



**Acton Park Primary School**  
Happy, Respectful, Inspired Achievers

# Positive Behaviour Policy

	Date:	Headteacher	Chair of Governors
Policy adopted on:			
Review date:			
Review date:			
Review date:			

## **Positive Behaviour Policy 2023**

### **INTRODUCTION**

Acton park Primary School is a caring community in which children and adults are valued. We offer a school for all pupils regardless of national, cultural, religious, or ethnic background. We aim to provide an opportunity for all children to aspire and to achieve their full potential and to be responsible active citizens of the future. We wish to empower and foster independent individuals with a passion for lifelong learning. We foster a safe, happy environment where children and staff have good self-esteem, empathy and respect in order to take care of each other and the wider community.

### **AIMS**

- To encourage a respect and tolerance for diversity which would include ethnic origin, nationality or colour; sexual orientation (or perceived); religion or some form of disability.
- To encourage a calm, secure, caring, and happy atmosphere in the school.
- To develop feelings of self-worth, empathy, emotional intelligence, trust, respect, and a positive attitude to life-long learning.
- To develop a whole school approach to ensure consistency.
- To establish ground rules and so identify the boundaries of acceptable behaviour.
- To encourage self-discipline and independence with an acceptance of responsibility for our own actions.
- Staff will make it their priority to ensure children feel happy, valued, and secure in work and play.
- Children will be encouraged to show respect for people and property, to develop tolerance and a caring attitude in their relationship with peers, adults and living things.
- Children will be given the opportunity to extend their individual potential in every aspect of development – intellectual, moral, spiritual, social, emotional, and physical.
- To enable all children to self-motivate, persevere, and have high expectations so they aim high, do well in the future and make a valuable contribution to wider society.

### **HOW THE AIMS WILL BE ACHIEVED**

- Whole school rules established
- Rules are taught referred to and modelled daily
- Clear and consistent rewards and consequences are displayed permanently throughout the whole school.

### **School Rules**

### **School Rules Foundation Phase:**

- **Keep hands feet and property to myself**
- **Be kind and helpful**
- **Good listening**

### **School Rules Key Stage Two:**

- **We show respect for ourselves, others and property**
- **We listen to people**
- **We are honest**
- **We encourage one another**
- **We are kind and helpful**

### **POSITIVE BEHAVIOUR EXPECTATIONS**

#### **Appendix 1**

#### **HOW THE SCHOOL ENCOURAGES GOOD BEHAVIOUR.**

At Acton Park we place great emphasis on the positive approach of praise and encouragement. The following is a list of positive actions we use in school and they are in no rank order.

- Use of positive praise
- Clear class reward systems that are fair
- Weekly celebration assembly
- Opportunities for restorative discussions.
- Clear rules which are taught, referred to and modelled daily
- A calm area in every classroom
- Quiet and sensory rooms
- Using children as positive role models
- Having high expectations of behaviour
- Developing a creative, motivating curriculum
- Developing outdoor learning and opportunities to learn in the community

- Giving the children a voice in school through e.g., school council, eco council, criw cymraeg etc
- Presenting examples of good work to members of SLT or another class teacher.
- TAC
- Parent Support Worker
- Full use of support is sought from outside agencies (eg Educational Psychology Service, CAHMS, School Nurse, Behaviour Support Team, ESW)

The following rewards are given for good behaviour:

- Opportunities to represent the school
- Positive verbal praise
- Written comments on work
- Stickers
- Class certificates/ positive seesaw message home
- Group / class rewards e.g. 'Marbles in a jar' (earned when a whole class behaves well eg lining up. 100 marbles= class treat)
- Weekly class rewards e.g., Golden ticket, In it to win it, Platinum ticket etc
- Visit other member of staff or Head teacher for commendation
- Extra play/Non-uniform/Visit to park/Picnics/Pyjama Day
- Termly Headteacher certificates
- Mention in Newsletter

### **RESPONSES TO INAPPROPRIATE BEHAVIOUR**

Sometimes there are occasions when adults need to implement some form of sanction. At Acton Park we use a behaviour ladder system, displayed around the school, where level of sanction is appropriate to the misdemeanour.

