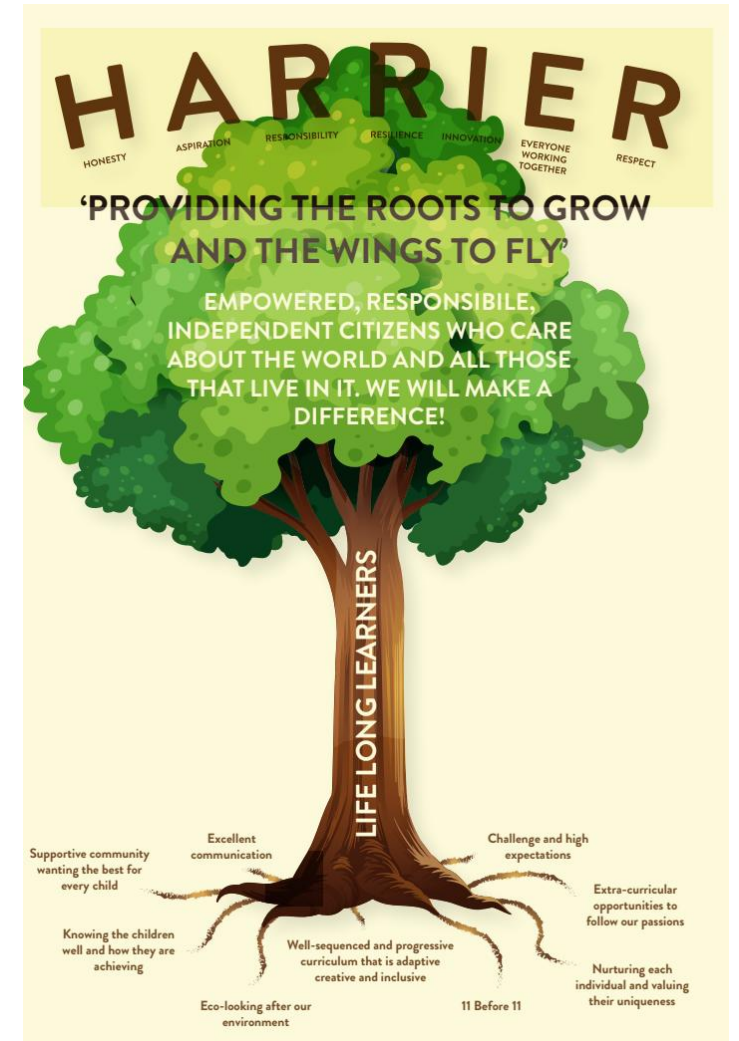


POSITIVE BEHAVIOUR AGREED PRACTICE

September 2025



Intent

“Why crush behaviours with punishment when you can grow them with kindness?”

Paul Dix When the Adult changes, everything changes.

As Educators, we aim to provide a safe, inclusive and stimulating environment so our children develop:

- Positive ways to manage their behaviour and are respectful to themselves, each other and the environment.
- They will be able to communicate their feelings effectively and independently draw upon a range of strategies influenced by positive role models so they become responsible citizens for the future.

Pedagogy of how we deal with behaviour in our school:

- We work to **understand the child** and understand the cause of their behaviour.
- We understand that behaviour is a form of communication.
- Learning is a high priority and can have an impact on children's motivation and engagement. Our learning should be interesting, engaging and well matched to the learner's abilities.
- We stay calm and do not take children's behaviour personally.
- We work closely with parents to **communicate any concerns**.
- We give lots of encouragement and rewards.
- **Early recognition & intervention** is our key to success.
- The classroom is a learning environment where children understand the routines and expectations.
- We are **consistent** with our approach across the school.

WHAT WE SOMETIMES SEE AS A
FAILURE TO

BEHAVE

MIGHT ACTUALLY BE A FAILURE TO

COMMUNICATE

IMPLEMENTATION

How will we achieve
this?

SCHOOL RULES

BE READY

BE RESPECTFUL

BE SAFE

BE SUSTAINABLE



**HENHURST
RIDGE**

PRIMARY ACADEMY

PROVIDING THE ROOTS TO GROW
AND THE WINGS TO FLY!



- What do these rules look like across the school?
- When using rewards or consequences refer to this language.
- Having school rules displayed in classrooms and in communal areas.

Positive Behaviour Steps



Ready to learn

All children start each day on 'Ready to Learn' and stay there if they follow the class/school rules and demonstrate positive behaviour.

Outstanding and Excellent Effort

- Children may move their name up to 'Excellent Effort' and 'Outstanding' if they are demonstrating behaviour above and beyond the norm.
- When a child has been on 'Outstanding' 5 times the child will be awarded with a special 'pot of gold' certificate.

Make better choices.

