

Positive Behaviour Policy

Proverbs 15

Losing your temper causes a lot of trouble but staying calm settles arguments



Proverbs 14

Watch your words and hold your tongue; you will save yourself a lot of trouble

Proverbs 14

It's a mistake to plan to do evil things, but you will have loyal friends if you want to do right.

Reviewed: September 2023

Next Review: Monday 9th October 2023

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”
Valuing All God’s Children, Church of England, 2014

Rationale

We firmly believe that pupils enjoy a disciplined and happy atmosphere in which to work.

This can only be established by staff, governors, parents and the pupils working together to create a relationship of mutual respect regardless of race, religion and culture.

Our expectations arise out of the need for both living and working together. They are designed to make sense to those who have to carry them out. They are to be upheld because they make sense, rather than because their breach will lead to sanctions.

We aim to encourage the pupils to increasingly apply their own self-discipline, as they grow older and more mature. The curricular objectives of the school cannot succeed if they are impeded by poor discipline.

The opinions of parents and the community about the effectiveness of the school are strongly influenced by how the pupils behave.

This school believes that pupils who do not act for the common good are an important stress factor for both other pupils and staff.

Some pupils will behave in a challenging manner. The school will continue to value such individuals, while seeking ways to manage their behaviour so as to maximize their learning, whilst minimising their negative effects upon others.

Staff are aware that some challenging behaviour or changes in behaviour may indicate a safeguarding concern. Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. A child's behaviour may be a way of communicating that they are being abused. It is important that staff have a professional curiosity and that they speak to the DSL or Deputy DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

The staff of this school are required to follow this policy which encourages a positive approach to behaviour management where possible.

Our success as a school is tested not by the absence of problems but by the way we deal with them.

Philosophy

Our philosophy is that everyone is responsible for their own behaviour. Our aim in all behaviour management is to enable the pupil to own their behaviour in a way that enables a positive working relationship with the pupil.

We aim to cultivate a positive environment through encouragement and support where pupils and their efforts are valued. All school staff will endeavour to be consistent in their dealing with behaviour of pupils, in order that only one message is delivered, resulting in an effective school in which pupils behave well and succeed both socially and academically.

Our whole school approach, developed by pupils, staff and parents/carers, follows that which is advocated by Bill Rogers (a respected education consultant). He advocates the following as the means to successful management of pupils' behaviour in school.

- Roles, responsibilities, rules and routines as a basis for management and discipline
- Non-confrontational focus
- Emphasise behaviour as a choice, emphasise behaviour ownership
- Least to most intrusive management style
- Utilise related consequences
- Develop positive corrective styles
- Promote and support positive behaviour
- Ethos of shared responsibility for behaviour - pupil, school, home and external agencies

As part of the professional work ethic within school, all staff and governors will model the expected behaviours, both in relationships with each other and with the pupils.

Parameters

This policy applies to all pupils of Alvechurch C of E Middle School:

- when at school;
- on the way to or on the way from school;
- while on any school activity;
- wearing the school uniform away from the school premises; and
- who are, in any other way, identifiable as pupils at Alvechurch C of E Middle School.

It applies to:

- actions within the school;
- actions outside of school which may harm, threaten or bully another pupil;
- any action by a pupil (whether in school or outside of school) which: may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or poses a threat to another pupil or member of the public.

Roles and Responsibilities

The Governing Body

The Governing Body have the responsibility to ensure that there is no differential application of the policy and procedures on any grounds (including those regarding ethnic or national origin, culture, religion, gender, disability or sexuality). They will also ensure that the concerns of students are listened to and appropriately addressed.

The Head Teacher

The head teacher is responsible for the implementation and day-to-day management of the policy and procedures.

All Staff

Staff (including teachers, support staff and volunteers), are responsible for ensuring that this policy and its attendant procedures are followed and that they are consistently and fairly applied. All staff, both teaching and support staff at Alvechurch C of E Middle School, have the responsibility to:

- Consistently apply the school rules
- Implement procedures to confront poor behaviour and bullying in any form;
- Take appropriate action or make a referral (as appropriate) according to the consequence system
- Promote the use of a range of learning styles and strategies which challenge poor behaviour and bullying; and
- Model the values we believe in; 'banter', teasing and other such behaviours have no place at any level within Alvechurch C of E Middle School.

