



ASTON FIELDS MIDDLE SCHOOL

BEHAVIOUR for LEARNING POLICY

Review date: September 2025

Cycle: 1 year

Next review date: September 2026



Behaviour for Learning policy

We encourage all members of Aston Fields Middle School to regard themselves as members of the school family where they can feel secure and well cared for. A positive and pleasant working atmosphere is aimed for through an emphasis on care for all pupils and respect for others.

Good conduct and discipline are based on the principles of respect and consideration of others, and a high standard of behaviour is expected of all pupils. The school operates a system of Expectations, Rewards and Consequences (detailed below) which Governors expect pupils and staff to adhere to. Emphasis is placed on positive behaviour. This is made clear to pupils, by staff, through the use of praise, assembly reminders, written comments, achievement boards, achievement assemblies, notes in planners, house points, certificates, letters home to parents/carers and prize giving's. Children are encouraged to celebrate and record their achievements in their individual planner and diary. At the end of each half term, pupils who achieve the required number of stamps will be rewarded with an extended break time and have access to a variety of play activities and games. In addition, for those pupils who achieve the expected number of stamps towards the end of the term, there will be a choice of rewards organised by the Director of Year Group and their team. These will vary from sporting activities to arts and crafts. This has become part of our rewards policy, as a result of pupil voice and feedback from the School Council and holds great appeal for the pupils.

These systems reflect our emphasis on Character Education through good behaviour, good manners, co-operation, courtesy and respect and is designed to encourage pupils to follow instructions given to them by adults. Positive behaviour is encouraged at all times. (See Appendix 1 which explains the stamp system).

Misbehaviour is normally dealt with to begin with by the class/form teacher or Director of Year Group in line with the school's expectations, rewards and consequences and other factors mentioned in this policy. Parents/carers will be contacted if there are concerns about poor behaviour. In more serious or persistent cases of poor and unacceptable behaviour which is deemed by the Senior Leadership Team to breach the Governors' Behaviour for Learning Policy, a pupil may be suspended or permanently excluded by the Headteacher or the Acting Headteachers.

At Aston Fields Middle School, Governors strongly believe that all pupils and staff have the right to feel safe at school in an environment free from harm and the safety of pupils and staff is taken very seriously indeed, in line with the school's safeguarding duties. Governors will view breaches against this aspect of this policy very seriously. Pupils are told regularly that if they think they are being bullied, or if they see someone else being bullied or if they think someone is being bullied, they must **tell an adult they trust!**

In line with The Equality Act 2010, the school understands it needs to make every effort to safeguard children and to make reasonable adjustments to the Governors' Behaviour for



Learning Policy to meet the particular needs of those pupils with, professionally acknowledged and recorded in writing, SEND conditions (including looked after children and children on the child protection register) that, where officially and professionally identified and recognised, make it more difficult for them to comply with behavioural expectations and rules set out in this policy. If, at the time of considering sanctions and whether to suspend or permanently exclude a child with SEND (or a looked after child or child on the child protection register) or not, the Headteacher or Acting Headteachers, in liaison with the school's SENDCo, is of the professional opinion that reasonable adjustments have been made to the Governors' Behaviour for Learning Policy in order to meet a pupil's SEND needs (including for looked after children and children on the child protection register) the Governors of Aston Fields Middle School agree that, without prejudice, a child with SEND (or a looked after child or child on the child protection register) may be given a sanction which could be a fixed term suspension or a permanent exclusion from Aston Fields Middle School in accordance with this policy and current DfE suspension and permanent exclusion guidance.

As part of new staff induction, the behaviour policy and expectations are shared and discussed. In addition, regular staff training ensures all staff are updated/reminded regularly of our expectations/systems and any new initiatives relating to behaviour in school.

