



Harden Primary School

Positive Behaviour Policy 2025

(Including Exclusions policy)

Date of issue:	Next review date:	Date ratified by Governing Body:	
October 2025	October 2027	1 st October 2025	
	Print name	Signature	Date
Headteacher	Leanne Ruddock	<i>L Ruddock</i>	1 st October 2025
On behalf of Governing Body	Jenni Mayo		1 st October 2025

Introduction and Rationale

- This policy outlines the purpose and nature of the school's positive approach to behaviour management.
- The implementation of this policy is the responsibility of all the governors, staff, parents and children. **Visitors, volunteers and guests** will also follow the policy. This policy will also include extended areas of the school day, such as sports clubs and events in and out of school.
- We lay great emphasis on our core values and on being the **best person** we can be; positive behaviour for learning will be rewarded and is actively encouraged.
- At Harden Primary, we work to create a caring, inclusive community in which we can provide for the social, emotional, spiritual, academic and physical needs of all our learners, regardless of status, gender, race or ability. We look for and encourage positive behaviour and accept that rules, routines, rights and responsibility are an integral part of a caring school community.
- We believe that all members of the school community have **rights** and we encourage all in the school to take personal **responsibility** for their attitude and actions when adhering to rules and routines.
- The governors, staff, parents, children, volunteers and visitors all need to work in partnership to encourage excellent behaviour and will promote and follow Harden's Home: School Agreement.

Implementation

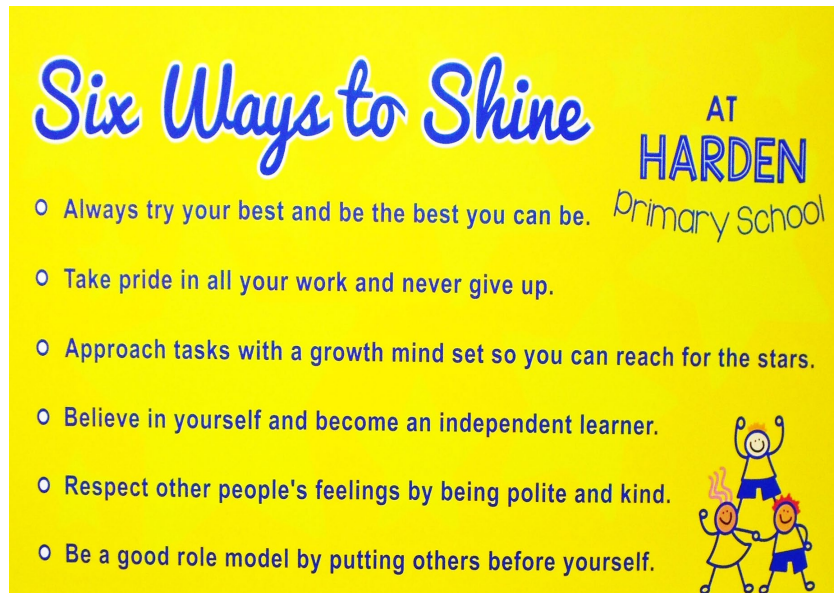
- In implementing this policy, we aim to encourage children to develop a positive approach to life. We strive to take account of community, family, and cultural backgrounds of children in school and to be sensitive to them. We see community involvement as a two-way process in which different viewpoints are considered and respected. Whilst certain behaviour may be deemed unacceptable this will be explained to the child in a positive manner.

NB For some children the whole school behaviour system is inappropriate, and alternative strategies will be employed. These will be discussed between the SENCO, class teacher and parents. In some cases, the SENCO may seek support from Behaviour Support and the pupil will be placed on a provision map as a result.

