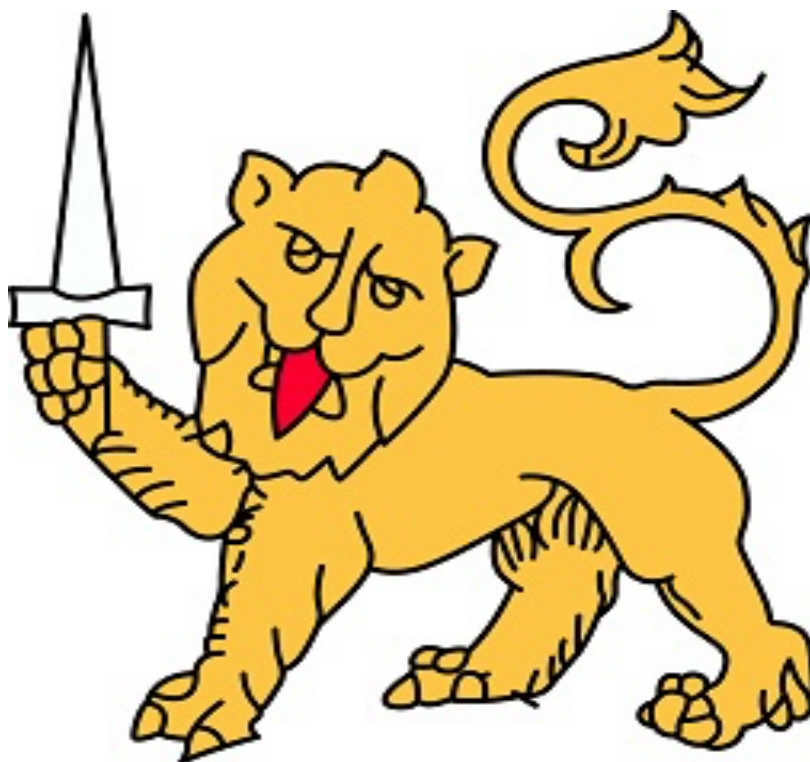


Aylestone Positive Behaviour Policy



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Creating Positivity Together

1. Rationale

We are a caring and close family at Aylestone School and we believe that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning. We believe that the adults in our school play a vital role in demonstrating our values, acting as effective role models, and our vision as a school is to work together to create and promote a framework for achieving positive behaviours and attitudes. We aim to do this through a supportive and consistent approach across the whole school. Delivering a climate of positivity is directly related to the social, physical and emotional well-being of everyone and therefore allowing for every member of the school community to feel valued and respected, and each person to be treated fairly and well.

Primarily, we look to reinforce all of the good behaviour we see more and more regularly within our school. Through modelling of positive and courteous behaviour, encouragement and support for reinforcing good behaviours seen, we will continue to develop our children to be respectful and model citizens for when they leave us.

Expectations of excellent behaviour are high at Aylestone School, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to encourage restorative justice wherever possible and to use sanctions only where absolutely necessary. We have an emphasis on self-discipline and believe that whenever possible, desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers.

The rights of our students and staff are outlined as follows:

- Every student has the right to learn in class.
- Every student has the right to move around school without fear of physical danger, bullying or interference with his or her property.
- Every student has the right to be recognised and rewarded for their good work, and correct decision making.
- Every student has the right to feel safe in the knowledge that the behaviour policy and its ethos is being used fairly and consistently by all staff.
- Every teacher has the right to be able to teach in a calm and ordered environment, has the right to expect co-operation of students, and has the support of parents and the Governing Body in delivering that curriculum.
- Every teacher has a responsibility to provide effective teaching, appropriate to the needs of the students in each class.

Students are expected to behave in a manner consistent with the expectations listed above. Positive behaviour reflects well on students, their parents, the school and promotes a positive image both of individual students and the school to parents and other members of the community.

Aims / Purpose

Our aim is to promote positive behaviour and attitudes which are based on mutual respect between all members of the school community and thus develop in our students: self-discipline, personal responsibility, high self-esteem and a pride in the school.