We have a system of expectations, rewards and consequences which are outlined below:

EXPECTATIONS (in no particular order)

- Demonstrate good character
- Show courtesy to others
- Show co-operation towards others
- Show respect to others
- Show good manners to others
- Follow instructions given by adults
- Stay on task during lessons and allow others to work and learn
- Be polite to others
- Walk sensibly and safely around school
- Do not bully or use violence, discriminatory or inappropriate language or behaviour to other persons in school
- Do not bring offensive weapons or illegal items into school
- Wear the correct school uniform, including the correct PE kit

REWARDS (in no particular order)

- Roll of Honour
- Attendance Certificates
- Headteacher's Reward of hot chocolate and cookies
- Praise, stickers, stamps, positive remarks in planners
- House points
- Praise from another adult
- Praise postcards



- Character commendations
- Vouchers and certificates
- Half termly and termly rewards
- Class star chart in both Key Stage 2 and Key Stage 3
- Extra break times
- End of year celebrations

CONSEQUENCES

- Verbal warning – informal
- Reflection time
- Dot in the planner to remind of expectations
- Codes – B code for poor behaviour choices, EFF code for lack of effort
- Separation within the classroom
- Formal verbal warning away from other pupils
- Behaviour Recovery
- Inform parents/carers
- Asking pupils to complete unsatisfactory or incomplete work during breaks and lunchtimes
- Loss of privileges – for instance, not being allowed to participate in half termly/termly rewards
- Missing break time/lunchtime
- School based community service – this could include picking up litter; tidying a classroom; helping clear up the dining hall after meal times or removing graffiti

Behaviour Recovery is used during lesson times and involves a pupil working for a period of time in the school's 'Behaviour Recovery' area, reflecting upon their behaviour choices. This area is always supervised by school staff. Parents/carers will be informed if their child has accessed behaviour recovery and a restorative conversation will be sought between the adult who sent the pupil and the pupil themselves in order to restore relationships. (See appendix 2).

School Detentions including the Yellow Lanyard system:

At Aston Fields Middle School, our aim is to ensure that all of our pupils make the most of their time in lessons and achieve all that they are capable of in their learning and, in doing so, that pupils develop the character virtues needed to thrive in life and take responsibility for managing their time effectively.

To ensure that pupils gain the most from their lessons, pupils are encouraged to use the toilet and, if needed, fill up their water bottles during breaks and lunchtimes, as they will only be allowed to leave lessons to do this in exceptional circumstances and not as a matter of course. If a pupil does need the bathroom, despite going at break or lunch, they will be issued with a yellow lanyard before leaving the room. For our younger pupils and a very small number of older pupils, for medical reasons, who need more frequent access to the toilet, they will not be denied this.



Any pupil found to be outside of the classroom without a lanyard, during lesson time, will be challenged by staff and, if they are unable to provide an acceptable reason (music lesson, being collected by parents/carers etc), they will be escorted back to their lessons and a detention will be issued. Detentions will also be used for pupils who arrive late to lessons without a valid reason or explanation. There is a graduated approach to detentions which is outlined below. Detentions are also used as a consequence for unacceptable behaviour outside of the classroom. (See appendix 3)

- Detention 1 – 8-minute detention in room 5 with DoYG
- Detention 2 – 15-minute detention in room 10 with SLT completing a reflection
- Detention 3 – lunchtime spent with SLT *
- Consequence 4 – half a day working away from peers
- Consequence 5 – full day working away from peers

**Any pupil reaching this level of consequence is flagged to the DoYG to ensure that additional support is implemented. In addition, at this level, parents/carers will already be aware of their child's behaviour as they are informed at consequence 2.*

Searching and Confiscation guidance.

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. This advice is intended to explain the schools' screening, searching and confiscation powers so that the Headteacher and other staff have the confidence to use them if necessary.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession. The list of prohibited items includes but is not limited to:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, tobacco, vapes and cigarette papers
- Fireworks
- Mobile phones

Being in possession of a prohibited item, especially knives, weapons, illegal drugs or stolen items, may mean that the pupil is involved, or at risk of being involved, in anti-social or



criminal behaviour including gang involvement, and in some cases, may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the Local Authority Children's Social Care Services.

