

Promoting Positive Behaviour Policy

Effective January 2022



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Key Points of the Promoting Positive Behaviour Policy

School Values	Kindness, Cooperation, Commitment, Independence, Integrity, Respect, Fairness, Endeavour
Roles	ALL staff have a defined role to play in the promotion of positive behaviour. The very minimum of which is to follow the rewards and sanctions systems to ensure that positive behaviour is encouraged, and poor behaviour is dealt with appropriately and at the correct level.
Recognition and Reward Philosophy	ALL staff are encouraged to actively look for opportunities to praise and reward pupils both within and beyond lessons. All staff are to encourage pupils to strive for excellence, which we take to mean being the best that they can be.
Recognition and Reward System	Level 1 – Informal ‘Well Done’ Level 2 – Pluses Level 3 – Headmaster’s Commendation/Sent to the Headmaster for good work Level 4 – End of Term Assembly/Prize
Recognition and Reward System Pre-Prep	Level 1 – Informal ‘Well Done’ Level 2 – Marbles/ Planet Points/ Star of the day/week Level 3 – Special Noteworthy Behaviour – Sent to the Head of Pre-Prep for good work
Consequences of poor behaviour philosophy	The school fully recognises that boys can, do and always will make mistakes when it comes to their behaviour, conduct and decision making, and that it is our responsibility to help them learn from these mistakes. Our approach to how we deal with poor behaviour is sympathetic and restorative, while remaining firm and consistent in application. Staff will apply disciplinary interventions consistently and fairly, reasonable and proportionate to the circumstances of the case. We will take into account a pupil’s age and any special educational needs, disability and religious requirements affecting the pupil.
Consequences of Poor Behaviour System 4 (Levels)	Level 1 – Low Level Self-Discipline Issue Level 2 – Repeated Level 1 offences/ more serious self-discipline issues Level 3 – Repeated Level 2 offences/ breach of trust Level 4 – Repeated Level 3 offences/ serious breach of trust
Application	There is an Interventions table that details all 4 levels and defines actions to be taken at each of these levels, including recording actions and communication with parents. Staff are expected to adhere to the principles set out in the Rewards and Interventions tables and implement as appropriate
General Advice	All staff must look for every possible opportunity to praise and reward pupils. All staff must be proactive in ensuring that pupils live up to the expectations and standards of Aldwickbury.

Promoting Positive Behaviour Policy

Aldwickbury School aim to meet the challenge using the ‘Aldwickbury Values’:

- **Kindness**
- **Independence**
- **Cooperation**
- **Integrity**
- **Commitment**
- **Respect**
- **Fairness**
- **Endeavour**

1. Introduction

This policy operates in accordance with relevant legislation and the guidance given by the Department for Education (DfE) in Behaviour and Discipline in Schools’ (2016) and in compliance with the Requirements for children with learning difficulties and/or disabilities given in the Equality Act 2010.

This policy is to be read in conjunction with the following policies:

- **Anti-Bullying**
- **Acceptable Use Agreement**
- **Restraint**
- **SEND Policy**
- **Safeguarding policy**

2. Aims and Objectives and How to Achieve Them

The key principle is to promote and sustain positive behaviour through the following aims:

- Practise respect and tolerance in our multi-faith and multi-cultural environment, through an understanding of Christian values and traditions.
- Promote Fundamental British Values including respecting the Rule of Law, Mutual Respect (Protected Characteristics) and individual liberty.
- Provide opportunities to develop socially responsible boys.
- Promote high standards of behaviour by the good examples set by teaching staff and all other adults who work in the school community.
- Use the values and weekly thoughts for the week to focus on different morals and aspects of behaviour throughout the year, including guidance which helps develop self-awareness and confidence.
- Acknowledge and reward good behaviour.
- Build a sense of community and environmental awareness (both within the school community and beyond).
- Encourage compassion community involvement and social responsibility in pupils through giving
- Embed and promote the principles of a 'Growth Mind-set' allowing boys to see their mistakes as part of the learning process and rising to challenge of problems they encounter.
- Foster a positive, happy, purposeful and safe environment for learning and teaching.
- An innovative curriculum which establishes strengths in the core subjects but is also broad and flexible enough to adapt to the demands of the 21st Century.
- High expectations of all boys and staff and a belief that everyone can achieve and succeed.
- Promote life-long learning and wellbeing amongst boys and staff.
- Provide a wide range of activities that enable boys to develop the skills and attributes of confidence, curiosity, independent thinking, creativity, leadership, teamwork, resilience, emotional intelligence and adaptability.
- Cultivate interests, talents and disciplines that will enhance the boys' experience of life, now and in the future.
- Encourage boys to be self-aware, resilient and to celebrate their individuality.
- Support boys in dealing with challenges, setbacks and disappoint by focusing on feedback and their positive response in these situations.

3. Definition of Roles

Governing Body

- Sets the policy for the management of behaviour in the school.
- Governors have a role in reviewing the decisions of the Headmaster in respect of exclusions.
- Determines complaints of parents/carers of pupils in the school.

The Headmaster

- Is responsible to the Governing Body for the good order and discipline of pupils at the school.
- The Headmaster maintains oversight of the operation of this policy and may review the decisions of other staff in respect of discipline.
- The Headmaster alone has the legal authority to exclude pupils from the school.
- The Headmaster frequently meets with pupils who deserve commendation for their effort and/or achievements.
- The Headmaster and the Senior Management Team have a responsibility to set the tone and model the school's core values.

