



ABOYNE LODGE

PRIMARY

CREATIVE • CURIOUS • CARING

Positive Behaviour Policy 2025/26

Policy statement

At Aboyne Lodge we see an intrinsic link between emotional wellbeing and behaviour and therefore it is important that we consider wellbeing when we consider behaviour. Aboyne Lodge School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. The School community have agreed three expectations for behaviour in our school that underpin everything we do:

We are Ready, Respectful and Safe

When a child's behaviour falls short of our expectations, especially if this is out of character, or is persistent, staff should ask themselves the following questions: Does this child truly understand what is expected? Is this child able to meet the expectation? If not, could they learn if explicitly taught, or do reasonable adjustments need to be made?

At Aboyne Lodge, we have an explicit behaviour curriculum so that children know what the expectations of them are. This is taught explicitly to children at the start of each term and all staff model this behaviour.

Recognising that a child's behaviour may have underlying causes that need to be addressed is not the same as allowing the child's behaviour to continue unchecked. It is about recognising that the journey towards the desired behaviour may be a longer and more winding one for this child than for others and then putting in place the support they need to complete it.

At Aboyne Lodge we focus on supporting children towards acceptable behaviour within the context of trusting relationships – this does not mean abandoning boundaries and encouraging a free-for-all. Boundaries must be secure and steadfast, but the methods by which we ensure children stay within them should be flexible, compassionate and designed to build them up, not shame and humiliate them.

Where a child's behaviour contradicts our aims and inhibits their own learning; affects the ability of their teacher to teach and their peers to learn, we will work closely with the child and their parents/carers. Working in collaboration with parents/carers to understand the issue(s) and try solutions, in our experience has positive results. We also have systems in place for early identification of SEND as we understand that unwanted behaviour may be exhibiting an unmet/unidentified need. (Also see our SEND Policy.)

This policy should also be read in conjunction with the School Behaviour Principles Written Statement, our Anti-bullying policy, the school Health and Safety policy, the Exclusions policy, Equality policy, SEND policy, Child Protection, Complaints, RSHE and our Physical Restraint policy.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give attention and importance to poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- Support the development of self-esteem and self-respect by distinguishing between a pupil and their behaviour.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Recognise that a child's behaviour may have underlying causes that need to be addressed and supported.
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Consistent cultures of excellent behaviour management

At Aboyne Lodge we believe that consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to apply the school behaviour principles fairly and unfailingly. We recognise that where learners feel treated as valued individuals they respect adults and accept their authority.

Reasonable Adjustments

We understand that undesirable behaviour often indicates an unmet need and work to identify the need and support. Through our therapeutic approach to behaviour, we aim for our pupils to act pro-socially because they are motivated to do so. In compliance with the Equality Act 2010, reasonable adjustments are made to ensure all children can access the curriculum as well as supporting pupil's emotional and social needs. Just as we differentiate learning for pupils, some pupils require differentiated behaviour support. Whilst the vast majority of our pupils' needs are met through our positive approach, some pupils may require reasonable adjustments.

Calm Spaces

We make every effort to ensure that the school is as calm and distraction free as possible, enabling the children to feel safe and learn. This means classrooms are kept uncluttered and tidy. Displays within the classrooms are purposeful and support learning, using calming colours. Unnecessary displays on the walls can end up as 'wallpaper' and distract the children from the purpose of learning. Where we can, we use green plants to decorate spaces and avoid bright, overstimulating colours. Each classroom has a chill out zone either inside or just outside the classroom. These do not have to be large spaces but give children a place to regulate emotions if they need to. The chill out zones are not spaces for children to avoid work – expectations are made clear by staff about their purpose and that any work needs to be completed.

Staff Procedures

All staff (See Appendix 1)

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model and teach positive behaviours, use positive phrasing and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson – team stop, 123, no hands up.
6. Be calm and give 'take up time' when going through the steps. Prevention and de-escalation before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving inappropriately.
9. Have 'relentless' routines in place – through our behaviour curriculum, children are clear about what is expected of them.

Deputy Head

The Deputy Head is not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

The Deputy Head will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here'

The Head Teacher

The Head teacher is not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

The Head Teacher will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support the Deputy Head in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Excellent behaviour and effort is celebrated during Assembly on a Friday afternoon where we celebrate the children's learning powers through certificates. Children who consistently go 'over and above' are invited each week to have 'Hot Chocolate with the Head'. The names of the recipients are also shared in the weekly School Bulletin.

Children are also sent to the Head teacher's office by the class teacher to show good work or inform the Head of their excellent behaviour or positive actions during the day.

