



Promoting Positive Behaviour and Citizenship at Charlton

(Our school ethos, guidance and expectations)

Introduction

This policy follows guidance from the Department for Education on behaviour and discipline and aligns with the Cambrian Trust policies.

At Charlton Primary School, we believe that everyone plays a role in creating a happy, safe and inclusive environment where children can learn. Our caring and supportive ethos is underpinned by our school values and we expect exemplary behaviour from all members of our school community.

We are committed to providing a calm, purposeful and supportive environment that enables all children to thrive. Strong partnerships between staff, parents, carers and the wider community are essential in helping children develop both academically and socially.

Our Ethos

At Charlton, positive behaviour is recognised, celebrated and encouraged. Praise plays a central role in motivating children and helping them reach their full potential. We believe that kindness, responsibility and respect are essential values both within school and beyond.

Our ethos is built around three key areas:

- Developing Citizenship
- The Pivotal Approach to Behaviour
- Our school values

Developing Citizenship

Citizenship is at the heart of our curriculum and school values. We encourage children to:

- Make positive choices
- Take responsibility
- Support and lead others
- Contribute to their community

Our *Citizenship and Character Award Scheme* is based on four strands:

- Responsible Me
- Essential Me
- Courageous Me
- Enthusiastic Me

These strands help children develop a strong sense of self and understand how they can positively influence both school life and the wider community.

The Pivotal Approach

We follow the Pivotal approach, which focuses on consistent adult behaviour and creating a positive school culture.

Our approach is built on five key principles:

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Clear and consistent routines
4. Structured responses to challenging situations
5. Restorative follow-up

All staff are trained in this approach and revisit it regularly to ensure consistency across the school.

Responsibilities

What children and parents/carers can expect from staff

Staff will:

- Build strong, supportive relationships
- Model positive behaviour and attitudes

- Set clear expectations and routines
- Use praise and restorative approaches consistently
- Provide engaging and meaningful learning opportunities
- Address any concerns, including bullying, promptly and effectively

What staff expect from children

Children will:

- Follow the *Charlton Values Show* respect to others
 - Engage positively in their learning
 - Demonstrate their Learning Powers
 - Take pride in their work and achievements
 - Act as responsible members of the school community
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What staff expect from parents and carers

Parents and carers will:

- Communicate respectfully with staff
- Support their child's learning and development
- Celebrate achievements
- Work in partnership with the school
- Help their child to reflect our school values (Kindness and Responsibility)

Celebrating Success

We are proud of our positive and supportive culture. Children's achievements are recognised in many ways, including:

- Verbal praise
- Stickers and rewards
- Positive phone calls or postcards home
- Sharing work with senior staff
- Class reward systems

Assemblies

Celebration assemblies are an important part of school life.

- *Stars of the Week* are awarded to children who have shown outstanding effort, progress or achievement
- Children are encouraged to share work they are proud of
- Achievements from outside school are also celebrated

Each term, a selection of children are recognised for exceptional behaviour and effort and children take part in a special mini celebration event.

Supporting Behaviour

We use praise and positive reinforcement as our main approach to behaviour. However, where expectations are not met, we use a clear and supportive system to guide children.

Steps may include:

1. Early discussion and guidance
2. A clear warning
3. A supportive intervention (e.g. time in a quiet space)
4. Loss of break or lunchtime minutes
5. A restorative conversation
6. Fixed-term internal suspension working in a different classroom/space (with parents informed)
7. Fixed-term external suspension (undertaken at home) in serious cases

Each situation is considered individually to ensure fairness and support.

Restorative Practice

We use restorative conversations to help children understand:

- Why their behaviour was not appropriate
- How it affected others
- How they can make better choices in the future

Further Information

For more details, please refer to our related policies, including Behaviour Management (Trust policy) and Anti-Bullying, available on our website.