The Deputy Headmaster and Designated Safeguarding Lead

- Is responsible to the Headmaster for good order and discipline in the school.
- This person is responsible to the Headmaster for the welfare of all pupils and specifically for ensuring the effectiveness of any specialist provision that a pupil may require.
- The Director of Studies, Head of Individual Development, Head of Year 5 & 6, Head of Juniors and Head of Pre-Prepare to support the Deputy Headmaster and Headmaster in the implementation of this policy.

The Director of Studies, Head of Individual Development, Head of Year 5 & 6, Head of Juniors and Head of Pre-Prep

- Are responsible to the Deputy Headmaster for the attainment, good order and discipline of boys allocated to their year group at all times.
- They support Heads of Department in ensuring good order of pupils in lessons.

Heads of Department

- Are responsible for the attainment, good order and discipline of boys in lessons and in their subject areas.
- They support members of their department in ensuring good behaviour in lessons which are conducive to learning and teaching.

Tutors

- Are responsible for knowing the boys in their tutor group.
- Monitoring the behaviour of the members of their tutor group and identifying patterns which may require intervention.
- They also give praise and support to their pupils and may recommend them for rewards.
- The tutor works with the boy to resolve problems.
- The tutor informs the Deputy Headmaster/Head of Year 5 & 6 if there is a recurring problem or when reflection times are becoming excessive.

Form Teachers

- Are responsible for the behaviour of pupils in their classroom, with the support of Heads of Department and other senior staff.
- They may impose low level interventions and recommend that a pupil is allocated some set time to reflect using the published reflection sheet.
- They will inform parents if there is a recurring problem in their subject area or when 'Pupil Reflection Time' is becoming excessive.

ALL staff, teaching or otherwise, have a role to play in promoting the values of the school and upholding the school values. All staff should follow the reporting procedures to ensure that poor behaviour is dealt with at the correct level.

Parents

Throughout a boy's time at Aldwickbury we aim to work in partnership with parents, and guardians to ensure continuity of care and the careful management of each stage of a boy's development and open and friendly communication is encouraged. We firmly believe that parental involvement with the school and the boy's education has a positive effect on the boy's progress and development. Boys benefit enormously from the knowledge and security that the school and their parents are working together to support, encourage and recognise their endeavours and achievements. This is equally true as we work to resolve difficulties they may face or mistakes they might make.

4. Promoting Positive Behaviour

In order to promote positive behaviour at Aldwickbury the school endeavours to establish strong and mutually respectful relationships between all staff and boys. Teachers should always aim to be inspiring, purposeful and engaging. Praise, rewards and recognition are given generously where earned and sanctions, when deserved, are imposed justly, swiftly and consistently, giving boys a chance to reflect and learn from their mistakes. For this to happen:

The Deputy Headmaster

- Ensure that full induction procedures are in place for all new teachers including NQT's (along with a support programme) and gappers.
- Ensure that systems of communication with, and between, staff on disciplinary matters is effective.
- Ensure that this policy is implemented in all Departments and by all staff.
- Take the lead on the management of behaviour within the school.
- Ensure that the Promoting Positive Behaviour Policy is used equitably across the school and that boys are rewarded for positive behaviour as well and receive an intervention for poor behaviour.
- Look for opportunities to develop wellbeing amongst the boys through activities and school procedures.
- Provide support for tutors/ academic staff so that they may promote positive behaviour.
- Provide support for teachers and staff to maintain a curriculum that responds to the physical and mental needs of the boys.

Head of Year 5 & 6/ Head of Juniors/Head of Pre-Prep

- Promote good relationships between boys and between staff and boys.
- Provide support for tutors/form teachers/academic staff so that they may promote positive behaviour.
- Constantly reinforce, and monitor, adherence to the School's Expectations and Standards.
- Monitor the behaviour of boys and give rewards or interventions as appropriate.

Heads of Department (within their Departments)

- Encourage positive teaching and learning and good relationships between staff and boys.
- Provide support for teachers and other staff to maintain good discipline.
- Use systems of recognition appropriate to their departments.

Tutors (within their tutor group)

- Monitor the behaviour of boys and give praise or recommend interventions as appropriate.
- Promote, and monitor adherence of boys to, the School's Expectations and Standards (including uniform rules) on a daily basis.

Form Teachers (within their classes)

- Familiarise themselves with this policy and the School's Expectations and Standards, implementing them consistently.
- Use praise and intervene as appropriate, seeking assistance from the Head of Department if necessary.
- Ensure that Effort Grades accurately reflect the behaviour of the pupil.

Boys

- Familiarise themselves with the expectations within the Promoting Positive Behaviour Policy which sets out the standards of good behaviour that are expected and Form Tutors are asked to go through it with boys at the start of every term.
- The expectations in the Promoting Positive Behaviour Policy are reviewed by the Boys' Pastoral Committee every two years in line with the Promoting Positive Behaviour Policy.
 - Boys will be educated on positive relationships with their peers and staff through the school's RSE/ PSCH EE curriculum.

5. Recognition and Rewards

The vast majority of boys display high levels of positive behaviour at Aldwickbury School.

Aldwickbury recognises that a key part of developing the potential of our young men is giving encouragement and praise. Praise is a key component of the recognition and rewards system along with good teaching and good staff/pupil relationships. Our rewards/reporting system allows boys, teachers and their parents to see how well they are progressing in subjects and where they are producing sustained good work, effort and progress. Praise is given in many ways.

Staff at Aldwickbury are encouraged to actively look for opportunities to praise pupils both within and beyond lessons. The School encourages pupils to be kind and be their best regardless of ability.