- If a child is demonstrating low level behaviour they will be given a verbal warning.
- If this behaviour continues the child's name will be moved onto 'make better choices'.
- The adult will ensure the child understands why their name has been moved onto this step.
- Children will be given opportunity to move their name back up to 'Ready to learn' if they subsequently follow the class rules.

Consequence

- If a child demonstrated persistent low level or severe behaviour they will have their name moved onto 'Consequence'.
- Children can be moved directly onto this step for non-negotiable behaviour.
- An appropriate consequence will be chosen by the class teacher or SLT – see consistency chart in Consequence section

Team name	Endangered bird of prey
Kestrel – Yellow Team	
Red Kite – Red Team	
Osprey – Blue Team	
Merlin – Green Team	

Rewards - Team Tokens:



- There are four teams, each named after a British endangered bird of prey
- All children and staff are allocated a team
- Tokens are awarded for displaying the **Harrier Values** and following **school rules**
- Team tokens provide opportunities to celebrate individual achievements but also contributes to their teams' success
- The tokens are placed in token tubes and counted weekly. The winners are announced in the Harrier assembly and the team colours are changed on the Top Team trophy to reflect the winning team. Points are allocated to each team based on their ranking each week. At the end of each term, the Team that has gained the most points has **a reward afternoon**
- **Team captains** act as role models to their team and are responsible for representing the views of their team members
- Team days and events (e.g. sports day) throughout the school year provide opportunities for teams to get together from all year groups

HONESTY • ASPIRATION • RESPONSIBILITY • RESILIENCE • INNOVATION • EVERYONE WORKING TOGETHER • RESPECT

HARRIER AWARD

PRESENTED TO

FOR

DATE



SIGNED

HONESTY • ASPIRATION • RESPONSIBILITY • RESILIENCE • INNOVATION • EVERYONE WORKING TOGETHER • RESPECT

Other rewards and positive praise:

- Weekly Harrier Award
- Posting work/photos on Twitter
- Texts home
- Work commented on online platforms
- A written comment on pupil's work
- A quiet word or encouraging smile
- 'Pot of Gold' certificate
- Stickers
- Lunchtime certificate
- Mention in the school newsletter



Playground expectations:

- Use 'Stop it please' to ask someone to stop a behaviour
- Tell an adult if I am worried, frightened or sad
- Keep hands and feet to ourselves
- First whistle: Stop, stand still and listen. Second whistle: Walk sensibly to the line.
- Behave well in the line at all times
- Show good table manners
- Remember to say please and thank you
- Never run inside school
- To speak to friends in the dinner hall and not shout

Level of Behaviour	Examples of behaviour	Examples of response/consequence
Low level	<ul style="list-style-type: none"> Talking unnecessarily / calling out or interrupting without permission Being unkind or arguing with peers Not showing respect to each other and staff members Being slow at starting their task or following instructions. Not caring for belongings, equipment and the school building Incomplete work, lack of effort or deliberate poor presentation Being dishonest Hindering others from working 	<ul style="list-style-type: none"> Non verbal cues e.g. giving the child a 'look' to discourage Warning given that they will have to move their name onto 'make better choices' and reminder of the rule the child has broken Moved onto 'make better choices' if behaviour does not improve Complete any incomplete work at an appropriate time e.g. play time Apologising to the member of staff or peer
Persistent low level	All of the above behaviours but demonstrated more frequently and consistently.	<ul style="list-style-type: none"> Warning given that they will have to move their name onto 'consequence'. Move child's carpet or table space Parents to be informed verbally Time out in class Buddy class – negotiated short-term placement in buddy class to reflect. KS2 children to complete restorative justice proforma. Loss of free time e.g. play time, free choice time etc Child taken to Senior Leadership Team (SLT). Parents contacted and a meeting held with teacher and member of SLT if deemed appropriate. Recorded on Arbor
Severe level	<p>All of the above but with increased frequency and consistency or the following:</p> <ul style="list-style-type: none"> Graffiti/vandalism Racial Abuse, peer on peer abuse, any form of discrimination Bullying Serious verbal abuse to peers/adults Physical abuse e.g. pushing, hitting, kicking, fighting 	<ul style="list-style-type: none"> As above Meeting with parents and member of SLT. Behaviour plan/Risk Assessment may be introduced Exclusion from school in extreme and rare cases Recorded on Arbor

