Badger Hill
PRIMARY SCHOOL

Positive Behaviour Policy

2025-2026

Together we will grow

Approval Date: September 2025

Next Review Date: September 2026

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Rationale

At Badger Hill we are committed to enabling all children to access education successfully. This is an inclusive process; part of this is a commitment to establishing high expectations of behaviour from all members of the school community. The way in which pupils and adults behave has a profound effect on all that we do as a school.

Badger Hill is a community with core values of Achieve, Believe and Create which leads to everyone being treated fairly, compassionately and with understanding. We value all members of our school community as unique individuals and we believe that relationships and behaviour of all, has a key part to play in enabling children to achieve academically and socially.

Although behaviour management is the collective responsibility of the whole school community, we encourage our children to take responsibility for their actions. We recognise that all behaviour is a form of communication; all in response to a feeling, experience or stimulus. This policy applies to all adults who currently work in school and also wrap around care. We reserve the right to challenge any adult who does not adhere to or follow the guidelines set out in this policy.

We aim to:

- Build positive and honest relationships with children and their families.
- Have a consistent and fair approach to behaviour across school.
- Develop a whole school culture that nurtures a sense of belonging for all children enabling them to make the right choices.
- Members of the school community hold high expectations of all children and be a role model for children at all times modelling respect for all.
- Enable children to know when they have been successful through positive recognition and embedding our growth mindset vision.
- Ensure that children are aware of their actions and how this can impact on others.
- Recognise that we have high expectations for all children but we see

each child as an individual.

- Build a culture of mutual respect between all staff and children.

We value every learner as an individual who has an important role to play in our community. We encourage all learners to develop the skills, qualities and aspirations to become independent learners, collaborative individuals and responsible citizens.

What our adults in school will do:

✔ Invest in relationships, showing kindness, dignity and respect in all interactions
✔ Display positivity to build resilience and confidence with our children
✔ Actively teach expected behaviours and have high expectations
✔ Respect and understand each and every child's individual needs
✔ Share successes, and work together as a team with parents / carers to overcome
✔ Challenges
✔ Spend time having restorative and reflective conversations with children about behaviour

What our children in school will do:

✔ Be ready to learn showing 'Good to be Green' behaviours
✔ Be respectful to others
✔ Be safe and make positive choices
✔ Take ownership and responsibility for their behaviour and be honest at all times

What our parents / carers will do:

✔ Work closely with school staff
✔ Communicate with us about your children
✔ Treat all members of the school community with kindness, dignity and respect

Our positive behaviour policy is built on the five principles of restorative practice. Our policy is based on working with conflict that puts the focus on repairing any harm that is done.

1. **Relationships**
2. **Respect**
3. **Responsibility**
4. **Repair**
5. **Reintegration**

1. **Relationships**

At Badger Hill, we believe building positive relationships with pupils and families is a crucial part for supporting positive behaviours. Fostering caring and nurturing relationships is a key priority at Badger Hill.

"Know your children and families well and allow them to know you well", (Mark Finnis, 2021)

We nurture children and provide them with a strong sense of belonging to our school community. All adults in school invest in relationships, showing kindness, dignity and respect in all interactions. Adults will have daily positive interactions with children and keep regular contact with families through class dojos, phone calls and face to face conversations.

2. Respect

Teaching children about respect is vital for all stages in life. Our expectation at Badger Hill is that our pupils and staff show respect to each other and the wider community at all times. All adults in school will model respect to pupils and staff. All adults in school will teach children what respect is and why it is important. This includes teaching children to listen to each other during conflicting times. The curriculum will support children's knowledge and understanding of respect and how to treat everyone as equals and the impact on not showing respect can have. This will also extend to the wider community and families.

3. Responsibility

We teach pupils to take responsibility for their actions around behaviour. We teach children about honesty and how important this is during the restorative process as well as in society. Children will be given responsibility through their time in school and taught how responsibility can be earned through positive behaviours.

4. **Repair**

Our pupils are given the opportunity to be heard and to work with adults to find a solution to a problem they may be facing. Children and staff will work together to explore what needs to happen next to move the situation forward. During a repair period, adults will work with children to discuss how this situation could be prevented in the future. Children will be taught different strategies to support their feelings and emotions as well as strategies to control them.

5. **Reintegration**

Sometimes relationships between pupils can break down and children will be taught how to build on making these relationships positive again. This final part of the restorative process can support and teach pupils about any harm that has taken place, responsibility has been taken and new learning can take place.

Our zones of regulation are integrated within our positive behaviour curriculum enabling children to feel empowered about their feelings and their strategies they can use to support them.

'Good to be Green' choices= positive consequences

In order to support children's self-esteem and wellbeing, we celebrate children's achievements as much as possible. **Rewarding positive behaviour is the responsibility of all adults in school**. All staff should be proactive in celebrating positive behaviour overtly and often throughout the day. Children have visual reminders in the classroom for 'Good to be Green' behaviors and staff carry them on lanyards.

Class dojos are a visual reward system in school. Dojos are given out daily and by all adults in school, linked to 'Good to be Green' behaviours and whole school values.

Classes will work towards whole school class rewards which will be chosen by themselves and the class teacher.