6. Ways in which Rewards may be Recognised and Celebrated

Please see the Recognition and Rewards Matrix giving examples of how pupils can achieve these awards and the procedures surrounding them.

Our system of rewards allows us to celebrate effort, achievement, excellence and pupil contribution in all aspects of school life. Alongside these awards Aldwickbury School often uses the following methods to recognise and reward pupils' behaviour and achievements:

Verbal Praise	Recognition in newsletters, assemblies and school magazine	Commendations	Sent to the Headmaster/ Head of Pre-Prep for good work
Wheatsheaves & Colours	Selection as a Section Captain	Pluses/ Marbles/ Planet Points/ Star of the Day	Man of the Matches
Prizes	Work Displayed	Captaincy in Sport	Selection as House Captains and Team Captains
Certificates and Badges	Cups and Trophies	Music/ LAMDA Certificates	Showcase good work to their peers in class

This list can, and will, be developed as new ideas evolve.

Reward		Example of Positive Behaviour
1	Acknowledgment	<ul style="list-style-type: none"> • Good effort/progress on a task or prep. • Single act of kindness (holding door etc.), picking up litter etc. manners, organisation, being helpful to staff.
2	Pluses/ Marbles/Planet Point/Star of the day	<ul style="list-style-type: none"> • Good effort in a lesson/prep. • A single instance of good academic progress being made. • A noteworthy act/positive contribution to school life or kindness
3	Sent to the Headmaster/ Head of Pre-Prep for good work. Headmaster's Commendation	<ul style="list-style-type: none"> • A single, outstanding piece of work/effort/example of progress OR a series of very strong individual pieces of work/effort/progress not previously rewarded beyond Level 1 and 2. • A single, outstanding act or positive contribution to school life OR a series of acts that have not previously been rewarded beyond Level 1.
4	End of Term Assembly/Prize Giving	<ul style="list-style-type: none"> • Outstanding consistency in one (or more) aspects of school life, including academic, activities, co-curricular activities and the school's Pastoral System. • Contribution to the community or Section. • This is demonstrated over the course of an academic term/year or potentially for a single achievement.

7. How Recognition and Rewards are Decided

All staff must look for every possible opportunity to praise and reward boys. Praise and rewards may be given to an individual boy, a group of boys within a class or section or a whole class. This can happen in lessons, on the games field, in music/drama productions at clubs, activities and on school trips, or even just walking around the school site.

In striking the right balance between rewarding boys with consistently good behaviour and those achieving substantial improvement, every opportunity should be taken to praise boys who have previously been associated with poor behaviour. Whilst praise and rewards can be used to help reinforce efforts to tackle one aspect of behaviour, it is important that those boys who regularly misbehave are not awarded disproportionately. Praise should always be authentic.

When praising or rewarding boys, staff should apply the Aldwickbury Values for the reason behind their decision, which should be communicated to pupils at the time of the praise or reward:

At the end of each week the Deputy Head calculates the Section points and reads these out in assemblies along with each form winner.

8. Consequences of Poor Behaviour

We recognise that boys can sometimes get things wrong when it comes to their behaviour, conduct and decision making, and that it is our responsibility to help boys learn from these mistakes. We aim to take a sympathetic and restorative approach to how we manage undesirable behaviour at Aldwickbury, whilst remaining firm and consistent in our application. Staff have a responsibility to promote positive behaviour which is at the heart of our approach whilst also managing poor behaviour.

When sanctioning boys, staff should apply the Aldwickbury Values for the reason behind their decision, which should be communicated to pupils during the discussion around the intervention:

Staff will always take into account, offer additional support and make reasonable adjustments with regard to children with special educational needs, disability and those children who are vulnerable when implementing the Promoting Positive Behaviour Policy.

The use of interventions will be reasonable and proportionate to the circumstances and staff will apply them consistently and fairly. Account will be taken of a boy's age and any special educational needs, disability and religious requirements affecting the pupil. All disciplinary interventions will have the main aim of helping the boy to understand the impact of their behaviour and collaborative reflection time to help them understand what they could do differently next time.

9. General Principles

1. Interventions should be used sparingly and should always be fair.
2. Interventions should aim to correct inappropriate behaviour and reflect on learning from the mistake that has been made.
3. Interventions for minor misdemeanours in the first instance are implemented by the subject teacher.
4. Form teachers and tutors should always be informed of inappropriate behaviour and any intervention given via the detention system.
5. Parents should be kept informed of interventions (if level 1 interventions are having no impact) and the school should try to work in partnership with parents to help to improve a boy's behaviour.
6. All meetings with parents should be recorded on the Parent Communication Form. A copy of this should be kept on SIMS.
7. If the behaviour of a pupil is considered to be sufficiently extreme, the Head of Year 5 & 6, Juniors, Pre-Prep or the Deputy Head must be informed.
8. Removing boys from class - In *extreme* cases of bad behaviour, where the learning of others or the Health and Safety of others is affected, a boy may be removed from the classroom for the duration of the lesson. The subject teacher should bear in mind that they have responsibility for all of their class and must never leave a boy unsupervised.
9. At all times teachers should use their experience and good judgment to decide what action they feel is most appropriate, depending on the individual pupil and circumstances.
10. Staff should consider whether there are any safeguarding implications for the boy/s involved in relation to Peer on Peer Abuse guidelines in accordance to the school's policy on **Anti Bullying** and the **Safeguarding** policy. Both policies are available in the staff drive
11. The Deputy Head may, on occasions, put in place additional Pastoral monitoring initiatives. That will focus on fundamental expectations for behaviour. Parents will be notified of this.

