

# ABBEYS PRIMARY SCHOOL



*Aim, Aspire, Achieve @ Abbeys*

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## Positive Behaviour and Ethos Policy

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*Review Due: January 2026*

**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 full potential in school.

We believe that good behaviour needs to be carefully modelled, developed, nurtured and established. Most importantly, all individuals have a right to be happy and safe in school. We also believe that all children develop in different ways and adaptations must be made to meet the needs of all children.

This Positive Behaviour and Ethos Policy, together with the school's rewards and sanctions systems, safeguarding policy and Anti-bullying Policy, form the behaviour management strategy for the school.

At Abbeys we value positive relationships, there is a community atmosphere and this is valued by all parents/ carers, pupils and every member of staff. This starts from the moment children walk in each morning, with a warm welcome at the door. For children that struggle to come to school, there are more personalised options, such as 'Good Morning Club' a quieter welcome to the day starting at 8.30am in the library- where parents/carers can also attend to make separation easier.

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

- We aim to ensure that opportunities for learning exist for all children, acknowledging equal opportunities including the 9 protected characteristics.
- 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 expectations in all areas of the curriculum - in work, in behaviour and in attitude.
- We believe in working together to achieve the very best outcomes.
- We aim to be consistent and fair in our approach to behaviour, considering individual needs and level of understanding

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

**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 school's values and following our Golden rules.

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 and their role in this. The contents of this policy are embedded in everything we do and regularly enforced by all stakeholders.

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

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/ Class contract. We recognise that some of our children are visual rather than auditory learners, so rules are frequently illustrated with visual reminders, posters and photos. We use positive language to reinforce rules- E.g. use kind hand, use kind words.

### **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. 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.

Throughout the school, there is a use of awards to reinforce the importance of positive behaviour. These are weekly Abbeys' A Stars- certificates for demonstrating the school values as well as Star writer, Mathematician of the week, the Golden broom and certificates for the best manners. Children are awarded with stickers and stars for their star charts. 10 stars on the chart means the child receives a raffle ticket in their phase bag. Every Friday in our celebration assembly a ticket will be pulled from each year group's bag and the child chosen will receive a book from our book trolley.

#### **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. Adults should use the phrase 'I can see that you are feeling.'

### **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 building 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, 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 redirected to the task before behaviour actually becomes disruptive. This can be achieved verbally with a reminder or a visual prompt.

### **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, seating arrangements, 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 of things to 'catch them being good' at:

- entering the classroom quickly and quietly
- treating books and equipment carefully
- responding appropriately to the silent stop signal
- 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 and reflect when things go wrong.
- To demonstrate these behaviours and the Golden rules in different circumstances- in class or elsewhere in the school environment, on school trips, in clubs, as well as outside of school in the wider world.

### Responsibilities of staff

- To treat all children fairly and respectfully
- To create a safe, organised and pleasant environment for learning
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual, with different needs and levels of understanding
- To enable each child to do their best
- To facilitate opportunities for children to reflect when things go wrong.
- To make reasonable adjustments for those children with SEND or SEMH needs. Adjustments that are consistent and recorded as appropriate strategies on the child's Individual provision map.
- To supervise play effectively, by appropriate positioning on the playground.
- To record accurately, any incidents, in the behaviour book or on CPOMS.
- To show sympathy and understanding to the range of differing needs we have in school, adapting approaches accordingly.
- To communicate effectively with one another and discuss pupils behaviour and raise concerns appropriately. If an adult sanctions a child and removes golden time, they need to notify the class teacher.

- If a teacher has a behaviour plan system in place for a child, it is their responsibility to share this plan with staff working with the child.

#### Responsibilities of parents/carers

- To ensure children arrive on time for school and ready to learn
- To encourage respect for other people and role model expected behaviour at all times
- 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 the behaviour of their children

### Children in Foundation Stage

In Foundation, children are still at the early stages of learning how to manage their feelings and satisfy their wants through appropriate behaviours, including being able to wait for their requests to be met. This can mean that they resort to other strategies to get what they want from others. Adults address this immediately with consequences and by supporting the child to understand how they have made others feel and how they could have behaved differently. This may include rephrasing feelings, modelling conflict resolution, discussing similar actions through characters in stories or be redirecting play towards an adult lead activity. In the Foundation stage classroom there is a calm zone, children may be directed there or they may take themselves there. They are taught calming strategies like rainbow breathing and how to use phrases like 'Stop it, I don't like that', 'you are making me feel', 'if you don't stop I will tell the teacher'.