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the head teacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Teacher's Role

Each teacher has a key role in ensuring they administer the system fairly and consistently. This means they adhere strictly to the staged procedure dictated by the Consequence system. This allows staff to create an engaging learning environment whereby positive contributions are rewarded with house points and negative choices are sanctioned accordingly.

Points to Consider for the Teacher

If a confrontational situation arises in the classroom the teacher should:

- Try at all costs to avoid getting into an argument with the pupil involved but instead deal with the issue swiftly and calmly, issuing a consequence and stating the reason in a non-personal manner.
- Try to maintain politeness in conversation, using language of choice to encourage the pupil to acknowledge responsibility for their actions.
- Consistency and fairness is vital

Pupil

Pupils are expected to take responsibility for their own behaviour but also to take care of the needs of others. Pupils are made fully aware of the school policy, procedure and expectations. Pupils are also encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour. Pupils are expected to report bullying/vandalism/racist behaviour whenever they see it.

The Pupils Role

- The pupils need to be very clear about what's expected of them and also about the consequences of inappropriate behaviour as outlined by the classroom expectations.
- Each pupil will be expected to adhere to those reasonable expectations, displayed in every teaching area and acts as the benchmark for behaviour in lessons.

There are three main elements that must be very clear to the pupils: -

- o How they behave is their CHOICE
- o Each lesson is a FRESH START.
- o There is school wide CONSISTENCY.

These elements are underpinned once again by our school values of justice, reconciliation, and integrity. Our pupils have the right to choose their path, learn from mistakes and have the school's expectations applied fairly by all staff.

Parents/Carers

The most effective form of behaviour management occurs when parents/carers and school staff work in partnership. Parents/carers are encouraged and supported to take responsibility for the behaviour of their son/daughter child. Partnership between parents/carers and the school is promoted in order to assist in maintaining high standards of desired behaviour. Parent/carer contact is actively encouraged in order to raise any issues arising from the operation of this policy. We encourage parents/carers to contact us if they have concerns about behaviour in the school or if they feel that their son/daughter is a victim of bullying.

Physical Intervention

Using force to restrain or physically direct a pupil is regarded as a last resort. There may be situations in which there is no safer alternative.

DfES circular 10/98 sets out three categories in which staff may use reasonable force in order to control or restrain a pupil where:

- action is necessary in self-defence because there is an imminent risk of injury;
- there is a developing risk of injury, or significant damage to property;
- a pupil is behaving in a way that is compromising good order and discipline;
- a pupil is endangering their own health and safety or that of others.

Any force used will always be kept to a minimum in order to maintain good order. In the unlikely event of this happening parents will be informed and a full record of the incident will be kept.

Positive Reinforcement and Rewards

Rewards are central to our behaviour policy;

- Teachers should Praise readily.
- Teachers should give written positive comments in pupils' work.
- Pupils' work is displayed as much as possible in the school.
- The Senior Leadership Team, Year Leaders and Subject Leaders are pleased to Praise pupils' good work or behaviour when it is brought to their attention.

Above all, individual Praise and encouragement is to be given to pupils regularly in lessons and about their conduct in and about the school. Pupils are encouraged to Praise and look out for each other.

The vast majority of pupils consistently follow the classroom expectations and at the core of rewards system is ensuring that hard working, quiet pupils are rewarded for their efforts as consistently as others. To achieve this a point is awarded through ePraise after every lesson if a pupil has met the normal classroom expectations. This ensures pupils who consistently behave achieve awards and milestones regularly.

All staff, including Teaching Assistants will be given access to the e-Praise system in order to log points. Form tutors have immediate access to each child's current total and are responsible for keeping their tutees up to date with their scores. The points will also be used to identify the top ranking House and the top ranking tutor group. Updates of these are displayed on school notice boards and celebrated in whole school and school assemblies. We also award prizes to the highest point scorers and most improved pupils in each school at the end of each term.

