

# ABBEYS PRIMARY SCHOOL



*Aim, Aspire, Achieve @ Abbeys*

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## Positive Behaviour and Ethos Policy

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**Abbeys Primary school**  
**Positive Behaviour and Ethos Policy**

**Introduction**

At Abbeys Primary School, our aim is to promote behaviour that allows children to achieve their potential within a positive environment which sets high standards in behaviour and tolerance.

We believe that good behaviour needs to be carefully developed, nurtured and established. Most importantly, all individuals have a right to be happy and safe in school.

This Positive Behaviour and Ethos Policy, together with the school's rewards and sanctions guidance and Anti-bullying Policy, forms the behaviour management strategy for the school.

**Aims of our Positive Behaviour and Ethos Policy**

- We aim to ensure that opportunities for learning exist for all children, acknowledging equal opportunities regardless of gender, race, creed or ability.
- We will promote the personal, social, moral and emotional development of each child.
- We acknowledge the importance of building high levels of self esteem in all pupils. We have high levels of expectation in all areas of the curriculum - in work, in behaviour and in attitude.
- We believe in working together for excellence for all.

This policy sets out to underline the positive expectations and ethos of the school.

This policy includes:

- The philosophy which underpins a Positive Behaviour and Ethos Policy
- Our Golden Rules, which form the basis of Class Golden Rules
- Strategies for promoting good behaviour
- Responsibilities of all

**Philosophy**

Through our Positive Behaviour and Ethos policy we aim to encourage accountability for behaviour, creating an environment where individuals are encouraged to recognise and respect the rights of others, promoting the values of courtesy, honesty, fairness and respect for others.

We believe we should be preparing children to be independent in their learning, in an environment where teachers have a right to teach and children have an entitlement to learn.

Creating a climate of positive behaviour involves all members of the school community; it carries staff, governor and parental responsibility as well as expectations for pupils.

The policy is shared with all parents/carers via the school website in order that they may understand the school's expectations. It is shared with children during school assemblies, class circle times and PSHE lessons, particularly when pupils are deciding upon their own Class Rules at the beginning of each academic year.

The Positive Behaviour and Ethos Policy is reflected in our School Golden Rules which are displayed around the school and are referred to and promoted at every opportunity.

At the beginning of the academic year, the class teacher and children discuss and agree Class Rules. We recognise that some of our children are visual rather than auditory learners, so rules are frequently illustrated with visual reminders, posters and photos.

Rights have corresponding responsibilities. These often need to be explicitly taught and reinforced until they become routine. In each class, rules are referred to and incorporated into daily activities, encouraging children to:

- own their behaviour
- respect the rights of others
- develop positive self esteem
- build workable, positive relationships

### **Our School Golden Rules**

#### **At Abbeys Primary School:**

- we care about and look after each other
- we are honest and trustworthy
- we respect and care for our environment
- we try our best and are proud of our learning

### **Strategies for the promotion of good behaviour**

#### **Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Where appropriate, a reprimand should be as private as possible; lowering a child's self esteem through criticising in front of an audience is likely to increase misbehaviour. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

#### **Balancing positive and negative attention**

This principle involves teachers aiming to have made positive contact with a child before constructively criticising their work. This encourages children to be more receptive to important learning points that a teacher is making. The lesson children will learn is that they are more likely to get attention when they behave well than when they behave inappropriately.

#### **Acknowledge feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging a child's feelings can pre-empt them resorting to other ways to gain attention.

#### **Give children a choice**

This may be as simple as allowing a choice about which piece of work to complete first. Being given choices increases a child's sense of independence, which in turn contributes to their self esteem.

### **Be consistent**

Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

### **Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that is expected from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably.

### **Listen to the children**

Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings (“I can see you’re upset, did something happen?”). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be able to share, secure in the knowledge that issues will be dealt with appropriately.

### **Maintain frequent contact**

Regular task-centred contact with children communicates that attention is predominantly for behaving well. All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

### **Pre-empt disruptive behaviour**

Teachers and adults in the classroom need to maintain a constant awareness of what is happening throughout the classroom. This allows off-task behaviour to be spotted early and children’s attention returned to the task before behaviour actually becomes disruptive.

### **Self awareness**

Adults in school need to communicate confidence and authority. In order to do this it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of voice, choice of words and use of eye contact.

### **Catch them being good**

Noticing and acknowledging anything that is in the direction that adults in school wish children to take will encourage and reinforce positive behaviour.

Examples (not an exhaustive list) of things to ‘catch them being good’ at:

- entering the classroom quickly and quietly
- treating books and equipment carefully
- looking at the teacher quickly and quietly when asked to listen
- starting work promptly
- being polite
- moving from one task to another without teacher reminders
- tidying and clearing up
- working hard on a piece of work
- telling the truth
- holding the door open for someone
- handing homework in on time
- being a good friend

- saying please and thank you
- asking for help when they need it
- walking quietly around school
- listening well in assembly / making contributions
- working well with a group of classmates
- being willing to try something new or difficult
- offering to help without being asked
- taking turns and waiting for others
- demonstrating good behaviour for learning, eg independence, engagement
- being a good role model, eg modelling the school's Golden Rules