Rewards

Badges

The children are awarded badges on 'Juniper' for demonstrating:



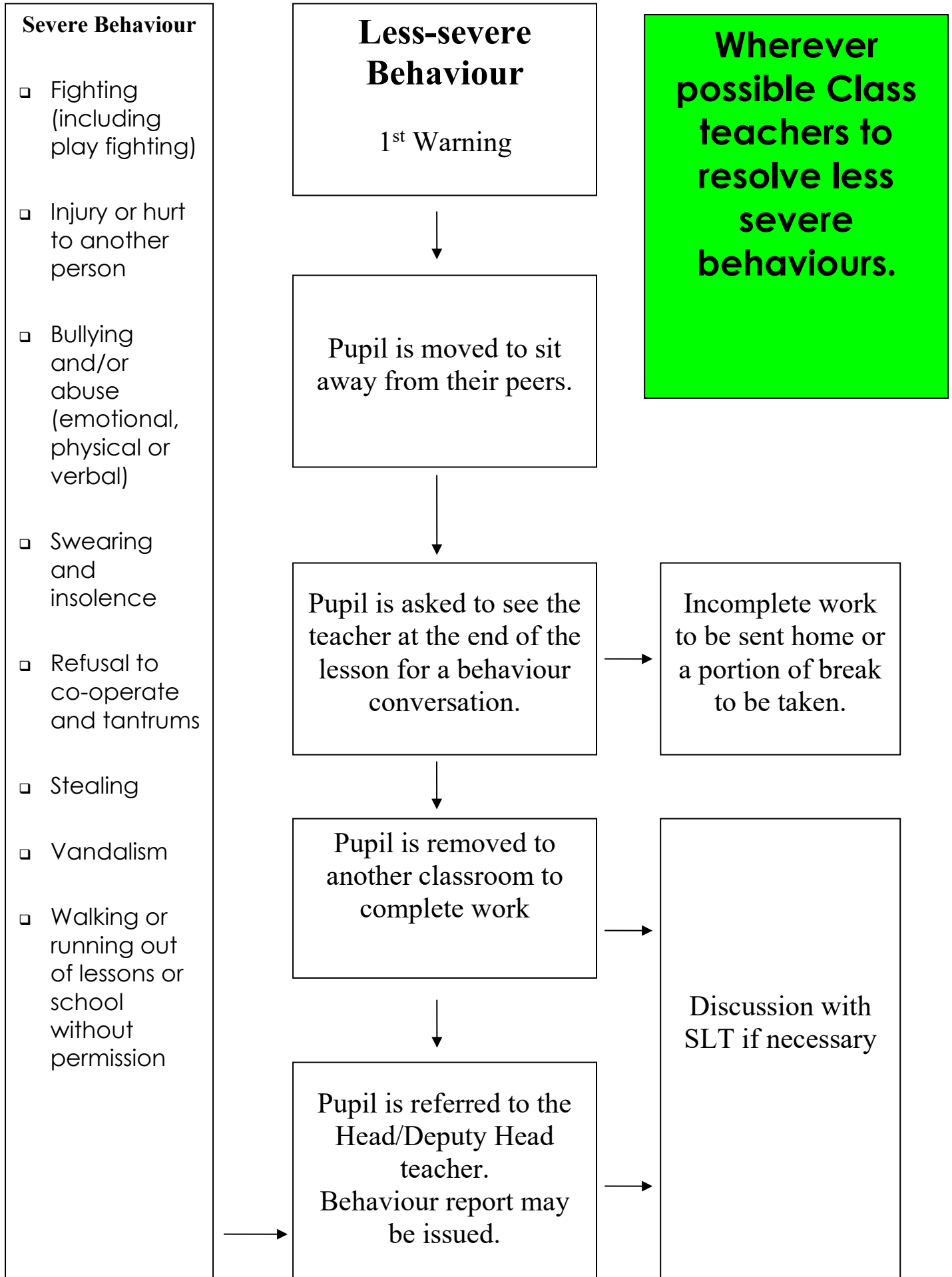
The badges are shared with the children 'in the moment' and shared with parents who have access to their child's profile on the app. All staff across the school can award badges and these can be across all areas of the curriculum and school day, including lunchtimes. *Reception and Key stage 1 children will receive additional stickers to wear on their jumper as an immediate incentive.*

'Star of the Week' badges are also awarded to children who have demonstrated 'Six ways to Shine' in an exceptional manner across the whole week. These are shared in a weekly celebration assembly, that parents are invited to, with a certificate.

'Star of the term' awards are also awarded to children who have demonstrated 'Six ways to Shine' in an exceptional manner across the whole term. These are shared in a termly celebration assembly, that parents are invited to, with a certificate. The 'Star of the term' is rewarded with a celebration together.