500 dojos- Reward 1

1000 dojos- Reward 2

2000 dojos –Reward 3

2500 dojos- Reward 4

If we see 'Good to be Green' behaviours, this will be recognised in the following possible ways;

- Stickers
- Class dojos and whole class dojo rewards
- 'Good to be Green' certificates
- Message or telephone call home
- Postcard home

- Celebration assembly (Friday morning) *Each time a child displays a behaviour linked to a value their name is recorded and celebrated. One child per value will be drawn to receive the weekly certificate.*
- Verbal praise
- Positive slip/compliment card
- Wow Wall
- Given a responsible job to do
- Sharing work with SLT
- Headteacher rewards
- Star of the week certificates

Not making 'Good to be Green' choices = Plan for managing negative behaviour

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If a child is not choosing our 'Good to be Green' expectations, they will be told that they are 'Not showing Good to be Green behaviours' and the following behaviour strategies will happen;

- Clarifying 'Good to be Green' expectations
- Upholding positive relationships
- Tactical pause or ignoring
- Humor when appropriate
- Distraction and diversion
- Transfer of adult
- Direct questions
- Thinking time or time out
- Movement
- Non-verbal cuing
- Clear consequences

If the child is clearly continuing to behave inappropriately, we must ensure that our expectation is absolutely explicit and clear. All staff will say; ***"You are continuing to not show Good to be Green behaviour" and a consequence will be given.***

Not 'Good to be Green' choices will include	Consequences
• Answering back to adults	Missing playtime/lunchtime

• Not following instructions first time • Being disrespectful to property • Refusal to join in with learning activities • Throwing things • Talking in assembly • Consistently interrupting during lessons • Being unkind to others • Talking in lessons/having conversations when an adult is talking	Discussion with class teacher Thinking time given or time out

Red behaviour

If a child continues to repeat behaviours above or exhibits physical or verbally abusive behaviour, this will be seen as red behaviour.
Any red behaviour must be recorded on CPOMS (this is the responsibility of the staff member who has challenged the behaviour). All red behaviour must be communicated to parents either face to face or with a phone conversation that day. If the behaviour is physical then a member of SLT must also be informed and the parents of any other children involved.

Red behaviour examples	Consequences
• Challenging to an adult • Running/walking away from an adult • Intentional swearing • Physical retaliation • Persistent refusal to participate • Rude or disrespectful remarks • Bullying behaviours • Hands on behaviours towards another child or adult	Child is sent to a member of SLT to carry out a restorative conversation at the earliest possible time (based on the child) Child misses whole of lunchtime play or break time Class Teacher informs parents Internal suspension External suspension

Restorative conversation

Supported conversations are to be shaped around the principles of Restorative Practice and will take place after red behaviour.

When holding restorative conversations with children, staff will ask the following questions:

- *What happened?*
- *How did this make people feel and how can we put things right?*
- *How can we do things differently in the future?*

All children will have the opportunity to be heard and support on how to repair the situation. Staff and children will agree on a suitable consequence.

Working with families

The school will always seek to work in partnership with the families of our children. We understand that, at times, discussing children's behaviour can be an emotive issue but there is also an expectation that the school and family will work sensitively and positively in partnership to achieve the best possible outcome for the child. We will use the restorative approach when working with families to meet a shared conclusion of support.

CPOMS

All staff will keep a log of behaviour incidents on our internal system (CPOMS). This will be run alongside existing safeguarding systems.

The SLT will then monitor the behaviours of each class regularly looking for specific triggers etc. If children are repeatedly logged onto the system then this will trigger the next level of support needed.

Supporting all children

Our approach to managing challenging behaviour may be differentiated to cater to the needs of individual pupils. We are an inclusive school, we hold high expectations for all our children but their 'Good to be Green' will be based on their needs and level of understanding, which may be different to others.

The school's SENCO will assess a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified, we will liaise with external agencies and plan support programmes. We will work with parents to create an Individual Behaviour Plan and review it on a regular basis.

Suspension

For behaviours where there may have been or is likely to be significant harm or risk to pupils or staff the school reserves the right to apply a fixed term suspension, for any pupil without

using the above consequence process.

Safer Handling

At times and for various reasons events could occur when it is necessary for staff to intervene to defuse potentially serious incidents. This could include the need for the physical restraint of children by members of staff for their own safety or the safety of others.
At all times the minimum amount of restraint will be employed to de-escalate the situation and the objective would be to ensure all children are safe. All such incidents will be reported to the head teacher and logged onto CPOMS. Parents and carers will also be notified. We currently have two staff in school, Mrs Goddard and Mrs McEvoy who are trained to use the team teach safer handling techniques. All staff are able to guide/support children but only the Team Teach techniques can be used by the named staff.

Pupil's conduct outside of the school gates- teacher's powers

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises (section 89 (5) of the Education and Inspections act 2006 (15) gives head teachers a specific statutory power to regulate pupil's behaviour in these circumstances 'to such extent that is reasonable'.

Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:

- Wearing school uniform
- Travelling to and from school
- In any way identifiable as being a pupil at school

Teachers may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff will be dealt with in accordance with the schools anti bullying policy.

The school will impose the same behaviour sanctions for bullying incidents and non-criminal behaviour which is witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of misbehaviour outside of the school premises teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Legal and statutory duties

The governing body has a duty under section 89 of the ***Education and Inspections Act 2006*** that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children ***(DFE Keeping children safe in education Sept 2024)***

Public Sector Equality Duty (2011)

Badger Hill Primary School has paid due regard to the need:

- To eliminate discrimination, harassment victimisation and any other conduct that is prohibited by or under this act.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.