Aylestone School is committed to providing an environment which enables all teachers to teach to the best of their ability so that students can learn and achieve their maximum potential. Students are expected to show positive behaviour for learning at all times when they are representing the school, the key elements of this are reflected in our school values:

- Respect
- Hard Work
- Self-confidence
- Responsibility
- Fairness
- Honesty
- Courage

In carrying out this aim we will create a pleasant and stimulating learning environment for all which will ensure that effective teaching and learning can take place, leading to the best outcomes for all students.

2. Developing a positive classroom environment

In order to secure outstanding classroom behaviour, there are three elements which need to work together:

1. The consistent application of the school's positive behaviour policy by all staff
2. The extent to which students control and manage their own behaviour
3. Caring relationships built upon mutual respect

Consistency by all staff

There are a number of areas where consistency is vital to support the development of outstanding behaviour:

The beginning and end of lessons

Teachers should meet and greet students at the door. The room should be set up and a task ready for students on entry. Students who arrive late need to know this will be addressed at another time.

Staff failing to end lessons promptly or keeping students behind making them late for their next lesson is also likely to be disruptive, and is not conducive to a positive atmosphere for the remainder of the day.

The use of praise and rewards

Teachers should praise the behaviour they want to see more of, and when student do the right thing. Teachers need to understand the Reward System and ensure they award House Points when expectations are met, and when students go over and above those expectations.

Teachers who do not make use of the school Reward System devalue the system in the eyes of the students and the staff.

The use of sanctions

Expectations are to be set and clarified regularly by all staff. Teachers should know the different levels of the positive behaviour policy, and how to implement it appropriately within lessons and around the school. All teachers must use de-escalation strategies before making the decision to implement the behaviour policy at any level. Sanctions are used as a last resort.

Teachers will make every effort to respond assertively when faced with inappropriate behaviour, calmly refocusing the student's attention on the work set and applying the sanction and reward system consistently and fairly.

Teachers are in a privileged position in being able to manage appropriately the behaviour of the children in their class, and around the school, making sensible and reasonable decisions on how to get the best outcome for the child moving forward. Our aim is to for the student to remain in the classroom as much as possible, and therefore enhancing the learning opportunities for the student.

The management of discussion and questioning

There should be;

- strategies to ensure that students wait their turn, listen, do not interrupt others and respect others' opinions
- clear routines for transitions and stopping the class.

The extent to which students learn to control and manage their own behaviour

This is much more likely to be in evidence when the positive behaviour for learning policy is being consistently applied and teachers have developed positive caring relationships based upon mutual respect.

The following strategies might support the active engagement of students in securing outstanding behaviour:

- The teacher gets to know and understand the individuals and their needs and recognises their participation
- Students are given responsibility and active roles in group discussion
- Students own their learning, are accountable, and are working harder than the teacher. They are actively contributing to the lesson, listening, respectful to the contributions of others and they show resilience when tasks are challenging.

Caring relationships built upon mutual respect

Teachers get to know their students, their needs and their strengths and weaknesses and use this information to inform their planning and differentiation of tasks within the lessons.

Teachers model respectful relationships and have high expectations around the way students speak to each other and to them.

Students know and understand what respect is, and understand how they can develop and show this to all members of the school community.

Effective de-escalation strategies that can be used by the class teacher (this is not an exhaustive list)

For any behaviour policy to be effective, school staff must employ effective de-escalation strategies and behaviour management techniques. These strategies/techniques may be evident in or out of the classroom. These strategies support the student in improving behaviour so that their learning is not adversely affected, and neither is that of the students within their class. The positive approach that staff have in the way they deal with negative behaviour in and out of the classroom will have a positive impact on other students within the school, and therefore further developing their confidence in how the school approaches and tackles negative behaviour.

Such positive behaviour management techniques (within the classroom) may include the following:

- Staff to have a thorough knowledge of the students in their care, being acutely aware of issues that may have an impact on types of behaviour that are demonstrated by the student or the class.
- Skilfully re-direct the negative behaviour so that the student re-engages with the task in hand. The teacher must not use the Sanction System as a threat of outcome for the behaviour being displayed by the student. This is not appropriate and will not support the student in modifying their behaviour.
- Always give good firm eye contact and use clear non-verbal signals in an attempt to modify unwarranted behaviour.
- Use physical proximity. Be very aware of the behaviour being displayed, and understand that physical proximity can either be helpful or not depending on the student concerned.
- Tactically ignore selected types of negative behaviour so as not to provide that student with the attention that they may seek, and which allows the teacher to continue to work with the majority of the class. Only deal with the negative behaviour when other options are depleted.
- Give verbal prompts and use praise/positive language on a regular basis.

