectful, Safe'. When they recognise that a learner has demonstrated the desired attitude or routine, their name is moved onto the board. Learners can nominate others to be put on the board. Names are never removed from the board once they have been placed on it. Boards can be refreshed hourly, daily or weekly depending on the needs of the learners.

Within the schools, a house system is in place. All learners belong to a house which they remain in throughout their time at school. At the Infants, merit marks are earned for the houses through great work, whilst at the Juniors, children will earn house points during competitive events.

Aspects of behaviour that do not meet our 'Ready, Respectful, Safe' rules have a clear and consistent consequence. The stages below, as well as the rewards on offer for positive behaviour, help enforce to children that 'their behaviour is their choice'.

The stages are used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'ready, respectful and safe.'

If incorrect behaviour choices are made, the next stage is used with clear scripts guiding each transition.

Definitions of behaviour:

Low level unacceptable behaviour (Stages 1-3)

For the purpose of this policy, the school defines 'low level unacceptable behaviour' as: *any behaviour which may disrupt the education of the child and/or other learners, including, but not limited to, the following:*

- Low level disruption which impacts on learning
- Refusal to complete classwork
- Impolite and disrespectful behaviour
- Movement around school in an unsafe manner

These behaviours will generally (but not exclusively) result in stages 1-3.

Should a child's behaviour reach Stage 3, it will be recorded on CPOMS – the school's software that holds safeguarding, behaviour and pastoral information.

Serious unacceptable behaviour (Stage 4 and above)

For the purpose of this policy, the school defines 'serious unacceptable behaviour' as: *any behaviour that may cause harm to oneself or others, damage the reputation of the school within the wider community, including, but not limited to, the following:*

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Sexual harassment/ violence
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying/ Online bullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, homophobic, racist remarks or threatening language
- Fighting or aggression
- Assault or threatening behaviour against a member of staff
- Damage or the threat of damage to school or personal property
- Unauthorised leaving of the school premises.
- Truancy
- Persistent Disruptive Behaviour

This list is not exhaustive.

According to the DFE document – Behaviour in Schools, schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct that the school might sanction pupils includes behaviour: when taking part in any school-organised or school-related activity; when travelling to or from school; when wearing school uniform; when in some other way identifiable as a pupil at the school; that could have repercussions for the orderly running of the school; that poses a threat to another pupil; or that could adversely affect the reputation of the school.

In cases where unacceptable behaviour has occurred either inside or out of school premises as listed above (Stage 4 and above), a Senior Leader will be involved and parents will be contacted. The incident will be logged on CPOMS. The consequences of a serious incident could result in time away from their peers, fixed-term suspension or permanent exclusion.

Where any unacceptable behaviour occurs, teachers are encouraged to use a reasonable amount of curriculum time to address the issues. This could be agreed with the PSHE Lead/ Senior Leadership Team where necessary. Unacceptable behaviour should be addressed in a timely and responsive manner.

Aspects of behaviour that do not meet our 'Ready, Respectful, Safe' rules have a clear and consistent consequence. The stages below, as well as the rewards on offer for positive behaviour, help enforce to children that 'their behaviour is their choice'. At all stages, talk will be used to support the child with the regulation of their behaviour.

The five stages are used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'ready, respectful and safe.'
If incorrect behaviour choices are made, the next stage is reached.

The stages progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow our school rules.

Behaviour Support Plan

These are designed for those children who struggle to stay on Stage 1 and need more guidance on a daily basis. They also form a picture of behaviours over a week so that any problem times can be pin-pointed and support can be given.

Further support involving clear targets set in conjunction with parents and daily communication between home and school. Where a child's behaviour becomes a concern, behaviour management support commences.

Behaviour becoming a concern is defined at Innsworth as:

"Aspects of a child's behaviour which regularly impacts their own learning or well-being or that of another child" and may be shown by:

- A child reaching Stage 3 two to three times a week for a period of time.

Structure of Behaviour Management Support:

The following routine will be adopted in this scenario:

- The child and teacher will meet with a Senior Leader to discuss the behaviours of concern and their impact
- A Behaviour Support Plan will be established which sets achievable behaviour targets for the child and set within a clear time frame
This will be shown to the class teacher/Senior Leader at the end of each day and also taken home and signed
- Where improvements are seen, the child will be rewarded and the behaviour support plan will stop
- Where improvements are not seen, additional interventions will be considered

This action will be recorded on CPOMs.

Risk Reduction Action Plan:

Where a child's behaviour becomes a significant concern, a Risk Reduction Action Plan commences. Behaviour which is reaching a crisis is defined at the Innsworth Partnership as: "Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them" and may be shown by:

- A child reaching Stage 4 or 5 more than once a week
- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour
- A child whose behaviour puts them at risk of fixed-term or permanent exclusion

This action will be recorded on CPOMs.