#### Clubs, Wrap around care and trips and visits

It is important that all children and parents/ carers are aware that the same Golden rules apply across the school at all times.

Risk assessments will address behaviour concerns on trips and any concerns are discussed directly with parents/ carers who are able to support on trips and visits if needed.

Wrap around club and breakfast club staff will liaise with school staff should behaviour cause concerns or they need advice and support. Wrap club staff will be made aware of pupils with SEN and any personalised behaviour plans to ensure consistency throughout the school.

#### 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. Golden Time will take place on Friday afternoon at the end of the day - 2.30pm. All adults will lead Golden Time activities that will provide purposeful engaging activities 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 via their planner.

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.

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/<br>warning | 5 minutes<br>lost | 10 minutes<br>lost | 15 minutes<br>lost [record<br>on CPOMS] | 20 minutes<br>lost | 25 minutes<br>lost | 30 minutes<br>lost | Total lost/<br>Total earned<br>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.

Undesired behaviours may include being unkind, not following the golden rules, ignoring teacher instruction and non-completion of work. Teachers will use their knowledge of their pupils to decide on appropriate sanctions, always maintaining high aspirations.

If a child loses 15 mins Golden time or more it needs to be recorded on CPOMS. Subsequent incidents will result in the child seeing 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.

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 [see more serious incidents below].**

At the end of each week, the children will have their Golden Time. If children have lost Golden Time, they will remain in the hall after assembly to discuss their behaviour with the Head teacher/ Deputy. This will include discussing next steps and time to reflect.

The behaviour books and CPOMS will be monitored weekly, so if a child persistently loses Golden Time, week after week then their behaviour can be monitored and supportive measures put in place- eg parents meeting, behaviour reward system/ personalised plan.

Personalised behavior plans take a variety of forms and will be produced in conjunction with the SENCO. Personalised plans may include breaking down Golden time in to smaller amounts of time throughout the week or earning Golden time, rather than losing it. These adjustments would be made in liaison with the inclusion lead and Parents/ Carers.

**POM POM JARS**

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

**More serious incidents**

On the rare occasion, where a more serious incident occurs, staff will use their judgement to decide whether the incident should be escalated to a Senior leader. Serious incidents may include; fighting, bring a prohibited item into school, extreme refusal, violence and damage to property. This may also include incidents related to the 9 protective characteristics. It may be necessary to involve parents/carers immediately, over the phone or in writing. This may be followed up by a face to face meeting and recorded on CPOMS.

Sanctions for serious behaviour may include withdrawal from lessons/ break/ lunch/ suspension, as per the Suspension and permanent exclusion policy.

Incidents during break and lunchtime should be recorded by the member of school staff that deals with the situation. If play becomes dangerous, children are encouraged to take a break and take 5 minutes time out to regulate their emotions. If this behaviour continues, it is recorded directly in to the Golden time book/ CPOMS depending on the incident. The incident should always be communicated verbally to the class teacher.

### **Reasonable adjustments for SEN pupils**

Abbeys strives to provide an inclusive environment where all children, regardless of their needs, meet their full potential. All staff will have training on how to manage pupils with ASD, Attachment and Social emotional mental health difficulties. This awareness, enables staff to understand the differing needs of our pupils and their need for reasonable adjustments. How staff communicate with pupils plays a huge part in managing behaviour/ relationships and understanding the range of needs and associated behaviours is crucial. School staff recognise that behaviour should not be taken personally and is often simply how the child is communicating wants and needs.

Interventions such as Zones of regulation, the Incredible 5point scale and Starving the anger gremlin may be used to support those with Social, emotional and mental health needs. These interventions are part of our SEN provision and would be detailed on a child's Individual Provision map and initiated in discussion with the Inclusion lead.

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 [de-escalation and restraint], 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 on CPOMS and parents informed. The calm space can be used for children that are in crisis and at risk of causing harm to 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. Teachers, in liaison with Senior Leaders, will implement personalised strategies and these will be record on an individual behaviour plan/ reward system and discussed with the pupil and the parent/carer.

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.

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.

***Date of policy*** : ***January 2024***

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