

ABBEYS PRIMARY SCHOOL



Aim, Aspire, Achieve @ Abbeys

Abbeys Primary School
Melrose Avenue
Bletchley
Milton Keynes
(01908) 375230

Website: www.abbeysprimary.org

Email: office@abbeyprimary.org

Positive Behaviour and Ethos Policy

Date of policy: April 2025

Review Due: September 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 both inside and outside of school.

We believe that respectable 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, Anti-bullying Policy and our core school values, form the behaviour management strategy for the school.

At Abbeys we value positive relationships; there is a community atmosphere and this is valued by parents/ carers, pupils and every member of staff. This starts from the moment children walk in each morning and supports children to continue these positive behaviours outside of school too.

Aims of our Positive Behaviour and Ethos Policy

- To ensure that opportunities for learning exist for all children, acknowledging equal opportunities including the 9 protected characteristics.
- Promote the personal, social, moral and emotional development of each child.
- Acknowledges the importance of building positive relationships and the self-esteem of all pupils.
- To ensure high expectations in all areas of the curriculum - in work, in behaviour and in attitude.
- Promotes working together to achieve the very best outcomes.
- Aims to be consistent and fair in our approach to behaviour, considering individual needs and level of understanding
- Underlines 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 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 as well as their role in this. The contents of this policy are embedded in everything we do and regularly enforced by all stakeholders.

In each class, Golden 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 every half term the Golden Rules are revisited by class teachers. We recognise that some of our children benefit from visual stimulus to support their understanding, so rules are frequently illustrated with visual reminders (including the use of Widgit symbols), posters, social stories 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 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

Staff treat all pupils fairly and with respect- modelling our expectations. They offer praise and positive reinforcement wherever possible. Staff aim to have made positive contact with a child before constructively criticising them or their work. This encourages children to be more receptive to important learning points that a teacher is making.

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.' Staff check in daily pupils daily and in a variety of ways appropriate to their age and emotional understanding. The Learning Mentors in school can also offer support and further referrals can be made if needed.

Give children a choice

Being given choices allows the child to feel an element of control over their learning and increases a child's sense of independence, which in turn contributes to building their self-esteem. This may be as simple as allowing a choice about the order of questions answered, which piece of work to complete first, which writing implement to use or resources they use to support them.

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. A child's relationship with their class teacher is crucial and they should feel like they can trust their class teacher to help them resolve issues. Building these relationships takes time and effort.

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. Transition times are more challenging to manage and we use the 1,2,3 silent hand signal for this throughout the school.

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

REWARDS- HOUSE POINTS

As a school we have various weekly rewards as described. We have a reward for attendance- typically a non-uniform day.

At the end of every term the House that has won the most individual A'Star awards over the term will be rewarded with an afternoon of fun and games outside. This will be tracked visually for pupils to see.

Team Time- Friday 2.45pm

Team time takes place every Friday. This is a special time where the class come together to celebrate the week, what's worked well and complete a fun activity. This is often a Team building activity, something that creates a sense of belonging. This is protected time. This time enables everyone to end the week on a positive note and for all children to feel included.

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 nurture relationships with all pupils.
- 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 incidents accurately and in a timely fashion.
- 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 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.
- To communicate with Parents/ Carers effectively, balancing informing them of feedback about their child's behaviour with positive comments in line with this policy - this can be in the form of a verbal message or in the weekly 'positive message email' sent to nominated pupils.

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
- To attend meetings regarding their child's behaviour

Responsibilities of governors

- To monitor behaviour in line with the policy through Headteacher reports, or Governor visits.
- To read headteacher reports to Full Governing Body meetings which include details of any suspensions or serious behavioural incidents in respect of individual 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 and articulating their emotions fittingly. This can mean that they resort to other strategies to get what they want from others or seek attention through negative behaviours.

Adults acknowledge these developmentally appropriate behaviours and address this immediately 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 Autumn term, learning is greatly focused upon personal, social and emotional development (PSED) to support children to adjust to school expectations and behavioural demands, in line with the golden rules. Children learn about the 'zones of regulation' and

how they can help them express their feelings. In the foundation stage classroom, there is a calm zone; children may be directed there or they may take themselves there when needed. 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'. Sanctions in Foundation Stage look different to the rest of the school due to the level of understanding at this age.