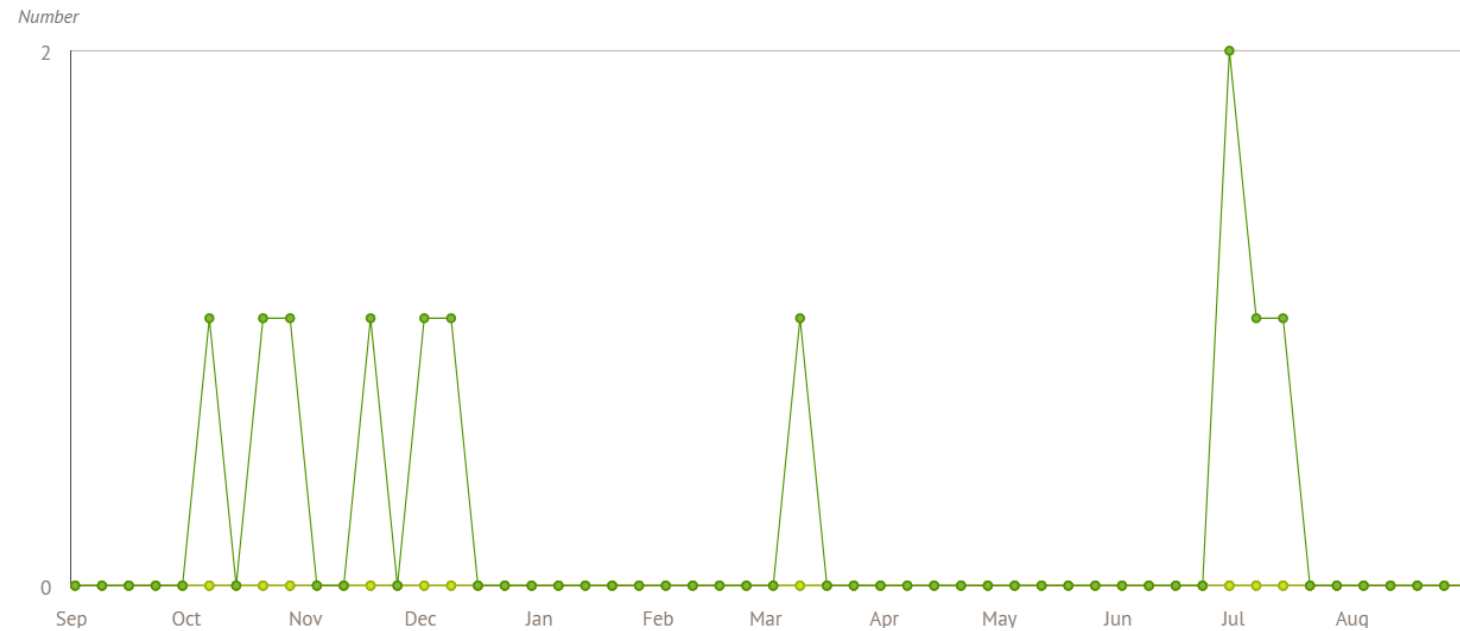
Consequence steps

At every step a conversation is had with the child around their behaviours and its impact so they can learn from this. This table ensures **consistency** from all staff in how they define levels of behaviour and the consequence.