E-Praise also allows pupils to spend the points they have earned on rewards such as 'lucky dip', stationery item, 'jump the queue', free tuck voucher, assembly seat, non uniform etc – these will be reviewed within the School council and amended in light of feedback. The rewards to pupils will include termly reward trips inside of school hours. The top ranking 2 pupils from each class in each Key Stage will be invited to go on a trip such as bowling, ice skating, cinema, etc. This trip is funded by the school. Although a running point total is kept throughout the year, termly totals are used to determine who is awarded a place on the trip. This ensures that all pupils are engaged with the reward system. Overall totals are used to give an accurate assessment of progress.

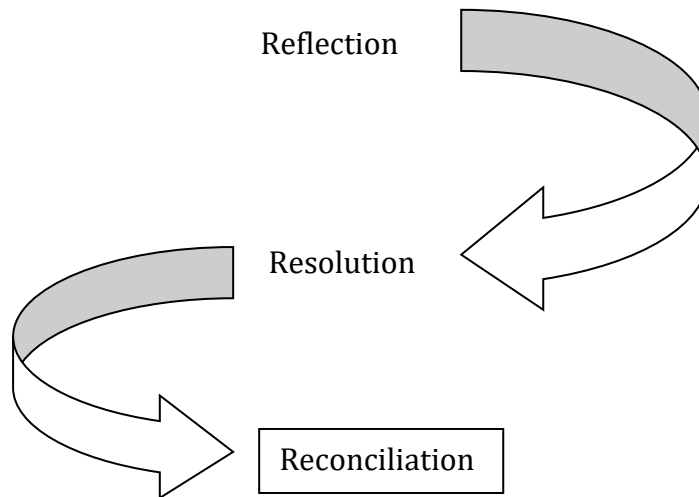
Positive Postcards can be sent home and must be handed into reception for addressing and despatch. These are postcards that identify something positive about a pupil that a member of staff has witnessed throughout the week, which can be of an academic or non-academic nature. Reception will record the pupil's names on the appropriate list and record this on e-Praise. Positive behaviour will also be recognised by texts and emails home which have a significant positive impact on parents and pupils.

There will be a minority of pupils for whom this system does not work. For pupils who are struggling there will be the alternative system of reports, playground reports, and Pastoral Support Plans. Any of these alternative systems will need to include the points system in their rewards and sanctions, even if the points themselves are not the main currency of the reward e.g., reading targets.

Parents and carers will be issued with access to e-Praise so they can monitor the rewards for their pupil. Parents are also able to send emails to the teachers of their pupils whose addresses are available on the school website.

Dealing with Behaviour

When dealing any poor choices our pupils may make during lesson, at break/lunch or outside of school, we will conduct a conversation based on the principle detailed below in order to resolve the situation.



- Reflection – What has happened? How could things have been done differently?
- Resolution – How can we try to ensure this doesn't happen again?
- Reconciliation – How do we put things right between those involved?

At Alvechurch we promote a restorative justice approach, staff encourage the restorative option to build community and enhance a positive learning environment. We believe by developing the use of restorative language within our school we will increase the positive outcomes for pupils in conflict. This approach is implemented in order to reduce exclusions, removals from class, bullying, detentions and disruptive behaviour by promoting emotional literacy, truth telling, responsibility, accountability and conflict resolution skills.

Choices, consequences and solving conflicts

Disruptive behaviour and rule breaking will not be excused, but will be dealt with from a positive corrective stance and with appropriate use of problem solving procedures. Pupils should be encouraged to make a choice about their behaviour and take responsibility for their own actions. Pupils should be:

1. Reminded of the expected behaviours
2. Given a choice and reminded of the consequences
3. Given time to reflect and make a choice
4. Given praise if the right choice is made, or if not, the consequence of their actions should be followed through.

Pupils will know the consequences of any choice they make. The age of the child will be taken into account when considering the expected behaviours and consequences of actions.