Sanctions include:

- 2 reminders of expected behaviours with time to comply and a final warning clearly outlining next steps.
- Time out in the calm zone to redirect dysregulation either independently or with adult support. If outside, a quiet space for time out from an activity will be offered or children will be redirected inside.
- Support to transfer focus towards an alternative desired activity using green learner challenges to redirect or adult involvement in play to model suitable play behaviours.
- If inappropriate behaviours continue or become an unsafe risk to themselves or others, despite adult support and intervention, children will be briefly asked to leave play activities to reset. This will be reported to parents and logged to identify triggers or patterns of behaviour.

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.

Sanctions- Instant Sanctions

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...

Low level disruption- excluding Foundation Stage:

1. Every child receives a quiet warning if they exhibit an undesired behaviour- this is recorded on the class tracking sheet. 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.
2. Second warning- potential to lose Breaktime.
3. Third incident- pupil loses break/ 15 minutes of lunchtime on the same day. The only exception to this is if the behaviour is in the afternoon. If a child is in KS2 they will understand that their sanction needs to be carried over to the next day [not over a weekend].
4. If a child is being continuously disruptive in a lesson ask them to sit outside with a TA for support and address the issue at break/ lunchtime.

5. Team time every Friday afternoon will not be used as a sanction- all children are included.

Lost breaktimes will be recorded on the behaviour log on the Google Drive.

Persistent behaviour concerns- excluding Foundation Stage

If pupils are regularly missing their break and lunch due to their behaviour, they need to have a behaviour chart. **In this instance regularly means 3+ times per week over a 3 week period.**

Stage One- Teacher meets with parents- recorded on CPOMS. A ragged timetable with clear targets for the child to achieve, is monitored by the class teacher for a period of 2 weeks. This is logged on the chart record on Google Drive. This is then used to identify any potential patterns or triggers for behaviours which can then be address and supported suitably.

Stage Two- After 2 weeks, if there is no improvement, the support will escalate to stage two. The behaviour chart continues and is monitored by the phase leader. The phase leader will arrange a second meeting with parents [recorded on CPOMS] to discuss concerns, strategies employed and to set clear targets, seeing the pupil daily- recorded on the chart record on the Google Drive.

Stage Three- After 2 weeks at stage 2, if there is no significant improvement, the support in behaviour, the pupil is at risk of isolation or suspension for continuous breaches of the school's rules. Another meeting is arranged with parents to explain the current position. The pupil will move to Headteacher report and report daily to either Mrs Fellowes or Mrs Louis-White. The structure of the report is more personalised. Parents meet with the Head or Deputy and will recorded on CPOMS.

Playtime and Lunchtime behaviour

Children missing break and lunches will be monitored. If behaviour during break or lunch breaches our Golden Rules, pupils will be asked to go to 'Time out'. This is an area of the playground supervised by the teacher on duty. The child will stay in 'Time out' for 5 minutes to reflect and reset. This is logged and monitored by weekly- identifying patterns and moving children to Stage One report if needed.

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. Staff should either send for the Duty SLT member or radio/ call for assistance. Serious incidents like these should be recorded on CPOMS and a sanction agreed with the Headteacher/ Deputy- likely to be missed break/lunch/internal seclusion. Incidents related to the 9 protective characteristics [Age, disability, gender, Marriage and Civiil partnership, race, pregnancy and maternity, religion, sex and sexual orientation] should also be recorded on CPOMS. It may be necessary to involve parents/carers immediately, over the phone or in writing, this is determined by the Headteacher/ Deputy Headteacher. This may be followed up by a face to face meeting and recorded on CPOMS.

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 recognize and manage the behaviours of pupils with ASC, 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.

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 may be put in place to meet their needs- this will also be documented on the Child's IPM or Behaviour Support Change plan. 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.

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

Appendices

1. Duty Rota
2. Lost break/ lunch time log
3. Time out data collection for playground lead
4. Behaviour charts- three types
5. Behaviour chart record
6. Personalised behaviour support change plans

Date of policy : ***April 2025***
Review due : ***September 2026***