- We are a 'No Shouting School'. Shouting at students will escalate poor behaviour. Having a clear and concise voice will support positive behaviour
- Remind students what they can achieve if they modify their behaviour. Do not threaten them with sanctions if this behaviour continues. The teacher must always remain positive. This management technique will be recognised by other students in the class, and students will respond favourably to it. They will acknowledge that the teacher is attempting to deal with the situation in a productive manner, rather than escalating the situation by engaging in a 'stand-off' with the student. The use of the schools reward system will only produce a positive learning environment.

3. Aylestone Values

Our school vision of 'Achieving Excellence Together' expresses the schools fundamental beliefs which underpin our Positive Behaviour Policy.

Behaviour in classrooms and around the school is the product of a variety of influences both within the school and outside of the school setting. Aylestone School prides itself on the relationships between the staff, it's pupils, and parents/carers. It is the knowledge of these relationships, and the created culture within the school that allows for a positive ethos in learning and behaviour.

An orderly environment is most important for all schools, but we hope to do more than just maintain order. We promote as an important part of our work, the spiritual, moral, social and cultural development of the children in our care. Aylestone School therefore can play an important part in providing students with a set of values. These values include: **Respect, Hard Work, Self-confidence, Responsibility, Fairness, Honesty, Courage.**

4. Relationships

Relationships are fundamentally linked to behaviour, both positive and negative. We acknowledge that there are 4 sets of relationships that contribute to a culture of Positive Learning Behaviour. These are:

Relationships with the Self: a pupil who does not feel confident as a learner and has developed the view that they will not succeed may engage in behaviour that challenges the teacher, which could then cause that person and/or others not to make progress.

Relationships with Others: behaviours displayed must be taken in context. We have a duty to understand why this student may be displaying unwarranted behaviour/or positive behaviour. Behaviour by pupils is triggered by their interactions with others.

Relationship with the Curriculum: teachers who promote a sense of meaningful curriculum will more likely create a positive behavioural environment. Pupil behaviour, and curriculum progress are clearly linked.

Relationship with the school: a school needs to promote itself as a positive place to be. Opportunities must be plentiful. Students must be provided with a wide range of opportunities both within the curriculum and outside of the curriculum. This 'zest' for school life will undoubtedly improve a student's view of the school and as such will have a positive impact on their behaviour within lessons.

5. The Reward System

We aim to create a positive ethos and an environment where students strive to be successful and want to make the most of their abilities. Students who have a positive attitude towards their learning and who show positive behaviour for learning will be rewarded as per the school rewards system (Appendix A).

Positive behaviours are reinforced by the use of rewards, such as the giving of House Points, postcards home, phone calls/emails to parents, letters home, invitations to reward events throughout the year, and at the end of the year. Positive behaviours are also reinforced by the regular verbal praise the teacher gives to the student. This may happen immediately after the event, or could happen later in the day or the week. Verbal praise supports Positive

behaviour when given to the student at a time the student is not expecting it, such as when the teacher walks past the student between lessons or during break.

Celebration Assemblies will occur regularly to reward students who make a positive contribution to school life. Students will also be rewarded by positive acknowledgement and through termly rewards assemblies and trips. They will also be rewarded in line with our criteria for the Aylestone Special Achievement Awards (Appendix B).

Our aim is the pursuit of excellence for all. We strive for the development of individual potential in a stimulating and inspiring school that is at the heart of the local community. Aylestone School aims to create a welcoming and exciting learning environment where we:

- Provide a rich, diverse and challenging education through excellent and innovative teaching and learning
- Celebrate success, promote a "can do" attitude and inspire each to achieve their best
- Support personal development, social responsibility and a sense of self-worth
- Develop the attitudes and skills that support a healthy and fulfilled life together with the confidence for a lifetime of learning
- Work as partners in learning with students, parents/carers and the community
- Provide a safe, supportive and well-ordered environment where students and staff are happy and confident as they aspire to achieve.