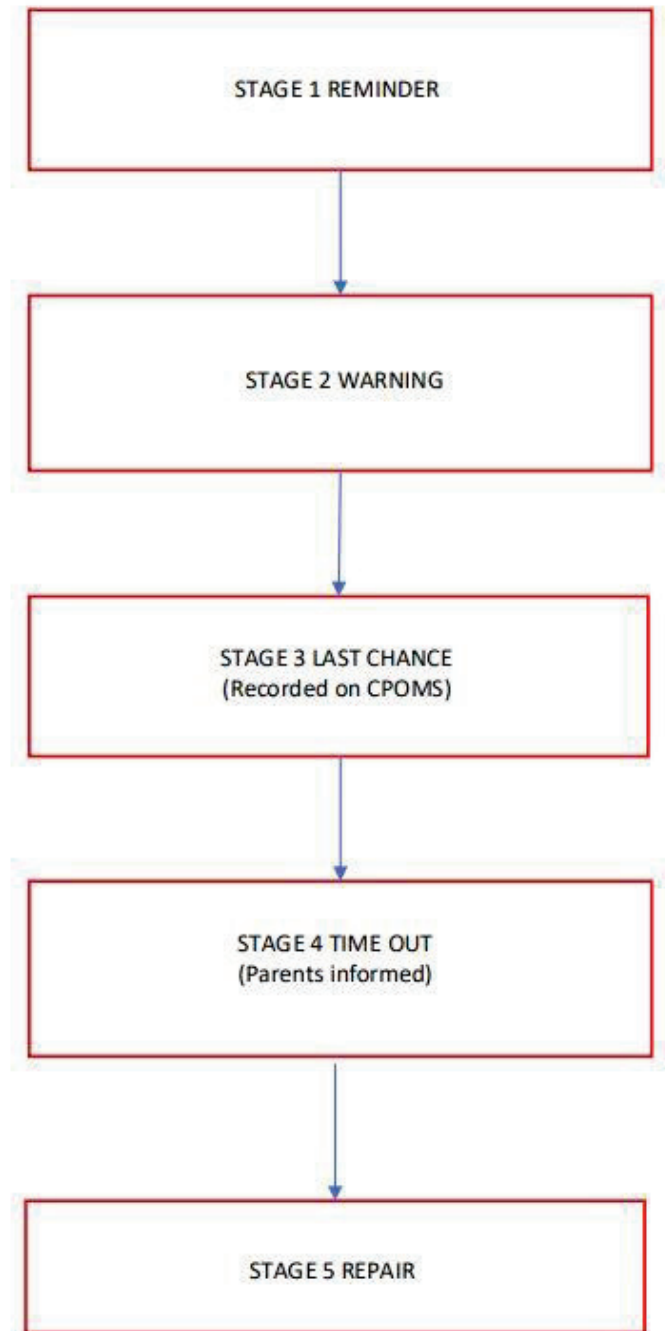
There may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded either in the child's SEND profiles or in the form of an adapted behaviour support plan which will record all the strategies and approaches that will support the child. When these reasonable adjustments are in place, the above definition of concern still applies.

To be reviewed: March 2025

Appendix 1



BEHAVIOUR FLOWCHART



Appendix 2



Innsworth Partnership Behaviour Curriculum

Introduction

At Innsworth we want our children to learn how to make a positive contribution to their community and grow into adults who are polite, respectful, appreciative and think of others before themselves. ~~In order for~~ this to happen, we have set out the behaviours that we expect them to demonstrate whilst they are part of our schools.

Teaching the behaviour curriculum

The curriculum is taught explicitly during the first three weeks in the Autumn term alongside the traditional National Curriculum subjects. At the start of each term, the 'Innsworth Way' is revisited with pupils and will continue to be reinforced throughout the year. All adults in school will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, lining up is taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime

We will:

1. Identify the routines we want to see
2. Communicate in detail our expectations
3. Practise the routines until everyone can do them
4. Reinforce, check and maintain the routines constantly.

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and ~~are able to~~ learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be ~~applied at all times~~ when teaching the behaviour curriculum.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Year Groups From EYFS to Y6	Explicit teaching of the full 'Innsworth Way' curriculum content (Week1-3)	Ongoing revision of content	Longer recap of 'Innsworth Way' Curriculum (Week1)	Ongoing revision of content	Longer recap of Innsworth 'Way' curriculum (Week1)	Ongoing revision of content

Content to be covered in depth in Autumn Term 1 and the revisited throughout the year

Know that there are three behaviour principles in school. These are to

- **be ready to learn,**
- **be respectful,**
- **be safe.**

Know the following examples of these three principles –

Ready	Sitting still Follow the 1,2,3 rules Listening carefully to the teacher Working hard on tasks given Being in the right place at the right time Completing homework on time Remembering to bring equipment to school eg PE Kit
Respectful	To have good manners at all times Waiting for people to stop talking before talking ourselves Accepting responsibility if you make a mistake and saying sorry Looking after school equipment and environment
Safe	Walk safely around the school including travelling to and from the playground/field Hang up all coats and bags To be in the right place at all times To wash our hands after visiting the toilet and before eating Play safely – no play fighting Quiet voices in the hall at lunchtime

To know that if children do not follow these rules, there will be a consequence.

Further content to be covered:

(Back to me) 1,2,3

- 1 – Stop what you are doing
- 2 – Put down anything that is in your hands
- 3 – Be quiet and still ready for the adult to talk

Great manners at Innsworth

Know that you should let any waiting adults through a doorway before walking through yourself.

Know that you should say 'Good morning/afternoon to adults.

Know that it is polite to ask questions such as "How are you today?", "Have you had a good morning?", "Did you have a good weekend?"

Know that it is polite to give eye contact to the person you are talking to.

Know that it is important to show gratitude to others by thanking people for what they have done for you.

Know that it is important to have good manners so that people act politely back to you

Know to use cutlery correctly at lunchtime

Know how to chew with our mouth closed and not talk while we have food in our mouths

Know how to use good manners during lunchtime, particularly when receiving food and talking to midday supervisors.

Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.