Classroom/teaching space

At Aboyne Lodge Primary School, engagement with learning is always our primary aim. All staff and pupils deserve to be treated respectfully and with kindness at all times. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps (appendix 1) should always be gone through with care and consideration, taking individual needs into account and making reasonable adjustments where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Playground

MSA's are expected to follow the 'all staff' guidance on the playground. We promote positive behaviour on the playground by ensuring that communication is clear and consistent and that support is available for children who need additional help. Staff are expected to spread themselves out and try to intervene before. If an incident occurs, our first aim is to be calm and give 'take up time' when going through the steps – we focus on prevention and de-escalation and positive language. If children need a quiet space, they can sit down on one of the picnic tables for a brief cooling off period – 3 minutes should be enough. Should this take place a restorative meeting must take place with the MSA. More serious incidents must be recorded on CPoms. It is vital that the class teacher is aware of any incidents that have taken place during the lunchtime break as they can have a detrimental effect on the children's ability to learn in the afternoon.

Corridors & behaviour outside of the classroom

It is vital all staff never ignore or walk past learners who are behaving inappropriately. At Aboyne Lodge, we want to foster a calm, orderly, safe and supportive environment both in and outside of the classroom. Staff model positive behaviour and ensure that children moving around the school do so in a quiet and respectful way so that other children or office staff are not distracted from their learning for example, to and from assembly. Staff use positive instruction and limited choice to support positive behaviour management.

Prejudicial remarks (for example, racism/misogyny/homophobia):

All staff are expected to deal promptly with prejudicial remarks and gestures with a firm reprimand. The incident should be recorded and reported to the class teacher and if the offence is repeated parents will be consulted. In persistent cases parents may be asked to discuss the matter with the Headteacher and the guidance of the authority's MECSS team may be sought.

Serious breaches of behaviour

Where behaviour is poor, pupils and staff can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. While we do not have an exhaustive list of inappropriate behaviours, any significantly disruptive, dangerous or harmful behaviour impacting on pupils or staff could be deemed as a serious breach. These could take many different forms such as online, threatening, malicious, violent, bullying or sexually inappropriate behaviour such as child on child abuse. For further guidance on bullying, please refer to the bullying policy.

A note on peer on peer abuse

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Furthermore, they should recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys’ perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. Further guidance of what to look out for is outline in the school’s child protection policy.

Physical Contact

As with all state schools any form of physical punishment by staff is not allowed. Be aware that there should be no physical contact with children which could be misconstrued. Err on the side of caution. The LA has issued guidelines for effective and safe use of physical restraint. See separate Physical Restraint policy.

Liaison

The parent/school partnership is particularly important in promoting the development of good behaviour. Parents are kept informed about school activities through the weekly bulletin and they are always welcome to visit the school by appointment. The school also keeps parents informed regularly about their child’s progress through reports, consultation meetings and informal contacts. When any behaviour or work problems arise, parents are contacted at an early stage.

Full support is expected from parents in dealing with their child’s behaviour. Parents are encouraged to alert the school to health problems or any changes at home such as bereavements, which might affect a child’s performance at school.

Agencies

Close links are established with external support agencies – School Support Unit, LINKs, EWO’s and Educational Psychologists, Family Support Worker, Social Services, Health Authority and Police – and contact is made when appropriate.

Exclusions (see Exclusions Policy)

At Aboyne Lodge, we try to ensure that exclusion from school is a rare occurrence and, in the event of an exclusion, is the appropriate action in relation to a given set of circumstances.

Only a Head teacher or a person acting in the Head teacher’s absence can exclude a child from school.

The Head teacher can take a decision to exclude a pupil:

- In response to serious breach or repeated breaches of our school's behaviour policy.
- Where allowing your child to remain in school would seriously harm the education and welfare of your child or others in the school.

Monitoring and review of policy

Evaluation of the effectiveness of the policy will be continuous and made through observations by staff of general behaviour, and by regular review of reports and records:

- Dojo award scheme.
- Racial abuse / Bullying / significant misbehaviour records on CPoms.
- Any relevant injury / accident reports relating to misbehaviour.

Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.

Appendices:

Appendix 1: Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct:

STEP	Guidance Examples/Practical Support/Script
STEP 1 – The Reminder	<p>A reminder of the expectations for learners - Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. This is often best done at the children’s level.</p> <p>In the first instance use Positive phrasing:</p> <p><i>• Stand next to me • Put the pen on the table • Walk in the corridor • Switch the computer screen off • Walk with me to the library • Stay seated in your chair</i></p> <p>If needed, follow with Limited choice</p> <p><i>Where shall we talk, here or in the library? • Put the pen on the table or in the box • I am making a drink, orange or lemon? • Are you going to sit on your own or with the group? • Are you starting your work with the words or a picture?</i></p>
STEP 2 - The caution (scripted 30 second intervention)	<p>A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>a. Gentle approach, personal, non-threatening, side on, eye level or lower.</p> <p>b. State the behaviour that was observed and which rule/expectation/routine it contravenes.</p> <p><i>“I notice you are...(having trouble getting started/Struggling to get going/wandering around the classroom...) It was the rule about...that you broke.”</i></p> <p>c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.</p> <p><i>You have chosen to... (catch up with the work at break) Do you remember when you...(completed that lovely piece of English work/helped... were awarded that certificate). That is what I want to see today. Thank you.</i></p> <p>d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.</p> <p>We resist endless discussions around behaviour and spend our energy returning learners to their learning.</p>
STEP 3 - The time-out	<ul style="list-style-type: none"> • The learner is asked to speak to the teacher away from others • Boundaries are reset • Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. • Learner is given a final opportunity to reengage with the learning / follow instructions <p>Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.</p>

