

ABBEYS PRIMARY SCHOOL



Aim, Aspire, Achieve @ Abbeys

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Positive Behaviour and Ethos Policy

Date of policy: February 2015
Review Due: February 2017

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 Golden 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 everything we do and learn

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 (“You seem cross, 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

Responsibilities:

Responsibilities of children

- To follow Golden Rules to the best of their ability
- To treat adults and other children with respect and politeness
- To help make the school a clean 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.

All children will automatically start each week with 30 minutes of Golden Time for Friday.

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 is that all children will behave appropriately at Abbeys. All children who have kept their Golden Time all week without losing any will receive a special sticker or stamp for their Home/School Planner to show they have kept all their Golden Time.

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.

Behaviour choices are important for children to make. Children should understand and realise that there are consequences to their choices as they impact on themselves and everyone around them.

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

Step 1 - Verbal Warning

“Think about what you are doing”

“You are not following the Golden Rules”

“This is your first warning”

Name Peg on the Warning Cloud

Step 2

Lose five minutes Golden Time

Move Name Peg to next Warning Cloud

Step 3

Lose another five minutes of Golden Time (ten minutes altogether)

Send to a Senior Leader

Step 4

Lose another five minutes of Golden Time (fifteen minutes altogether)

Send to Deputy Headteacher

Step 5

Lose another five minutes (twenty minutes altogether)

Send to Headteacher - parents to be notified

Behaviour monitoring by Headteacher and class teacher.

At the end of each week, the children will have their Golden Time. If children lose more than five minutes Golden Time they will spend the time they have lost with the Headteacher discussing how they lost their Golden Time and reflecting on how they can change their behaviour choices. They will join their chosen Golden Time activity for the time they have not lost. Five minutes lost Golden Time will be spent in class, supervised by the class teacher.

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. ***If a child hurts another child, that time lost cannot be earned back*** as we feel that is a sanction that needs to happen, however, if a child is visibly making every effort to change their behaviour then this will be assessed by the class teacher and time can be earned back when appropriate.

An additional layer to our policy is to escalate the immediacy of the involvement of parents/carers if a child continually hurts another. If a child hurts someone, the class teacher or adult dealing with the incident needs to 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, with subsequent involvement of parents/carers.

All incidents involving children, particularly during playtime and lunchtime, are recorded on an incident form by the adult who dealt with it. The electronic master document is kept on the Teachers' Shared Drive (T) for all teachers to contribute to by the end of the same day in which the incident occurred. This is signed off by the Headteacher who will make a final decision as to the further consequences and monitoring following the incident. We will have a written record of what has happened and how it has been dealt with so we have as much information as possible.

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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