Years 5 – 8

Level	Action taken by staff and pupil	Examples of Negative Behaviour
1	<p><i>By pupil</i></p> <ul style="list-style-type: none"> <i>Verbal apology</i> <i>Effort to correct behaviour</i> <p><i>By staff</i></p> <ul style="list-style-type: none"> Reminder by staff member Email informing tutor and Head of Years for information only at this stage Break time reflection (recording on reflection sheet) Education through the school's pastoral system and PSHCEE/RSE curriculum 	<ul style="list-style-type: none"> Poor standard of/failure to produce work (lack of effort) No prep diary Not in correct uniform Untidy appearance Noisy or unruly behaviour Not following the rules of the car park Excessive talking or calling out in a lesson Running in the buildings No equipment or books, no games kit Borrowing without permission Books and stationery not returned to lockers Late for lessons with no reasonable excuse Out of bounds
2	<p>Repeated level 1 behaviour or an isolated incident</p> <p><i>By pupil</i></p> <ul style="list-style-type: none"> <i>Verbal apology</i> <i>Effort to correct behaviour</i> <i>Written reflection</i> <i>- I'm sorry for/This was wrong because/In future I will/Will you forgive me?</i> <p><i>By staff</i></p> <ul style="list-style-type: none"> Recording on reflection sheet Lunchtime Reflection Parents contacted Education through the school's pastoral system and PSHCEE/RSE curriculum 	<ul style="list-style-type: none"> Continued lower level 1 misdemeanours despite previous Level 1 interventions by staff Persistent poor standard of work (due to lack of effort) Persistent failure to complete prep Disruptive in lessons Insolence, rudeness, or disobedience Damage to school property Unkindness to other children/ acting as a bystander Inconsiderate or offensive behaviour out of lesson time
3	<p>Repeated level 2 behaviour or an isolated incident</p> <p><i>By pupil</i></p> <ul style="list-style-type: none"> <i>Written apology to staff member/pupil</i> <i>Effort and evidence of steps taken to correct behaviour</i> <p><i>By staff</i></p> <ul style="list-style-type: none"> After school Reflection with Head of Year 5 & 6 or Deputy Head (30 mins) Parent meeting Report Card Education through the school's pastoral system and PSHCEE/RSE curriculum After school Deputy Head Reflection (45 mins) Recorded on SIMS 	<ul style="list-style-type: none"> Continued level 2 misdemeanours despite previous Level 2 interventions by staff Wilful damage to classrooms or property Inappropriate language Physical aggression towards others Blatant refusal to co-operate in lessons Intimidating or bullying other children, which could include homophobic, sexist and racist comments Cyberbullying or impersonating others online Leaving the school site without permission / Truancy Stealing Entering inappropriate internet sites Deliberate action that puts the Health and Safety of the School Community in jeopardy
4	<p>Repeated level 3 behaviour or isolated incident</p> <p><i>By pupil</i></p> <ul style="list-style-type: none"> <i>Written apology to staff member/HM/DH /pupil</i> <i>Effort and evidence of steps taken to correct behaviour/ Behaviour Contract</i> <p><i>By staff.....</i></p> <ul style="list-style-type: none"> Fixed Period Exclusion Permanent Exclusion Education through the school's pastoral system and PSHCEE/RSE curriculum 	<ul style="list-style-type: none"> Any single act of sufficiently bad behaviour (<i>or persistent lower-level misdemeanours, despite intervention by teachers at levels 1,2 & 3</i>)

Years 3-4

Level	Action taken by staff and pupil	Examples of Negative Behaviour
1	By pupil <ul style="list-style-type: none"> <i>Verbal apology</i> <i>Effort to correct behaviour</i> 	<ul style="list-style-type: none"> Being unkind (name calling, exclusive games) Being too rough in outdoor games (playtime) Poor standard of/failure to produce work (lack of effort) Untidy appearance Noisy or unruly behaviour Excessive talking or calling out in a lesson running in the buildings Not following the rules of the car park Borrowing without permission Not moving around the Junior block quietly
	By staff <ul style="list-style-type: none"> Reminder by staff member Telling off by teacher Education through the school's pastoral system and PSHCEE/RSE curriculum 	
2	Repeated level 1 behaviour or an isolated incident By pupil <ul style="list-style-type: none"> <i>Verbal apology</i> <i>Effort to correct behaviour</i> 	<ul style="list-style-type: none"> Continued lower level 1 misdemeanours despite previous Level 1 interventions by staff Persistent poor standard of work (due to lack of effort) Continued disruptiveness in lessons Inappropriate and excessive physical contact with other boys Damage to school property Continued, unkindness to other children Inconsiderate or offensive behaviour out of lesson time
	By staff <ul style="list-style-type: none"> Sent to another class Partial break /lunch time missing playtime with class teacher (recording on behaviour sheet) Education through the school's pastoral system and PSHCEE/RSE curriculum 	
3	Repeated level 2 behaviour or an isolated incident By pupil <ul style="list-style-type: none"> <i>Written apology to staff member/pupil</i> <i>Written reflection - I'm sorry for/This was wrong because/In future I will/Will you forgive me?</i> <i>Effort and evidence of steps taken to correct behaviour</i> 	<ul style="list-style-type: none"> Continued level 2 misdemeanours despite previous Level 2 interventions by staff Wilful damage to classrooms or property Inappropriate language Physical aggression towards others Blatant refusal to co-operate in lessons Intimidating or bullying other children, which could include homophobic, sexist and racist comments Cyberbullying or impersonating others online Leaving the school site without permission / Truancy Stealing Entering inappropriate internet sites Deliberate action that puts the Health and Safety of the School Community in jeopardy
	By staff <ul style="list-style-type: none"> Whole break time/lunch time missing playtime with Head of Juniors (recording on behaviour record sheet) Parents contacted, followed by meeting if necessary Education through the school's pastoral system and PSHCEE/RSE curriculum Behaviour chart Recorded on SIMS 	
4	Repeated level 3 behaviour or isolated incident By pupil <ul style="list-style-type: none"> <i>Written apology to staff member/HM/DH/pupil</i> <i>Effort and evidence of steps taken to correct behaviour/ Behaviour Contract</i> 	<ul style="list-style-type: none"> Any single act of sufficiently bad behaviour (<i>or persistent lower-level misdemeanours, despite intervention by teachers at levels 1,2 & 3</i>)
	By staff..... <ul style="list-style-type: none"> Fixed Period Exclusion Permanent Exclusion 	