Allowances should be made for those pupils with specific needs or certain conditions, and it will be appropriate for some pupils to have their own Pastoral Support Plan (PSP) or Behaviour Support Plan (BSP) with their own rewards and consequences. This can include, for example, altering the thresholds for rewards and milestones to make them achievable and encourage the rewarding of positive behaviour.

In Alvechurch C of E Middle School, 'The Cloud' can be used by any pupil in need of a refuge. This includes pupils needing a quiet atmosphere to help them calm down.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will target the individuals responsible.

Appendix D, E and F show the flowcharts of consequences should a pupil continually choose to not make the right choice.

NB Consequences do not carry over from one lesson to the next, either in a day or subject – each lesson is a fresh start. Points are reset each term; each term is a new start

Specific Behaviour Needs

Individual Behaviour plans are written for pupils with significant behaviour problems. They are specifically tailored to meet the needs of the individual child and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school.

A behaviour report is maintained to record and monitor challenging behaviour. Often reward charts are used to motivate and record good behaviour.

The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any individual behaviour plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings.

Appendix A

Rules

The pupils are expected to treat themselves, each other, and their surroundings with respect. They should always endeavour to be open-minded and give 100% to all that they do. These rules will be shared with the pupils.

The defined behaviours will be adapted slightly in terms of the language to ensure that it is appropriate to each Key Stage.

Expected behaviours

- Looking after our school belongings and keeping school tidy
- Looking at the person who is talking
- Listening to what others have to say
- Choosing the right time to talk
- Letting others get on with their work
- Working collaboratively
- Giving 100% effort
- Having a 'can do' approach
- Showing good manners – holding doors, please and thank you
- Taking pride in our work
- Walking around school

'Low Level' behaviours

- Not listening
- Shouting out
- Distracting others
- Rough play
- Rushing round school
- Being unkind to others
- Leaving classrooms untidy
- Not looking after other people's belongings
- Not working as a group when asked
- Not putting 100 % effort in
- Answering back when an adult is talking

Most Challenging behaviours

- Swearing at a pupil or adult
- Shouting at an adult
- Damaging property
- Stealing
- Using words that are very disrespectful when talking about somebody
- Bullying
- Running out of school
- Leaving class without permission
- Breaking other people's belongings
- Graffiti
- continuous 'low level' behaviours
- Fighting

- Bringing in prohibited items such as:
 - chewing gum
 - glass bottles including perfume bottles
 - permanent marker pens
 - unnecessary money
 - expensive items
 - cigarettes, matches and lighters
 - Vaping paraphernalia
 - fireworks or "snaps" containing gunpowder
 - weapons
 - alcohol
 - illegal drugs
 - stolen goods
 - pornographic images
 - fireworks
 - anything that has been, or is likely to be, used to cause injury or commit an offence.
 - any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment.

Incidents of high level behaviours will be logged via the ePraise system.

Appendix B

Rewards

ePraise Points

These can be awarded for a variety of activities.

1 Point	Basic and frequent rewards for meeting expectations
2 Points	Beyond expected effort, attainment, commitment or social responsibilities
3 Points	Well beyond expected effort, attainment, commitment or social responsibilities

Children will be awarded a point every lesson for meeting the learning expectations in that class.

Homework

The expectation is that children will complete homework and hand it in. Pupils who complete homework that demonstrates exceptional effort will be rewarded with ePraise points.

Pupils not completing homework will receive a D1 consequence point. Consistent non completion of homework will trigger the report system.

Spending points – Guidance

E-Praise also allows pupils to spend the points they have earned on rewards such as 'lucky dip', stationery item, 'jump the queue', free tuck voucher, assembly seat, non uniform etc – these will be reviewed within the School council and amended in light of feedback.

The rewards to pupils will include termly reward trips inside of school hours. The top ranking 15 pupils in each Key Stage will be invited to go on a trip such as bowling, ice skating, cinema, etc. This trip is funded by parental contribution subsidised by the school.

Appendix C

Playground routines

Pupils should line up quietly at the end of break, ready to come in to learn.
During wet weather, pupils stay in their classrooms.

