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INGOLDMELLS ACADEMY

Behaviour Protocol 2026-2027

At Ingoldmells Academy, we are committed to fostering a positive, respectful, and inclusive environment where every child can thrive. This Behaviour Policy outlines our shared expectations and approaches to promoting good behaviour, supporting social and emotional development, and celebrating success.

Our Vision and Values

We believe every child is capable of greatness. Together, we create a **safe** and inspiring environment where children have the mindset to succeed.

Our **vision** is built on the foundation of our **G.O.L.D. values**, which guide everything we do:

Grow Together:
We support each other and learn as a team. We respect each other because everyone matters.

Own Your Actions:
We take responsibility for what we do (in/out of the classroom) and we always try to make good choices.

Love Learning:
We are attentive in lessons and we can speak with confidence about the things we have learned.

Do Your Best:
We try hard, we never give up, we are resilient and we take pride in everything we do.

Aims of the Behaviour Policy

- To promote a culture of respect, responsibility, and resilience.
- To ensure consistency in expectations and responses across the school.
- To support children in developing self-regulation and positive relationships.
- To celebrate achievements and encourage a love of learning.

Expectations for Pupils

Children are expected to:
- Follow the **G.O.L.D. values** in all aspects of school life.
- Show kindness and respect to peers, staff, visitors and the wider community.
- Listen and participate actively in lessons.
- Move safely and calmly around the school.
- Take care of school property and their own belongings.

Roles and Responsibilities

- **Staff:** Model positive behaviour, reinforce expectations, and apply the policy consistently.
- **Pupils:** Follow the G.O.L.D. values and take responsibility for their actions.
- **Parents/Carers:** Support the school's behaviour policy and reinforce expectations at home.
- **Senior Leadership Team:** Monitor behaviour trends, support staff, and ensure the policy is effective.

Promoting Positive Behaviour

We use a range of strategies to encourage and reward good behaviour:
- Verbal praise and recognition
- Stickers, certificates, class and school rewards
- Lunchtime incentives
- Celebration assemblies
- Positive phone calls home or quick catch ups at drop off/collection times
- School to Home/Home to School communication books
- House Points awarded for demonstrating **G.O.L.D.** values
- Termly rewards awarded for demonstrating **G.O.L.D.** values

Academy House Teams

Every child belongs to one of our four **G.O.L.D Academy Houses**:
- Indigo House: **'Blue Gold'** was the name given to indigo, which was traded across the globe for centuries.
- Sunset House: **Sunset Gold** describes the golden hours in the sky around sunrise and sunset.
- Earth House: **"Earth's green gold"** refers to the forests and trees and their vital role for life on Earth.
- Amethyst House: **Amethyst gold** was reserved for royalty and the elite in ancient times.

House Points are awarded when staff, visitors and community members recognise a child demonstrating our **G.O.L.D. values**. These points are tracked weekly and contribute to each House's total. At the end of each term, the House with the highest total receives their **House Trophy**, displayed proudly in school. At the end of the academic year, the House with the most cumulative points is awarded the prestigious **'Midas Trophy'** (after King Midas, who turned everything to gold). This system encourages **teamwork**, **pride**, and a **shared commitment to our values**.

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Managing Inappropriate Behaviour

At Ingoldmells Academy, we follow a graduated response to managing behaviour. This means we respond proportionately and supportively, considering the child's age, needs, and context. Our aim is always to help children learn from their actions and make positive choices moving forward.

Graduated Response Framework

Stage 1 – Gentle Reminders and Re-direction

- Staff use positive language, known strategies, resources and reminders to reinforce expectations.
- Children are given opportunities and time to reflect and correct their behaviour.

Stage 2 – Reflection and Restorative conversations

- If behaviour continues, children may be asked to take time to reflect in a safe space in or out of the classroom with no distractions. If the child corrects their behaviour then they may re-join alongside their peers.
- If the child has not corrected their behaviour and behaviour continues, a restorative conversation will take place led by the adult directly involved (e.g. class teacher, teaching assistant, midday supervisor).
- The adult will engage in restorative conversations during the children's playtime and/or lunchtime to help children understand the impact of their actions and how to make amends.
- Staff will inform parents/carers of the children's behaviour and our response on the same day the incident(s) occurred.