Pre-Prep

Level	Action taken by staff and pupil	Examples of Negative Behaviour
1	<i>By pupil</i> <ul style="list-style-type: none"> <i>Verbal apology</i> <i>Effort to correct behaviour</i> 	<ul style="list-style-type: none"> Poor standard of/failure to produce work (lack of effort) Unkindness Noisy or unruly behaviour Excessive talking or calling out in a lesson Careless with school equipment
	<i>By staff</i> <i>Reminder by staff member</i> <ul style="list-style-type: none"> Put on Thunder Cloud Time out: Minutes depending on age of child Education through the school's pastoral system and PSHE/RSE curriculum 	
2	Repeated level 1 behaviour or an isolated incident <i>By pupil</i> <ul style="list-style-type: none"> <i>Effort to correct behaviour</i> 	<ul style="list-style-type: none"> Continued lower level 1 misdemeanours despite previous Level 1 interventions by staff Persistent poor standard of work (due to lack of effort) Disruption to lessons Insolence, rudeness or disobedience Unkindness to other children/ acting as a bystander Inconsiderate or offensive behaviour out of lesson time
	<i>By staff</i> <ul style="list-style-type: none"> Lose a marble/Planet Point Sent to another class Sent to Mrs Baxter Loss of part of playtime Education through the school's pastoral system and PSHCEE/RSE curriculum 	
3	Repeated level 2 behaviour or an isolated incident <i>By pupil</i> <ul style="list-style-type: none"> <i>Effort and evidence of steps taken to correct behaviour</i> 	<ul style="list-style-type: none"> Continued level 2 misdemeanours despite previous Level 2 interventions by staff Wilful damage to classrooms or property Inappropriate language Physical aggression towards others Blatant refusal to co-operate in lessons Intimidating or bullying other children, which could include homophobic, sexist and racist comments Cyberbullying Leaving the school site without permission / Truancy Stealing Entering inappropriate internet sites Deliberate action that puts the Health and Safety of the School Community in jeopardy
	<i>By staff</i> <ul style="list-style-type: none"> Parent meeting Home/schoolbook Individual positive behaviour plan Education through the school's pastoral system and PSHCEE/RSE curriculum 	
4	Repeated level 3 behaviour or isolated incident <i>By pupil</i> <ul style="list-style-type: none"> <i>Effort and evidence of steps taken to correct behaviour/ Behaviour Contract</i> 	<ul style="list-style-type: none"> Any single act of sufficiently bad behaviour (<i>or persistent lower-level misdemeanours, despite intervention by teachers at levels 1,2 & 3</i>)
	<i>By staff</i> <ul style="list-style-type: none"> Fixed Period Exclusion Permanent Exclusion Individual positive behaviour plan Education through the school's pastoral system and PSHCEE/RSE curriculum 	

10. Aldwickbury Basics

The basic expectations of the boys at Aldwickbury. This list of expectations provides a point of reference for boys and teachers of the fundamental expectations around the school and in lessons. They are as follows:

- Please & Thank you
- Yes Sir/ Miss/ Mrs
- Excuse me Sir/ Miss/ Mrs
- Punctual
- Pride in your appearance
- Listen first
- Hands up
- Encourage eye contact

11. Advice to Staff on the Steps to Follow to Help Avoid the Use of Interventions

- Ensure boys know the classroom rules.
- Allow boys to assume responsibilities and involve them actively in lessons.
- Ensure that the relationship between teacher and pupil is friendly yet respectful. Over familiarity may lead to a loss of respect and control.
- Reward boys for good work, positive behaviour and any other appropriate positive reason.
- Listen to reasons before making judgements.
- Be fair and consistent when dealing with boys.
- Be courteous and polite to boys, refer to them by their forenames and expect boys to address staff and visitors in a respectful manner (Sir, Mr, Miss, Mrs, and Ms) and open doors for them. The vast majority of our boys respond positively to “please” and “thank you” and will respond in an equally courteous manner.
- Members of staff should not shout or lose their temper or use abusive or sarcastic language. It is essential to remain calm and maintain control of the situation.
- Ensure that boys show respect for the buildings, furniture, etc.

12. Reflection and Advice for Staff when Considering the Use of Interventions

Staff should consider the following questions as prompts to allow the boy to reflect on their actions:

- Why am I speaking to you about your behaviour?
- What were you thinking at the time?
- Who has been affected by your actions?
- How did you make people feel as a result of your actions?
- Is something bothering you?
- How could we put this right?
- How could we do things differently next time?