## **Responsibilities:**

### Responsibilities of children

- To follow the Golden Rules to the best of their ability
- To treat adults and other children with respect and politeness
- To help make the school a safe, organised and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour

### Responsibilities of staff

- To treat all children fairly and respectfully
- To create a safe and pleasant environment for learning
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best

### Responsibilities of parents/carers

- To ensure children arrive on time for school and ready to work
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievements
- To work with the school and support them in managing behaviour of their children

- ✓ Everyone at school has the right to feel safe, secure and fairly treated
- ✓ Everyone has the right to learn
- ✓ Everyone deserves to be treated with kindness and respect
- ✓ Everyone needs to look after each other
- ✓ Everyone needs to have respect for their school and environment
- ✓ Everyone has the right to learn without disruption to their learning

All consequences have been shared and explained to the children. They will be the rules upon which all behaviour management will be based.

## **Golden Time**

The whole ethos of Golden Time is that the children will feel special and want their full Golden Time. Children will automatically start each week with 30 minutes of Golden Time for Friday. For a small number of children this will be a lower but protected amount, with opportunities to build up more, in accordance with their individual behavior plan.

Golden Time will take place on Friday afternoon at the end of the day - 2.30pm. All adults will lead Golden Time session activities that will provide exciting opportunities for the children. Activities will change on a regular basis and children will have the chance to choose their activity. Many children always behave and this is a way of rewarding them for meeting the school expectations - that all children will behave appropriately at Abbeys. If a child has lost Golden time it is important to communicate this with their Parents/ Carers.

There are times when children will not make the correct behaviour choices and they need to understand that there are consequences as their behaviour greatly impacts on themselves and others. We have implemented the following stages of consequence which are daily, so every day is a fresh day; however, the loss of Golden Time follows through to the end of the week.

In discussion with children, parents/carers, staff and Governors the following stages of consequences have been agreed...



Lost Golden time - tracking sheet

- Tell Pupils quietly that they have lost golden time and record it on the sheet on the same day.
- Always give Pupils opportunities to earn back Golden time.
- Continuous low-level incidents that accumulate to 15 mins or more should be recorded on CPOMS. Significant incidents go straight on to CPOMS and Golden time cannot be earned back if the child has been aggressive/ hurt another.

Seen by Phase leader with book.

Seen by Deputy head with book.

Seen by Headteacher with book.

DATE	NAME/ warning	5 minutes lost	10 minutes lost	15 minutes lost [record on CPOMS]	20 minutes lost	25 minutes lost	30 minutes lost	Total lost/ Total earned back

Every child receives a quiet warning if they exhibit an undesired behaviour- this is recorded on the class tracking sheet [within a folder or book].

If the behaviour or other similar behaviours continue they begin to lose Golden time. Recorded on the grid above.

If a child loses 15 mins Golden time or more it needs to be recorded on CPOMS. Subsequent incidents the child will need to see the phase leader, Deputy and then Headteacher, who will also add incidents to the sheet and on to CPOMS as a means of tracking behaviour.

At the end of each week, the children will have their Golden Time. They will remain in the hall to discuss the lost Golden time with the Head teacher/ Deputy or the Learning mentor.

The lost Golden Time will be monitored closely so if a child persistently loses Golden Time week after week then their behaviour can be monitored closely and appropriate measures put in place.

There is a chance for a child to earn back their Golden Time for efforts at turning their behaviour around. **However, if a child hurts another child, time lost cannot be earned back.**

### POM POM JARS

As well as Golden time classes are encouraged to work as a team and care for their learning environment and each other. All classes have a POM POM jar and when it is full the class receive a special reward. This can be a class film with popcorn, trip to the park or something similar.

An additional layer to our policy is to escalate the immediacy of the involvement of parents/carers in the event of some incidents. The class teacher will make a professional judgement as to whether they lose Golden Time, or whether the incident is serious enough to be dealt with by a Senior Leader.

Incidents during break and lunchtime should be recorded by the adult that deals with the situation. They are record directly on to the Golden time chart/ CPOMS depending on the incident. The incident should always be communicated verbally to the class teacher.

For the small number of children who are not always able to comply with the routines and behavioural expectations of school life, some extra measures have been put in place to meet their needs. Some classes have thinking trees or nearby time out spaces if needed, and there is a calm space for any child in crisis. Full supervision is in place if a child needs a short break from the classroom. In addition, a number of staff members have been trained in positive handling, for use in the event of a child being at risk of hurting themselves or others. If a child ever needs to be positively handled, full details are recorded and parents informed. The calm space can be used for children that are in crisis and at risk of hurting themselves or others.

On occasions, it may be necessary to make reasonable adjustments to this policy in order to accommodate the needs of individual children who experience difficulties in meeting its expectations. In these cases there would normally be an individual behaviour plan in place for the child, generated within the aims and context of the whole school policy.

This system ensures all positive behaviour is recognised and rewarded, and teaches the children that they are responsible for their own actions and their actions have consequences. It also ensures the children are all listened to and consistently and fairly treated. All loss of Golden Time and earned back Golden Time is recorded in a class behaviour book.

Governors will monitor the behaviour in line with the policy through Headteacher reports, or Governor visits. The Headteacher's reports to Full Governing Body meetings will include details of any exclusions or serious behavioural incidents in respect of individual children.

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