We feel that in meeting the above criteria, we will provide opportunities to deliver a rich and diverse Enrichment offer which stimulates personal development, and supports the overarching values of the school. Rewards will follow when student;

- demonstrates any of our values
- attends or takes part in Enrichment Activities
- applies effort over and above the standard
- produces excellent pieces of work
- supports other students in their work
- supports other students who may encounter difficulties

6. The Sanction System

Every student at Aylestone School is responsible for their own actions. We expect students to take pride in their school and display appropriate behaviour for learning. Students who do not show the key elements of positive behaviour for learning may have a sanction for their action. One of the sanctions of such action is one in which a student attends the department for a restorative meeting. It is the student's responsibility to ensure that they attend it. This will allow for the student and the teacher/faculty to discuss the behaviour, for the student to reflect and acknowledge the poor behaviour, following which the student will return to the faculty in their next lesson with a fresh start.

The sanctions system operates through a grading system (Appendix C). The different levels are S1, S2, S3, S4, S5. Sanctions should be issued fairly, timely and within the context of promoting a positive climate for learning. Incidents at S1 and S2 level are managed by the classroom teacher/faculty in order to establish and maintain caring relationships based on mutual respect, with appropriate restoration where necessary. S3 incidents are authorised by middle leaders and SLT, whilst S4 and S5 incidents are authorised by SLT. Staff who have applied the sanction System at an S3 level (whole school detention), are invited to see the student when they are sitting that detention.

7. The role of the Parent

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school grounds. They will be encouraged to work in partnership with the federation to assist in maintaining the high standards of behaviour and will have the opportunity to raise with the federation any issues arising from the operation of the positive behaviour policy. Parents are expected to notify the school of any change in circumstance at home that may have an impact on demonstrated behaviours.

8. Aylestone School - Behaviour Tracking

Behaviour tracking will take place on a regular basis. It starts with the member of staff inputting either an incident log or BRASH incident log, a Sanction or a Reward on the Schools SIMS system. In 2018 the school introduced a new Parent SIMS App, in which a parent can be notified of the entry at 1800 on the day of the sanction/reward. For the outcome to be positive, it is fully expected that the parent has the relevant conversation with their child about either the sanction (Restorative Justice Meeting/Detention) or the Reward.

Teaching staff within the school have different roles when it comes to tracking the behaviour of students. The tracking takes the following pathways:

1. SLT Analysis - Regular reports will be produced and presented to the SLT to enable patterns and trends to be investigated and acted upon. Specific areas for investigation will include: Incident type, staffing, subject and year group.

2. Head of Faculty/Achievement Co-ordinator Tracking - Daily reports are produced for HOFs and ACs to consider and take action if necessary. Trends in the behaviour of specific students may become apparent, as will trends in flashpoints around the school, and in particular lessons. Any concerns about behaviour will be discussed between the HOF and the Link Senior Leader, and between the relevant AC and Form tutor. Individual actions plans can be initiated along with the monitoring processes, explained below.

Wave 1 monitoring – all students will be monitored at Wave 1 by their class teacher and form tutor. It is when negative behaviour presents itself on a regular basis, that the tutor or class teacher will begin a Wave 1 Intervention file. The student may be on report to their Subject Teacher or Form Tutor for an agreed period of time, working on targets agreed between the student, the teacher, and the parent if appropriate.

Wave 2 monitoring – if there has not been any improvement at Wave 1, then a Wave 2 file will be opened. This is where the student will be monitored by their Achievement Co-ordinator or Assistant Achievement Co-ordinator for an agreed period of time, working on targets agreed between the student, the teacher, and the parent if appropriate.

Wave 3 monitoring – if a student reaches this level, it will have been clear that any previous interventions have not worked, and the student will now be monitored by a Senior Leader. A Pastoral Support Plan will be initiated, with targets being regularly reviewed between the student, the teacher, and the parent. It is likely that at this stage, other agencies will be involved in the pastoral care of the student.

9. Review

The Head Teacher, in consultation with the whole federation community, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair, and consistent. The Head Teacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with all members of the federation community. The outcome of the review will be communicated to all those involved, as appropriate.

10. Summary

Within the federation, we have a clear and consistent approach to the management of the behaviour of the students in our care. We believe that all students and teachers have the right to work and learn in a calm and ordered environment. Positive discipline helps students to make correct choices and prepares them for life beyond school. This document is freely available to the school community. Information about it will be made available via the student planners, school website, school council, assemblies, form time and via the prospectus.

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