Further Advice for Staff

- Make it clear during any clarification that it is always in a boy’s best interests to tell the truth, and that the boy’s candour will be reflected in any sanction that is eventually applied.
- Make it clear where appropriate that a sanction is being applied to deal with a boy’s behaviour and not to stigmatise the boy.
- Avoid early escalation towards severe interventions, reserving them for the most serious or persistent misbehaviour.
- Avoid interventions becoming cumulative and automatic, by taking into account a boy’s individual needs, age and understanding.
- Wherever possible, avoid whole-group interventions.

- Consider using interventions that are a logical consequence of the boy's inappropriate behaviour (for example, if work is not completed in class the boy might be brought back at break time to finish it off).
- Use interventions to help the boy and others to learn from mistakes and recognise how they can improve their behaviour.
- When appropriate, use interventions that put right harm caused by unacceptable behaviour.
- Never issue an intervention that is humiliating or degrading.
- Apply an intervention in a calm and controlled manner.
- Ensure that interventions are seen as inevitable and consistent, such that boys should know that an intervention, when mentioned, will be used.
- Attempt to link the concept of interventions to the concept of choice, so that boys see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour.
- Provide boys with an opportunity to see how they can move forward.
- When dealing with incidents between boys all staff will consider whether the incident raises any safeguarding concerns and if in doubt report to the DSL.

13. Malicious Allegations Against a Member of Staff or Another Boy

Where a boy makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with this policy which may include permanent exclusion.

Where a parent has made a deliberately invented or malicious allegation, the Headmaster will consider whether to require that parent to withdraw their son or sons from the school on the basis that they have treated the school or a member of staff unreasonably.

In accordance with the DfE's guidance Keeping Children Safe in Education (2021), the school will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

14. Restraint

There is no corporal punishment at Aldwickbury School, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises, and applies to all staff employed by Aldwickbury.

The circumstances under which physical restraint may be used are noted in the Restraint Policy.

15. Reasonable Force

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the *DfE guidance 2013 Use of Reasonable Force*. Use of reasonable force is used only when immediately necessary and for the minimum time necessary to prevent the boy from doing or continuing to do any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property, including their own.
- Engaging in any behaviour prejudicial to good order and discipline at the school.

In deciding whether reasonable force is required, the needs of individual boys will be considered, and reasonable adjustments will be made for boys with special educational needs or disabilities. Where reasonable force is used by staff, this facilitates discussion between the staff member and SMT regarding why it was necessary and to plan follow-up actions with the boy. Parents are informed as soon as practically possible after the event.

Force is never used as a form of punishment.

Aldwickbury will always take into account, offer additional support and make reasonable adjustments with regard to children with special educational needs, disability and those children who are vulnerable when implementing the Promoting Positive Behaviour Policy.

This Policy is to be reviewed annually.

Last review: January 2022

Next review: September 2022

Approved by the Governors' Education Committee

Appendix 1 – Classroom Posters

Promoting Positive Behaviour - Years 5 – 8



LEVEL 1

Acknowledgment

- Good effort/ progress on a task or prep.
- Single act of kindness (holding door etc.), picking up litter etc. manners, organisation, being helpful to staff.



LEVEL 2

Pluses

- Good effort in a lesson or prep.
- A single instance of good academic progress being made.
- A noteworthy act/ positive contribution to school life or kindness.



LEVEL 3

Headmaster's Commendation,
Sent to the Headmaster

- A single, outstanding piece of work/ effort/ example of progress/ outstanding act or positive contribution or a series of very good pieces of work/ effort/ progress not previously rewarded at Level 1 or 2.



LEVEL 4

End of Term Prizegiving/
Assembly

- Outstanding consistency in one (or more) aspects of school life.
- Contribution to community or section.
- This is demonstrated over the course of the academic year/ term or for a single achievement.

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- Poor standard or failure to produce work
- No prep diary
- Not in correct uniform
- Untidy appearance
- Noisy or unruly behaviour
- Excessive talking or calling out in a lesson

- No equipment or books
- No games kit
- Borrowing without permission
- Books and stationery not returned to lockers
- Late for lessons with no reasonable excuse
- Out of bounds
- Running in the buildings
- Not following the rules of the car park

LEVEL 1

Verbal apology & effort to correct behaviour
Break time reflection



- Continued lower level 1 misdemeanours despite previous level 1 interventions by staff
- Persistent poor standard of work (due to lack of effort)
- Persistent failure to complete prep

- Disruptive in lessons
- Insolence, rudeness or disobedience
- Damage to school property
- Unkindness to other boys
- Acting as a bystander
- Inconsiderate or offensive behaviour out of lesson time

LEVEL 2

Verbal apology & effort to correct behaviour
Lunchtime reflection & parents contacted
Juniors - sent to another class/ partial break or lunch time missing playtime with class teacher



- Continued level 2 misdemeanours despite previous level 2 interventions by staff
- Wilful damage to classrooms or property
- Inappropriate language
- Truancy
- Stealing

- Intimidating or bullying other children, which could include homophobic, sexist and racist comments
- Leaving the school site without permission
- Blatant refusal to co-operate in lessons
- Physical aggression towards others
- Cyberbullying or impersonating others online
- Entering inappropriate internet sites
- Deliberate action that puts the Health and Safety of the School Community in jeopardy

LEVEL 3

Written apology to staff member/ pupil
After school reflection & effort to correct behaviour
Parent meeting & report card/ chart
Juniors - whole break time/ lunch time missing playtime. Parents contacted, followed by meeting if necessary



- Any single act of sufficiently bad behaviour or persistent lower level misdemeanours, despite intervention by teachers.