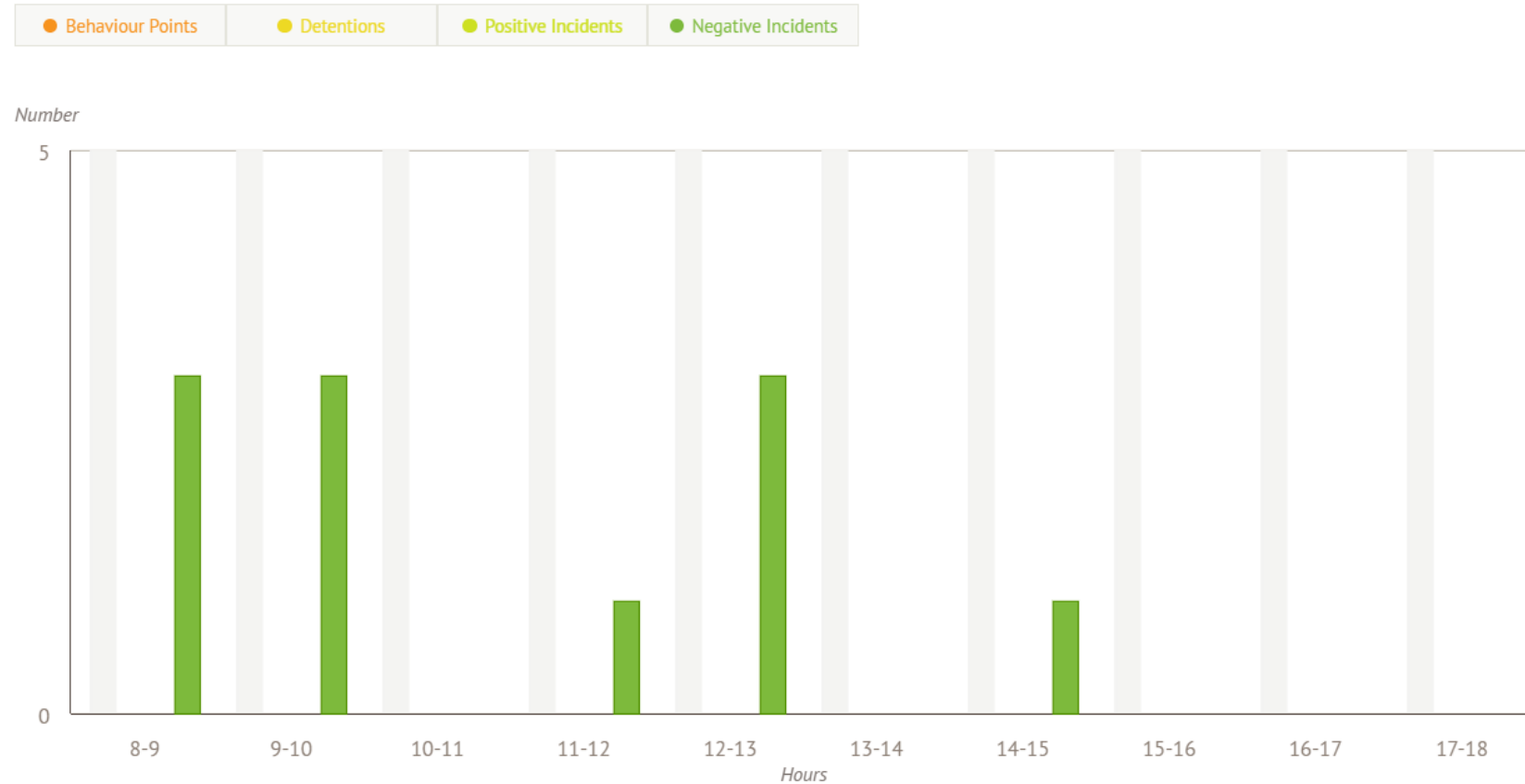
Arbor

- Helps build a picture over a period of time.

Weekly Behaviour Scores



Behaviour by time of day



Arbor

- Helps build a picture over a period of time.
- Provides us with information that we can readily use and share with stakeholders.

Incidents By Type



Arbor

- Helps build a picture over a period of time.
- Provides us with information that we can readily use and share with stakeholders.
- Helps us identify how we can best support all pupils.

Inclusion

- A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure **all** pupils can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of **all** pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for **all** pupils. – DofE, Behaviour in schools (Feb 2024)
- At Henhurst Ridge Primary Academy, we are committed to ensuring that all children, including those with special educational needs or additional needs, are supported to access the curriculum and wider life of the school. We recognise that some children may require adjustments, extra time, or different approaches to help them succeed.
- However, while we make these reasonable adjustments, the expectations of our school rules and responsibilities apply to every child. We believe that all children are capable of making positive choices, and we will support them to take responsibility for their actions in a way that reflects their individual needs and stage of development. Where difficulties arise, we work in partnership with parents and carers to find constructive solutions, always aiming to promote fairness, consistency, and respect for all members of our school community.

Impact:

- Henhurst Ridge Primary Academy is a calm, safe and caring environment where children are respectful, responsible, self-assured, and take responsibility for their behaviour and actions.

Appendix: Pupil Exclusions

6. Pupil Exclusions

The school will make every effort to support pupils with challenging behaviour and to resolve conflict, however if it is necessary to exclude a pupil for extreme behaviour then the following procedures will be implemented:

6.1 Fixed term exclusion

- Head teachers have the legal right to exclude a pupil for up to 45 school days in a school year. Exclusion is a disciplinary sanction, which can only be exercised by the Head teacher or Deputy Head teacher when s/he is acting in the Head teacher's absence and only in response to serious breaches of the school's policy on behaviour or of the criminal law.
- Where a pupil is excluded for a fixed period the exclusion will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before fixed term exclusion is exercised.
- A first fixed period of exclusion lasting from 1 to 3 days is usually appropriate. When a pupil is excluded for a fixed period of more than two days the Head teacher will arrange for pupils to receive schoolwork to do at home and have it marked until s/he returns to school.

6.2 Arrangements for fixed term exclusion

- Fixed-term exclusions will take effect as of the close of the current school day. However, if the offense is of a very serious nature, i.e., where a pupil is a grave danger to themselves or others, then the exclusion will be immediate.
- The Head teacher/Deputy Head teacher will make every effort to contact parents by telephone during the day informing of the exclusion and the reasons for it. The Head teacher/Deputy Head teacher will always send a formal letter setting out the reasons for the exclusion and the arrangements for their return to school.
- Parents will be informed of their right to make representations to the Governing Body.

In the unlikely event that it is necessary to apply the sanction of permanent exclusion, then the governing body will follow appropriate LA procedures.