Stage 3 – Parental Involvement and Behaviour Support Plans (BSP)

- Repeated behaviours may lead to further contact with parents/carers
- Staff may work with our pastoral team/our SENDCo/SLT to provide additional support and seek advice from external agencies.
- Behaviour mentoring may be delivered through one-on-one or small group sessions with the class TA or our pastoral lead to help children develop positive behaviours, improve self-regulation, and build social and emotional skills.
- A behaviour support plan (BSP) and behaviour chart may be introduced, tailored to the child's needs.

Stage 4 – Formal Involvement of our Senior Leadership Team

Before escalation to Stage 4, staff will normally have followed the Academy's Graduated Behaviour Response, implemented relevant support strategies, considered any Behaviour Support Plan and sought advice from their Phase Leader or SENDCo, unless the behaviour presents an immediate risk to safety.

- For persistent or serious behaviours, the Senior Leadership Team (SLT) becomes involved and directs the response required alongside the class teacher.
- To safeguard the child's education and the education of others, further interventions may include internal reflection time which is time spent during playtime(s), lunchtime(s) and/or out of the classroom in lesson time to complete their learning with a member of SLT.
- SLT may decide the most appropriate response is to withdraw the child from taking part in school events, e.g. class trips, class enrichment activities, school performances, whole school events etc. as a means for the child to make amends.

Removal from the Classroom

Removal from the classroom is used only when necessary and proportionate to:

- Restore safety.
- Maintain good order.
- Prevent significant disruption to learning.
- Protect the education and welfare of pupils and staff.

Removal is not used as a punishment and should only be used for the shortest time necessary.

Where a pupil is removed:

- They will remain supervised at all times by an appropriately trained member of staff.
- Learning will continue wherever possible.
- The reason for the removal will be recorded.
- Parents/carers may be informed where the removal is significant, repeated or forms part of a wider behaviour support plan.

All removals are monitored and reviewed by senior leaders to identify patterns, emerging needs and any additional support required.

Where a pupil has a social worker, including those subject to a Child in Need Plan, Child Protection Plan or who is looked after, significant or repeated removals will be discussed with relevant professionals where appropriate.

For ***looked after children***, the Personal Education Plan (PEP) will be reviewed and the Virtual School Head informed where necessary.

Stage 5 – Formal Sanctions

- In rare and serious cases, formal sanctions may be applied, including:
    - Fixed-term suspensions (in line with Trust Policy and DfE guidance)
    - Permanent exclusion, where behaviour poses a serious risk to the safety of others and/or the education of children and/or where all other interventions have been exhausted.

These decisions are made by the Principal, on a case-by-case basis, following statutory procedures, with a focus on fairness, safeguarding, and the best interests of all pupils.

Reintegration Following Suspension

Following any suspension, a reintegration meeting will take place involving the pupil, parent/carer and a senior leader.

The purpose of this meeting is to:

- Rebuild positive relationships.
- Review the circumstances leading to the suspension.
- Identify barriers to success.
- Agree appropriate support and expectations moving forward.

Support may include but is not exhaustive to:

- Pastoral Support Plans (PSP).
- Behaviour report cards.
- Key adult support.
- Behaviour mentoring/intervention.
- Thrive or nurture-based interventions.
- Additional pastoral support.
- SEND review and reasonable adjustments.
- Early Help involvement.
- Multi-agency support.
- Educational Psychology involvement.
- Risk assessment review.
- Enhanced home-school communication systems.

The Academy adopts a graduated approach to support and will always seek to understand and address the underlying causes of behaviour wherever possible.