LEVEL 4

Written apology to staff member/ HM/ DH/ pupil
Effort and evidence of steps taken to correct behaviour/ behaviour contract
Fixed or permanent exclusion



Promoting Positive Behaviour

- Years 3 – 4



	LEVEL 1 Acknowledgment	<ul style="list-style-type: none"> • Good effort/ progress on a task or prep. • Single act of kindness (holding door etc.), picking up litter etc. manners, organisation, being helpful to staff.
	LEVEL 2 Pluses	<ul style="list-style-type: none"> • Good effort in a lesson or prep. • A single instance of good academic progress being made. • A noteworthy act/ positive contribution to school life or kindness.
	LEVEL 3 Headmaster's Commendation, Sent to the Headmaster	<ul style="list-style-type: none"> • A single, outstanding piece of work/ effort/ example of progress/ outstanding act or positive contribution or a series of very good pieces of work/ effort/ progress not previously rewarded at Level 1 or 2.
	LEVEL 4 End of Term Prizegiving/ Assembly	<ul style="list-style-type: none"> • Outstanding consistency in one (or more) aspects of school life. • Contribution to community or section. • This is demonstrated over the course of the academic year/ term or for a single achievement.

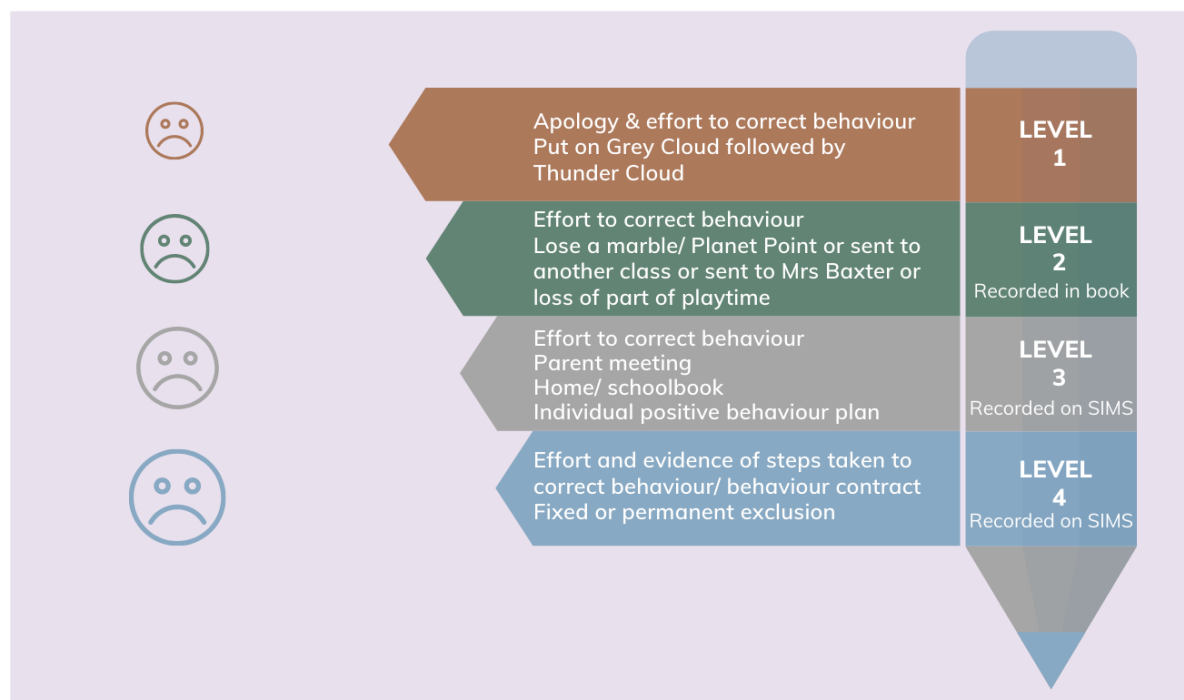
★Kindness★Respect★Cooperation★Endeavour★Commitment★Independence★Integrity★Fairness★

<ul style="list-style-type: none"> • Poor standard or failure to produce work • Untidy appearance • Running in the buildings • Noisy or unruly behaviour 	<ul style="list-style-type: none"> • Not moving quietly around the Junior block • Borrowing without permission • Excessive talking or calling out in a lesson • Not following the rules of the car park 	LEVEL 1 Verbal apology & effort to correct behaviour Telling off by teacher and reminded of expected behaviour 
<ul style="list-style-type: none"> • Continued lower level 1 misdemeanours despite previous level 1 interventions by staff • Persistent poor standard of work (due to lack of effort) 	<ul style="list-style-type: none"> • Disruptive in lessons • Damage to school property • Unkindness to other boys • Inconsiderate or offensive behaviour out of lesson time • Inappropriate and excessive physical contact with other boys 	LEVEL 2 Verbal apology & effort to correct behaviour Partial break or lunch time missing playtime with class teacher in order to reflect 
<ul style="list-style-type: none"> • Continued level 2 misdemeanours despite previous level 2 interventions by staff • Inappropriate language • Stealing • Physical aggression towards others • Cyberbullying or impersonating others online 	<ul style="list-style-type: none"> • Intimidating or bullying other children, which could include homophobic, sexist and racist comments • Blatant refusal to co-operate in lessons • Entering inappropriate internet sites • Deliberate action that puts the Health and Safety of the School Community in jeopardy • Actively ignoring rules and school values 	LEVEL 3 Written apology to staff member/ pupil Whole break time/ lunch time missing playtime. Parents contacted, followed by meeting if necessary 
<ul style="list-style-type: none"> • Any single act of sufficiently bad behaviour or persistent lower level misdemeanours, despite intervention by teachers. 		LEVEL 4 Written apology to staff member/ HM/ DH/ pupil Effort and evidence of steps taken to correct behaviour/ behaviour contract Fixed or permanent exclusion 

