



## Airy Hill Primary School – Behaviour Procedures

### 1. Introduction

At Airy Hill Primary School, our behaviour approach is based on our Nurturing ethos and our work as a **UNICEF Rights Respecting School**.

We aim to de-escalate situations, support pupils to resolve issues, and help them develop self-regulation. This supports:

**Article 3** – Acting in the best interests of the child

**Article 19** – Keeping children safe

**Article 28** – Positive, respectful behaviour expectations

**Article 29** – Helping children learn respect and responsibility

### 2. Our Behaviour Rules

All behaviour expectations stem from our three whole-school rules: Be kind, Be safe, Be ready. Classes have created their own charters in line with the UNICEF principles that are based around these rules. This is mirrored by a whole school playground charter created by our children.

### 3. Rewards and Recognition

We promote positive behaviour through verbal praise, certificates, the Airy Hill Badge, stickers, behaviour points, and phone calls home.

### 4. Consequences

We have explicit routines and expectations that all children know. Consequences follow a stepped approach ensuring fairness and dignity in line with **article 28**

### 5. Airy Hill Stepped Approach

Step 1 – Verbal Warning.

Step 2 – Written Warning.

Step 3 – Restorative conversation at playtime.

Step 4 – Reset time in another classroom.

### 6. Reset Time

Reset Time allows reflection and regulation. For serious behaviour—disrespect, swearing, racist or homophobic incidents, hurting others—Reset Time is immediate. Parents are informed.

### 7. Playtime and Lunchtime

Playground staff encourage children to relax and play, **article 29**, and resolve issues. Serious or unresolved incidents are referred to the Headteacher or Key Stage Leader in his absence.

### 8. Record Keeping

Warnings and consequences are recorded on the class sheet. Reset Time must be logged on CPOMS and parents informed.

### 9. Mini-Scripts

Warnings: 'Josh, that is a warning. You are not being kind/safe/ready. The instruction is to ...'

Attention signal: '5, 4, 3, 2, 1'.

### 10. Partner Classrooms

Class	Partner Class
R	1
1	2
2	3
3	5
4	6
5	3
6	4

### 11. Reasonable Adjustments

We make reasonable adjustments for pupils who find expectations difficult. **Articles 2 and 23**

### 12. Restorative Practice

Restorative conversations help pupils understand impact, repair relationships, and learn strategies for next time.