This sequence will be followed for all children at the school. The only exception will be at the discretion of the Headteacher for extreme violence.

## **RESPONSIBILITIES**

### **Requirements for each classroom/ play area for the positive behaviour policy to work.**

1. All staff to be aware of the range of rewards available to use.
2. All staff have a clear understanding of the sanction process.
3. Regular reminders of the rewards that are available and how to achieve those rewards.
4. Planned regular discussions about the school rules and why they are in place. May be in assembly time/ circle time.
5. Rules, rewards and sanctions to be displayed in the classroom to include written and pictorial images of the sanctions.
6. All staff to have access to instant rewards such as positive verbal feedback, stickers, class reward systems.
7. A calm zone/seat/area.
8. A designated person /class for internal inclusion.
9. All staff to be able to report good behaviour to SLT.
10. School rules to be displayed for all to see and understand.

### **All Staff Must**

- Take time to welcome children at the start of the day.
- Be at the door of their rooms/out on playground at the start of each session.
- Always pick up on children who are failing to meet expectations; and
- Always redirect children by referring to 'Be Honest, Be Kind, Be Happy, Be Creative, Be Curious, Be Healthy, Be Confident.'
- Use an appropriate 'voice' by lowering their tone to signal if behaviour is inappropriate.

### **Responsibility of Head Teacher and Senior Leadership Team**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage the use of positive praise, phone calls/certificates/awards home.

- Ensure staff training is met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or distressed/challenging behaviours.

### **Role of the Teacher:**

- Follow the school behaviour policy.
- Ensure children understand the school's expectations and consequences regarding behaviour.
- Always consider themselves responsible for all children and not just their own class.
- Create a varied, stimulating, purposeful and appropriate curriculum taught through inspiring and motivating teaching methods.
- Employ effective learning strategies to enable the children to develop their full potential and be reflective.
- Actively listen to children's concerns and provide curriculum time for PSE providing planned learning experiences to develop these skills.
- Develop a collaborative approach to building and maintaining a positive school climate.
- Ensure consistency and fairness.
- Reason with children to ensure understanding of why behaviour is either acceptable or not.
- Ensure restorative discussions take place after a behavioural incident.
- Aim to work restoratively and try to ensure that any incident becomes a learning opportunity for staff and children.
- Reinforce positive behaviour through modelling, teacher comment, stickers/stamps, certificates, awards and special privileges.
- Look for reasons for poor behaviour, realising this often stems from problems so that the child realises the teacher is interested in them as an individual, encouraging a sense of value and worth.
- Encourage the support, understanding and co-operation of parents when there is concern over a child's behaviour.

### **Role of the Children:**

It is vital that we have clear, identifiable boundaries within which we all should work if we are to successfully implement the behaviour policy. Our 'School Rules' will be displayed in all areas of the school and children should be encouraged to follow them at all times.

### **Children should:**

See Positive behaviour Expectations **Appendix 1**

### **How children can sort out their own difficulties**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that the adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of their circle time.

### **Role of Parents:**

We have a Home School Agreement that includes supporting the school's policies and guidelines for behaviour. In this context the school also agrees to let parents know about any concerns or problems that affect their child's work or behaviour. A member of SMT is always available to work alongside parents to provide advice and support.

### **Parents should:**

- Reinforce all good or positive behaviour their child displays in school
- Send their child to school on time
- Help to support the school's behaviour policy
- Meet with the appropriate member of school staff if there is an issue with their child's behaviour in school

### **Language Around Behaviour**

At Acton Park Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'Kicked off', 'screaming fit or 'naughty' are unhelpful in these instances and staff should remain professional and calm at all times, especially in front of the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group.

## **Restorative discussions**

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure that this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. These children will have bespoke 'small steps target plans' to support them and 'one page profiles'.