Promoting Positive Behaviour - Pre-Prep



★ Kindness ★ Respect ★ Cooperation ★ Endeavour ★ Commitment ★ Independence ★ Integrity ★ Fairness ★



Appendix 2 - System of Recognition and Rewards

Reward		Recognition	Awarded by
1	Acknowledgment	<ul style="list-style-type: none"> Verbal (either personal or in front of peers) 	All staff
2	Pluses/ Marbles/ Planet Point/ Star of the day	<ul style="list-style-type: none"> A teacher will add pluses onto the spreadsheet and totals taken at the end of the week for the section competition. 	Form teacher Tutor/
3	Sent to the Headmaster/Head Pre-Prep for good work. Headmaster's Commendation	<ul style="list-style-type: none"> Commendations are awarded by all teaching staff in recognition of outstanding effort or achievement Commendations are handed out in assemblies. 	All staff
4	End of Term Assembly/ Prize Giving	<ul style="list-style-type: none"> These awards are for pupil recognition for their effort, achievement, and contribution to school life. They are decided through staff consultation and presented in End of Term Assembly or at Prize Giving Pupil's names are engraved in awards that are passed back to the school and archived. 	All staff HM

Appendix 3 - Further Explanation of Interventions

Level	Sanction	Description	Implemented by
1	Break/ Lunchtime reflection time	First Break or Lunchtime reflection time will not involve an early lunch for the pupil. Pupils will always be supervised by the subject teacher. These reflection times will provide an opportunity to reflect on their behaviour and take agreed action moving forward.	Subject Teacher/ Form teacher/ Tutor
	Form teacher/ Tutor email	This will track a boy's behaviour across the school and enable the form teacher/tutor to monitor the behaviour of their form/tutees and to intervene if necessary . Staff are able to communicate what issues they have had with a particular boy and what sanctions have been imposed or for information purposes only.	
2	Break/ Lunchtime reflection time	First Break or Lunchtime reflection time will not involve an early lunch for the pupil. Pupils will always be supervised by the subject teacher. These reflection times will provide an opportunity to reflect on their behaviour and take agreed action moving forward.	Teacher/ Form teacher/ Tutor
	Form teacher/ Tutor email	This continues to track a boy's behaviour across the school and enable the form teacher/tutor to monitor the behaviour of their form/tutees and to intervene.	
	Parents Contacted	Parents will be contacted by a boy's form teacher/tutor	
3	Parent Meeting	Parents will be contacted by the Head of Year 5 & 6 or the Deputy Head	Head of Year 5 & 6/ Deputy Head
	Report Card	The report card is issued in conjunction between a boy, parents, tutor and Head of Year 5 & 6 or Deputy Head, normally for one week and no longer than two weeks to avoid losing its effect. This report card has clear positive behaviour targets. These targets aim to address the issues that have previously been raised as a concern i.e. concentration, lateness, lack of focus, lack of respect etc. The Head of Year 5 & 6 or Deputy Head will review a boy's report card at the end of the week. A decision is then made with the form tutor/ parents if the pupil has improved their behaviour sufficiently to come off the report card. Report Cards are added to the pupil's personal file for reference.	Form Teacher/ Tutor Head of Year 5 & 6/ Deputy Head
	Head of Year 5 & 6 or Deputy Head's Reflection Time After School	The After School Reflection Time will be 45 minutes for Years 7 & 8 boys and 30 mins for Years 5 & 6 boys. Letters/ email would be sent home by the Head of Year 5 & 6 or Deputy Head giving at least 24 hours' notice of the after school reflection time and the reasons for it being given. A copy of the letter is kept on a boy's file. The reflection time will start after the end of school. Boys in Years 5 & 6 will finish at 5.35pm and boys in Years 7 & 8 finishing at 6.30pm.	Head of Year 5 & 6/ Deputy Head
	Parent collecting a child from a school trip/ residential	In the event of serious misbehaviour on a school trip/ residential staff in attendance will seek the advice of the Deputy Head and Headmaster. If they deem the behaviour to be suffice for a boy to be sent home, parents will be expected to collect the child from the place of stay at the earliest convenience. This is in line with the residential consent form signed by all parents prior to the trip. On returning to school an intervention in line with the schools 'Promoting Positive Behaviour Policy' will be issued.	Deputy Head & Headmaster
	Fixed Period Exclusion	Letter from the Headmaster relating to temporary exclusion are kept on file. Following a temporary exclusion a boy and his parents will have a return to school interview with the Headmaster and Deputy Head.	Deputy Head & Headmaster
4	Behavioural Contract	The Behavioural Contract aims to do the following things: To support a boy's return to school after an exclusion the Behaviour Contract will be in place for the remainder of the academic year or further if deemed necessary by the Headmaster. To set out some specific and achievable targets for the school, parents and pupil to help manage behaviour. To ensure that moving forward a boy complies with the school's Promoting Positive Behaviour Policy.	

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