



Promoting Positive Behaviour

This policy applies to all staff and pupils working in Antonine Primary School.

Ethos and Culture


A positive school ethos and culture is essential to developing good relationships and positive behaviour in the playroom, playground and wider community. This has been developed at Antonine Primary School over the 2019-2020 academic year to establish the Vision, Values and Aims.

The graphic contains the Antonine Primary School crest, which is circular with the Latin motto 'NULLUS IN URBE AP' and 'HOS DIVIDIT' around the perimeter. Below the crest is a blue vertical banner with icons and the words 'Respectful', 'Happy', 'Resilient', and 'Nurturing'. To the right is a blue-bordered box titled 'Our Vision' with the motto 'Dream, Believe, Achieve' and three numbered points: 1. Provide a rich education that promotes lifelong learning. 2. Build a successful community that encourages inclusion for all. 3. Support and nurture all learners to achieve.


Antonine Primary School promotes a culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community. (Please refer to Antonine PS Health & Well-Being Policy – Aug 2020).


We are proactive in promoting positive relationships and behaviour in the playroom, playground and the wider school community. We will:

- establish open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- promote a climate in which children and young people feel safe and secure
- model behaviour which promotes health and wellbeing and encouraging it in others
- use learning and teaching methodologies which promote effective learning
- be sensitive and responsive to the wellbeing of each child and young person



Antonine Primary School Charter





Article 3

The best interests of the child must be a top priority in all decisions and actions that affect the child.

Article 12

Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

Article 19

Every child has the right to be protected from violence, from being hurt and mistreated, in body and mind.

Article 28

Every child has the right to a good quality education. All children should be encouraged to go to school and do the best they can.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural activities.

Respectful

Pupil Actions
Speak up and use your words
Accept differences
Look after your school
Be polite at all times

Staff Actions
Give everyone the chance to speak
Listen to all pupils
Encourage pupils to have a voice
Role-model good manners
Lead by example

Happy

Pupil Actions
Treat others as you wish to be treated.
Stay safe around the school

Staff Actions
Ensure a safe environment
Make learning enjoyable
Have realistic, but high expectations of all pupils

Resilient

Pupil Actions
Work hard, don't give up!
Embrace new opportunities for learning
Believe in yourself
Try your best

Staff Actions
Encourage pupils to do the best they can
Encourage all talents and abilities

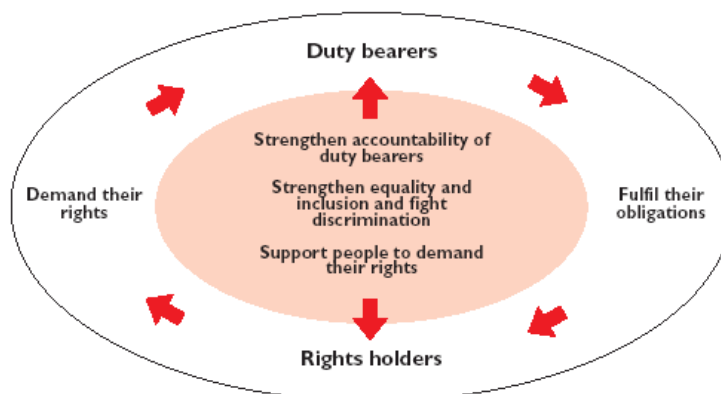
Nurturing

Pupil Actions
Have courage to speak to an adult if you are facing violence, abuse or mistreatment of any kind
Look after each other

Staff Actions
Be kind and supportive
Listen carefully

As part of our work with “Rights Respecting Schools” the pupils and staff have created a School and Playground Charter based on the UN convention on the Rights of the Child. Children and staff understand their rights and responsibilities to ensure that Antonine Primary School is a safe and happy place for everyone to work and learn. The charters have been linked to the school values which underpins our ethos and everything we do. The Early Learning and Childcare setting have adapted the charter for use in discussions with our youngest pupils.

As part of Rights Respecting Schools we use two terms – Duty Bearers and Rights Holders.



Duty bearers are the staff, parents and other adults in the community responsible for upholding child rights. Their role is to respect, protect and fulfil child rights.

Rights Holders - Children are rights holders. They have a well-defined set of rights and have the right to make claims if their rights are not fulfilled. They also have the responsibility to respect the rights of others.

Antonine Primary School - Playground Charter



Nurturing

Pupil Actions

**Include everyone
Be gentle and kind**

Staff Actions

**Be friendly
Make sure no one is
left out**



Resilient

Pupil Actions

**Make new friends
Try new
activities/games**

Staff Actions

**Help pupils to try
Support with positive
encouragement**



Happy

Pupil Actions

**Share
Kind hands, feet
and words**

Staff Actions

**Be fair
Join in
Listen**



Respectful

Pupil Actions

**A tidy playground
Follow instructions
from adults
Play fairly/Look after
resources**

Staff Actions

**Encourage pupils to
look after equipment
Use positive restorative
language**

Restorative Approaches

Why restorative?

It is common for many people to prefer a form of punishment for children and young people exhibiting bullying behaviour. However, this more traditional approach can be ineffective, dangerous and breed resentment. It can also worsen the situation for all concerned as the child or young person may become resentful at the punishment; as opposed to reflecting on their actions and their impact.

What are restorative approaches?

We use restorative approaches as part of a planned response to managing behaviour. Restorative approaches are based on a set of questions that help children and young people think about their behaviour and understand how they can correct it. These approaches positively alter a school environment and their effective use should help to establish positive relationships within schools.

Restorative approaches can include a restorative conversation. This can take place during the school day and the use of restorative language and questions helps to enable children and young people to understand the impact of their behaviours – both on themselves and others.

The use of restorative approaches does not mean there are no consequences.

Benefits of restorative approaches

- Embeds values which separate the person from the behaviour
- Promotes accountability
- Helps create positive forward-thinking environments
- Help children and young people become successful learners, confident individuals, responsible citizens and effective contributors.
- More effective than traditional form of punishment.

Restorative Positive Behaviour System

The ELCC will have a learning ladder displayed and will use this to promote positive behaviour.



<u>Antonine ELCC</u>
Making Good Choices (praise, celebrate success, sticker rewards, certificate rewards)
Ready to Learn
Stop and Think
Consequence (reflection time with an adult, calming time away from situation or ELCC area, liaise with parents)

There will no names added to the ladder – it used as a discussion tool and children start each session of the day on “Ready to Learn”. Each step is used as a discussion point to reward positive behaviour or encourage reflection.


Pupils who achieve “Making Good Choices” will be praised and receive a sticker or certificate. Children who are consistently displaying behaviour which reinforce our school values will be given the opportunity to wear a Super Values Cape within the playroom environment. When pupils make choices which are not reflective of the school Values and Charters the ladder system will allow a structured and restorative approach to managing behaviour.

1. Stop and Think

A quiet word with the children to remind them of School Values and Charters.

2. Mindful Moments

After a quiet word at the “Stop and Think” stage, children may need some time to reflect. Adults will follow this stage with a conversation.



[Antonine ELCC Discussion Prompt Cards](#)

- What has happened?
- Was that a good choice?
- How are you feeling?
- Was that a superhero value?
- How might your friend be feeling?
- I wonder what we could do to make it better.

[RRS Articles 3 & 28](#)

3. Consequence

Consequences vary from situation to situation but can include reflection time with an adult, calming time away from the situation or a conversation with parent/carer.

We are committed to reviewing our policy and good practice annually.
This policy was last reviewed on: August 2020.