Playtime expectations

All pupils will display expected behaviours and enjoy their break-time.

Lunchtime routines

When they are called pupils will walk around to the lunch hall.
Pupils should line up quietly at the end of lunch, ready to come in to learn.
During wet weather, pupils stay in their classrooms, or other designated areas, such as the school hall.

Staff

At Alvechurch, teaching staff on morning and break duty will ensure that the pupils stand quietly in their class lines.

At the end of lunchtime, the pupils should line up quietly in their class lines. Class teacher should meet their classes on the playground. This provides lunchtime supervisors with an opportunity to speak to staff about any issues they have dealt with.

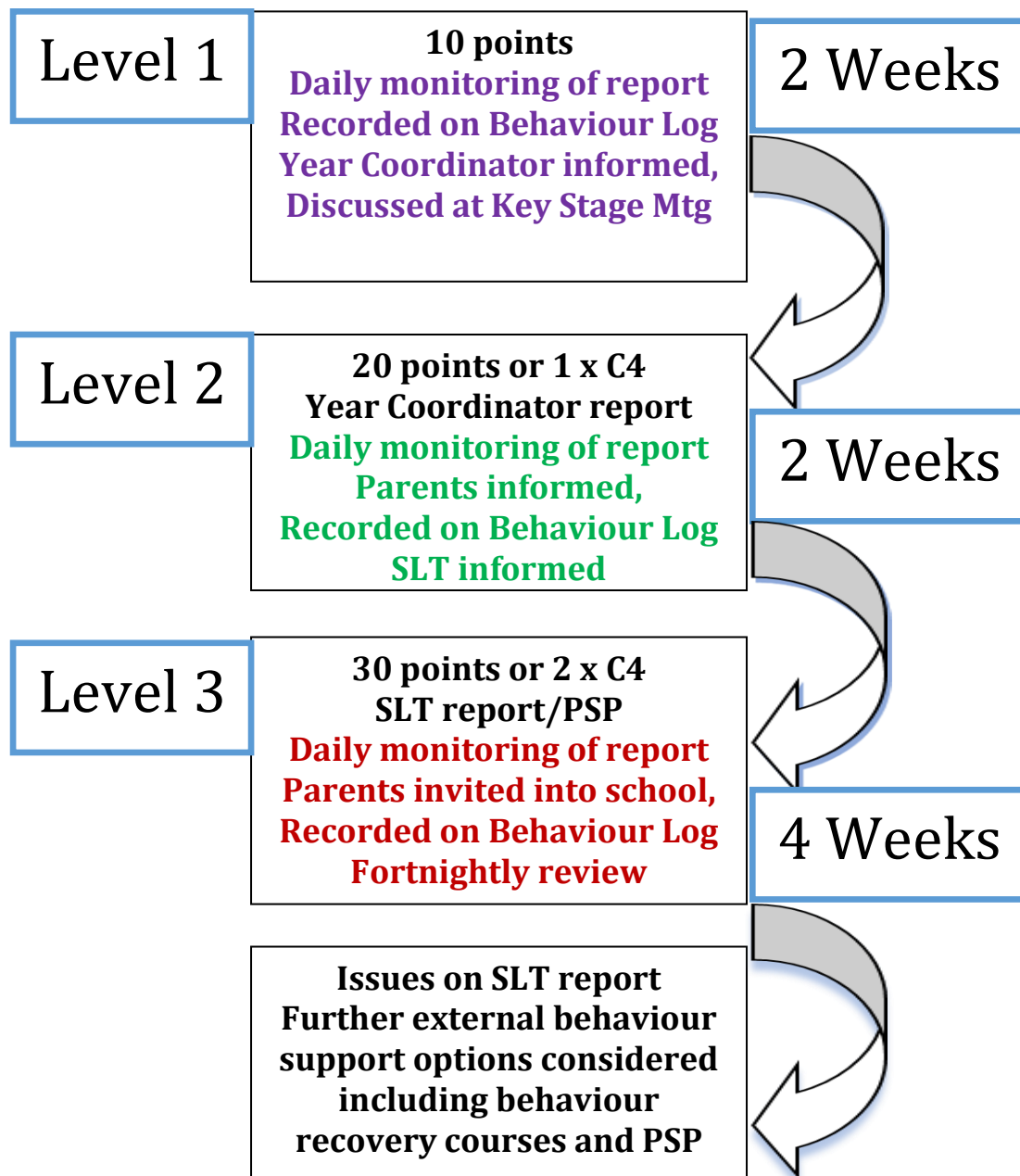
School Transport Expectations

The same level of expectation for our pupils exists within the Local Authority run bus service. Although not formally operating within the day sessions, the basic rules apply. Safe and desirable behaviour is always expected on the bus. If behaviour which puts a child's own safety or that of others at risk and the school is made aware of it, a phone call will be made to the child's parents/carers in the first instance. If this is to occur on more than 3 occasions a formal letter is sent home to notify parents/carers that a child is at risk of being excluded from the bus. Any further instances will result in a week's exclusion from school transport.

The school encourages an element of self-choice in terms of seating on the bus as part of a focus on independence and responsibility. In the situation where there is a general loss of trust between the pupils and the school because of behavior on the bus, a seating plan will be put into place.

Appendix D – Report System

This is a termly cycle. The points system resets each new term.



All reports used for individual pupils will be kept in their Pupil Passport folder which is held by the form teacher.

Appendix E – Parking System

Step 1

Use usual strategies to encourage wanted behaviours – e.g. use of teacher toolkit, repositioning, separating etc. A quiet word one to one with a pupil outside the classroom (or discreetly inside the classroom) to make it clear to pupil what the next step will be and give them the opportunity to refocus the behaviour.



Step 2

Use Parking system for continued disruptive behaviour.