Class rewards Each class have their own class reward system where they can earn a class reward for working together on class targets. When a class have collected enough reward points, there is an opportunity to choose a shared treat. A class treat can consist of something that the children plan together, such as extra playtime, extra P.E or ICT time etc.

Behaviour Policy Flowchart



How to deal with any incident

We recognise that this can be fraught with difficulties. The teaching and non-teaching member of staff is forced into numerous roles - investigator, judge, jury, counsellor/supporter and social educator. You have knowledge of the child and preconceived ideas about his/her behaviour.

1. **Try to stay calm so that the children can see you are in control.**
2. If an incident is spotted, walk over slowly and deliberately to the scene providing yourself time to think about how you will deal with the incident. It also lets the pupils know that something is about to happen.
3. Do not be seen to jump to conclusions and retain sufficient control to avoid everyone talking at once.
4. Listen well - this shows that you are a 'fair person' and one deserving respect.
Do not be side tracked – focus on the primary behaviour - ask a question several times if necessary, in order to get the appropriate response from a child.
5. Use eye to eye contact and a place where you are unlikely to be disturbed.
7. Maintain a positive tone of voice; avoid sarcasm and direct personal criticism. Focus on the behaviour and not the child. Some children may actually try to live up to labels applied to them.
7. Do not make threats that cannot or will not be carried out.
8. Consider using a strategy that will give the child time to calm down. It will also provide an opportunity to deal with others involved, maybe treat an injury, without giving the impression that someone 'has got away with it'. It also shows that the supervisor can cope with the situation.
9. Look for a solution that shows you are fair minded and reasonable – use of positive alternatives may be sufficient without resorting to involvement of class teachers. In the majority of incidents, it should be class teachers who bring in Senior Leaders.
10. Summarise what you have heard and use open questions e.g.
Who was there?
What happened next?
Avoid 'Why' questions.
11. Empathise with feelings and allow free expression of emotion.
12. Inform the child of what you intend to do but do not make promises you cannot keep.
13. Incidents should always be reported:
 - To the class teacher.
 - Logged on to CPOMS
 - If the incident is serious, this should be reported to a member of the SLT.

Suspensions and Exclusions Where a child persistently misbehaves, the School Leader or a member of the SLT will be informed. Parents will also be informed of the behaviour. In some cases, the Headteacher may choose to suspend the pupil, or in extreme cases, permanently exclude the pupil. This may include internal suspension, lunchtime suspension or suspension at home. Where suspension at home is selected, parents/carers and the Local Authority will be informed of the decision.

Suspension or exclusion is always used as a last resort and only if the school have exhausted other means to support the child to regulate their emotions or modify their own behaviour.

These extreme behaviours might include (although not exhaustive):

- Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- Physical abuse/violence towards children or adults
- Persistent racist or homophobic remarks or behaviour
- Persistent and deliberate hurting of other children
- Persistent defiance to adults, both verbally and non-verbally
- Persistent disregard for other people's/school property
- Continued unsafe behaviour, where themselves or other could be injured
- Continued disruptive behaviour

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Where the school is considering a permanent exclusion, the child's parent/carer will be informed and advice will be sought from the Local Authority. Appropriate action will be taken as a result of the advice sought.

SEN Children with Special Educational Needs may follow an agreed individual behaviour plan as an extension of the behaviour policy to support that child's individual need. In some cases, variations to the positive behaviour policy may be needed to ensure the school is making reasonable adjustments for children with particular behavioural needs.

Positive Handling We have a positive attitude to behaviour management. Staff are trained to manage inappropriate behaviour using positive de-escalating strategies. However, in exceptional or extreme circumstances positive handling techniques may need to be applied to prevent injury to themselves or others, damage or disruption.

Responsibilities

Teachers award responsibilities appropriate to the age of their pupils e.g. monitors, librarians etc and ensure that the responsibilities are fairly shared.

Monitoring, Evaluation and Review

The effectiveness of this policy will be monitored, evaluated and reviewed by the school council, Staff, SLT, and Governors. The number of children committing severe breaches of rules will also be considered. In addition, pupil and staff experience will also be taken into account, as will any feedback from parents eg from parent questionnaires, parent forum discussions etc.