

## POSITIVE BEHAVIOUR FOR LEARNING SUMMARY FOR FAMILIES

**1. What is Positive Behaviour for Learning (PBfL) at ABB?** PBfL is our whole-school approach to supporting positive relationships and behaviour to create a safe and supportive learning environment for everyone. We take a proactive, preventative approach to ensure all pupils receive the appropriate level of support to help them to be successful at school.



Quality learning takes place when pupils feel that they are in a purposeful and peaceful environment. Our PBfL focuses on **establishing positive relationships**. We support our **relationship with self** so that our pupils feel confident and successful as a learner. We support our **relationships with others** so that our interactions with others are positive & productive & support our learning. We support our **relationship with the curriculum** so that together we create a sense of meaningful progress in learning for each pupil.

**2. Children and staff are explicitly taught our expected behaviours and establish clear and consistent boundaries**

Our School Rules



Our School Routines



**3. How will I be recognised and rewarded for expected behaviour?**

**Daily:** Pupil's name on Recognition Board. general Class Dojo Points (individual, whole-class,) and Team Tokens

**Weekly:** Star of the Week certificate ("best seat in the house"),

**Half-Termly:** House Cup Celebration Award (Children take part in a "team treat" activity)

**Termly:** School values certificates, Wills Award

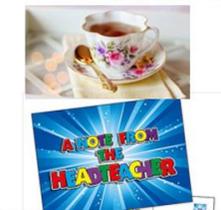


**4. How will I be recognised and rewarded for Over & Above behaviour?**

**Friday Afternoon Tea** with the headteacher based on nomination by class teacher or phase leader

**Positive Headteacher Dojo** point based on recognition of exceptional effort, attitude or behaviour by a pupil

Over and above



**5. What consequences might I get for unexpected behaviour?**

Children who make poor behaviour decisions are not defined by their behaviour. We use their "memorable mistakes" as a learning opportunity to teach new responses. Our consequences are proportionate and fair & they mark the start of the Making It Right process

Example of low-level consequence

Partial or full loss of break-time play

Example of mid-level consequence

Loss of appropriate privilege

Example of higher-level Consequence

Removal from classroom

**6. What support can I get to help me with my behaviour?** There are lots of ways for a child to report a problem and find help from others e.g.

- Use my individual mood pebble & RAG mats
- Use our class worry monster
- Let a friend, a trusted adult or a parent be an "upstander" for me
- Get help from the Lunchtime Club