	<p>If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to go to outside the room. If appropriate, a member of staff will escort the learner to a workspace outside the teaching room within eye sight, although in practice this may need to be to another classroom.</p> <p>Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.</p>
<p>STEP 4 - Restore</p>	<p>If a child reaches STEP 3 there must be a restorative meeting. These may be short at the end of a lesson but must take place. Reparation meetings at Aboyne Lodge are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:</p> <ul style="list-style-type: none"> • What's happened? • What was each party thinking? • Who feels harmed and why? • What have each party thought since? • What behaviours will each of us show next time? • Reaffirm your commitment to building a trusting relationship. <p>Staff at will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.</p> <p>Learners who frequently get to this stage, may have their behaviour monitored by teachers to show progress towards agreed targets initially by using an ADCD form (appendix 3) followed by a risk reduction plan (appendix 4)</p> <p>At Aboyne Lodge we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.</p>
<p>STEP 5 – Partnership Stage</p>	<p>The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a dedicated adult, usually the SENCo or Key Stage Lead who will:</p> <ul style="list-style-type: none"> • Support and if necessary facilitate the Reparation Meeting between the member of staff and learner. • Develop an appropriate risk reduction plan/action plan with the learner which considers trigger points and allows for reasonable adjustments to be made in order to improve behaviour. A Support on a page plan will be created – outlined the timetable, must dos, targets and consequences. • Monitor and review and mentor using the action plan • Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves • If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Head teacher • Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning <p>All of these matters will be confirmed in writing and recorded on CPoms.</p>
<p>STEP 6 – Meeting with the Headteacher</p>	<ul style="list-style-type: none"> • A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the designated adult, Teacher, Learner, Parent/Guardian, and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.

	<ul style="list-style-type: none"> • There may be an element of ‘payback’ in the action plan from this meeting. Learners may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused. • Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then this may be deemed as a serious breach of the school rules and could lead to exclusion. • Every effort will be made to encourage and support a change in the learner’s behaviour • If the learner refuses to attend or engage with the Restorative meeting with the head teacher, then this could be deemed as a serious breach of the school behaviour policy.
STEP 7 – ongoing support	<ul style="list-style-type: none"> • When a child the day to day systems of school difficult, there will be a weekly meeting held to review the child’s needs and develop ongoing support. • One member of staff will act as a liaison for the family. • No decisions can be made to change ongoing support until after the weekly meeting has convened (or an emergency meeting if required).

Appendix 2: Behaviour for excellent teaching and learning – One-page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies:

1. Meet and greet at the door.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Refer to ‘Ready, Respectful, Safe’ in all conversations about behaviour.
6. Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Actions

1. Redirection - Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness
2. Reminder - A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Caution (30 Second intervention/script) - A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4. Time Out - Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5. Internal referral - At this point the learner will be referred internally to another room in the school for the remainder of the lesson. All internal referrals must be recorded on CPoms
6. Reparation - A restorative meeting should take place before the next lesson/session. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7. Formal Meeting - A meeting with the teacher, learner and Head teacher, recorded with agreed targets that will be monitored over the course of two weeks. A Serious Breach is an incident that may lead to a fixed term exclusion.

Behaviour and learning management

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Appendix 3: ABCD – Behaviour Pattern Form

Name:

Class:

Teachers:

ABCD – Behaviour Pattern Form

<p>Date/ Time</p> <p>Is there a pattern here? Are specific times a challenge?</p>	<p>A-Antecedent</p> <p>Setting the context-what was happening BEFORE the incident? Location, people, noise level etc.</p>	<p>B-Behaviour</p> <p>What was the behaviour observed? Was anybody harmed? What was said? Did you notice any significant body language?</p>	<p>C-Consequence</p> <p>What happened after the incident? Other people's reactions? Student's reaction etc.</p>	<p>C-Communication</p> <p>What might the child be trying to communicate? What needs might the child be trying to meet?</p>	<p>D- Do's and Don'ts</p> <p>Your action/ response...did it help? Did it hinder? What would you do differently next time?</p>

Therapeutic Plan (risk reduction plan)

Name:		DOB:		Date:		Review Date:	
Photo		Risk reduction measures and differentiated measures (to respond to triggers)					
		Prosocial / positive behaviours				Strategies to respond	
Anxiety / DIFFICULT behaviours				Strategies to respond			

Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator: Date:

Signature of Parent / Carer: Date:

Signature of Young Person: Date:

Appendix 5: Reflection sheets (for discussion)

Name:

Date:

What help do I need with my behaviour?

What happened leading up to the incident? What was I thinking before it happened?

What was the incident? What happened and why do you think it happened?

What was I thinking at the time? What were other people around me thinking?

Who feels harmed, in what way and why?

What do I think now (since it happened)?

What could help me when I am in the red zone and what behaviours will I show next time?

Is there anything else you would like to say?