Types of Behaviour and Responses

- **Low-Level Behaviours,** *for example:* Minor disruptions, disrespect, refusal, unsafe choices.
  Response: → Stage 1 and/or Stage 2 (if low-level behaviour continues and is not corrected by the child in Stage 1) →
- **Mid-Level Behaviours,** *for example:* Repeated refusal, repeated disrespect, repeated unsafe choices, bullying.
  Response: →Stage 3 and/or Stage 4→
- **High-Level Behaviours,** *for example:* Aggression towards others, serious incidents of unsafe choices, causing damage to property and harm to themselves and/or others. Plus, any **Mid-Level Behaviours** which are **persistent** and pose a serious risk to the safety of others and/or the education of children.
  Response: →Stage 4 and/or Stage 5→

Child-on-Child Abuse

The Academy recognises that child-on-child abuse can occur both inside and outside of school, including online.

Child-on-child abuse may include:

- Bullying.
- Physical abuse.
- Prejudice-based behaviour.
- Discriminatory behaviour.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Online abuse.

All allegations and concerns relating to child-on-child abuse will be taken seriously and managed in line with the Academy's Safeguarding and Child Protection Policy.

Where appropriate, behaviour sanctions and safeguarding actions may run alongside one another.

Behaviour Beyond the School Site

The Academy's expectations for behaviour apply both within and beyond the school site.

The Academy may investigate and apply sanctions where behaviour occurs:

- Whilst travelling to and from school.
- Whilst wearing school uniform.
- During educational visits, sporting fixtures or other school activities.
- Online where behaviour affects members of the school community.
- In circumstances where a pupil's conduct could damage the reputation of the Academy or Greenwood Academies Trust.

When considering sanctions for behaviour beyond the school site, the Academy will take into account:

- The severity of the behaviour.
- The impact on victims.
- The impact on other pupils and staff.
- The impact on the orderly running of the Academy.
- Whether the pupil could be identified as a member of the Academy community.

Sanctions may include restorative approaches, parental meetings, behaviour support plans, internal sanctions, suspension or exclusion, in accordance with Trust policy.

Physical Intervention and Reasonable Force

The Academy follows the Greenwood Academies Trust guidance for Positive Handling and the principles of the Restraint Reduction Network.

The use of reasonable force may be necessary to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent serious damage to property.
- Prevent serious disorder.
- Maintain the safety and welfare of pupils and staff.

Physical intervention will only ever be used when:

- It is reasonable.
- It is proportionate.
- It is necessary.
- Less restrictive strategies have been attempted or judged inappropriate due to the level of immediate risk.

Physical intervention is never used as a punishment or sanction.

Where physical intervention is used:

- The incident will be recorded.
- Senior leaders will review the incident.
- Parents/carers will be informed.
- Consideration will be given to whether further support, risk assessments or behaviour planning are required.

The Academy is committed to reducing the need for restrictive practices through positive relationships, early intervention, de-escalation strategies and personalised support.

Transition Support

The Academy recognises that periods of transition can be challenging for some children and may require enhanced support.

Additional support may be provided during:

- Entry into Nursery or Reception.
- Transition between year groups.
- Mid-year admissions.
- Transition to secondary school.
- Reintegration following suspension or extended absence.

Support may include:

- Additional visits.
- Transition meetings.
- Transition booklets and social stories.
- Meet-the-adult sessions.
- Enhanced parent communication.
- Individual transition plans.
- SEND transition planning.
- Key adult support.

The Academy will work in partnership with families, previous settings and receiving settings to help ensure successful transitions.

Support Systems

We recognise that some children may need additional support to meet behaviour expectations.

Support may include but is not exhaustive to:

- SENDCo involvement.
- Additional pastoral support and behaviour mentoring.
- Individual Pastoral Behaviour Support Plans (PSP).
- Behaviour Support Plans (BSP).
- Behaviour report cards.
- Key adult support.
- Emotional Literacy Support Assistant (ELSA) interventions.
- Thrive and nurture provision.
- Social skills groups.
- Emotional regulation support.
- Specific SEND interventions aligned to identified need.
- Early Help support.
- Educational Psychology involvement.
- External agency support.
- Multi-agency planning.
- Individual risk assessments.

Reasonable adjustments will be considered for pupils with SEND in accordance with the Equality Act 2010 and Greenwood Academies Trust policy.