Pupil sent with a parking slip and work to another teacher as agreed within each year area.

Pupil returns to subject teacher with signed parking slip for 10 min behaviour recovery at earliest opportunity (next following break or lunchtime) and records C1 on E-Praise.



Step 3

If a pupil refuses to be parked, or walks out of a lesson, the subject teacher sends a 'refusal to be parked' slip to office by quickest and most efficient means possible.

Office immediately informs designated member of staff.

Pupil is removed from lesson, or picked up by designated staff member (TA's to be used as appropriate) and taken to BRR (Behaviour Recovery Room)

Pupil remains in BRR for remainder of lesson/lessons up to the next break or lunchtime and 30 min detention issued (subject teacher to return to the BRR and C3 to be recorded on E-Praise). Refusal slip put in class teacher's pigeonhole.

Notes:

Pupils who are regularly parked will be picked up by report system as they receive demerit points on E-Praise. Pupils who regularly refuse to be parked or walk out of lessons will be put on Head of Year report.

LEVEL	BEHAVIOUR	CONSEQUENCE/ACTION
C1 1 POINT	Failure to respond to teacher instructions.	Moved within classroom
	Inappropriate language/behaviour towards fellow students	Demerit: Log on Epraise
	Inappropriate behaviour at break or lunch	Verbal warning/demerit
C2 2 POINTs	Disrupting learning after being warned and moved within classroom	Parking System Implemented followed by 5-10 mins at break/lunch with teacher and logged on Epraise.
C3 3 POINTs	Rudeness/inappropriate behaviour towards a member of staff, including walking away from, or lying to a member of staff	Detention. Log on Epraise (Phone call home at discretion of teacher)
	Refusal to be parked	
C4 4 POINTS	Failure to attend a detention with Head of Year/SLT or failure to behave appropriately during detention	Time out Isolation Phone call home and/or parental meeting with Head of Year.
	Specific high level behaviours including bullying, racism, homophobic incidents or sexualised language or behaviour	
	Fighting/assault/dangerous behaviour	
	Smoking or suspicion of smoking or vaping	
	Graffiti/damage to school property	
	Bullying	
	Truancy	
	Theft	
D4 1 POINT	No homework	Reminder to bring in next lesson: failure log D1 on Epraise 3 x D1s in half term: Direct to homework club/detention and notify parent/carers