For further information on government guidance for schools, please click the following link: https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Confiscation - Confiscation Items found as a result of a search.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting that the item:

- poses a risk to staff or pupils
- is evidence in relation to an offence
- is prohibited in the school rules, such as mobile phones, jewellery or aerosol sprays

For further information on government guidance for schools, please click the following link: https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Mobile Phones

Mobile phones are banned for pupils at Aston Fields Middle School. However, the Governors understand that for safety reasons, arriving to and from the school, pupils need to have access to their mobile phone. On entry to the Aston Fields Middle School, each pupil must hand in their device to the school staff and are then collected at the end of the school day.

Mobile phones are kept in secure locations, which the pupil does not access throughout the school day. For further information on government guidance for schools, please click on the following link:

https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf



Appendix 1

Rewards Section of Behaviour Policy: Stamps

At the end of each lesson, all pupils are rewarded with an electronic stamp from the teacher (or other supporting adult in the room) if they have shown good character, demonstrated positive behaviours and applied good effort to their learning. These are recorded on Bromcom. Should a pupil fail to meet any of the criteria, then a code will be inputted instead of the stamp.

- **B** for poor behaviour which has disrupted the pupil's learning and/or that of others
- **Eff** for lack of effort shown throughout the lesson
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Pupils will have a target number of stamps to achieve each term, in order to receive a reward, depending on the number of weeks in school. Each new term will begin as a fresh start, with pupils having a chance to regain the set number of stamps to achieve the reward. Rewards for all pupils successful in achieving the required number of stamps will be organised by the DOYG and their Year teams.

At the end of each half term, pupils who achieve the required number of stamps will be rewarded with an extended break time and have access to a variety of play activities and games. In addition, for those pupils who achieve the expected number of stamps towards the end of the term, there will be a choice of rewards organised by the Director of Year Group and their team. These can vary from sporting activities, arts and crafts etc. This is part of our rewards policy, as a result of pupil voice as well as the School Council and holds great appeal for the pupils.

Pupils will not be penalised for absence from school, providing their attendance is above 90% (the figure set by government for pupils deemed to be PA status). To encourage good attendance, pupils below 90% may not be eligible for the reward.

The Stamp System has been very well received by parents/carers, pupils and staff alike, as it gives immediate feedback on each lesson and provides an incentive for pupils to meet the set criteria, improving behaviour for learning, readiness to learn and their potential to succeed.

Additionally, for those pupils who have not received a code over a term and have excellent attendance, they will be rewarded with a bronze, silver or gold badge respectively to recognise this fine achievement.



Appendix 2

Graduated Response for Behaviour recovery

Graduated Responses

Expected Behaviour in the Classroom

Here at Aston Fields Middle School, we want all pupils to strive for excellence and learn for life. To do this, we all need to work together. In order for us all to learn, achieve, make progress and be the best possible versions of ourselves, we need to demonstrate our virtuous characters: respect, consideration for others, humility, perseverance and resilience.

Before each lesson, I must consider the following question: am I ready to learn?

The following checklist will help me to consider this.

- **I am in the correct frame of mind to learn**
- **I have my equipment**
- **I have my planner**
- **I have my reading book**
- **My uniform is as expected**
- **I am following the expectations of the classroom**



I am ready to learn, and my behaviour is allowing not only me to learn and progress, but my peers in the classroom to do so too.

Reminder 1

Positive re-direction. My teacher will remind me to make positive behaviour choices which allow myself, and those around me, to learn and progress.

Reminder 2

I have not reacted positively to the first reminder and my planner will now be taken from me. I will again be reminded of the classroom expectations and the consequences if I continue to make the wrong behaviour choices.

Reminder 3

I have still not been able to regulate my behaviour. I will now be given a 'yellow card' and be reminded that if I continue to choose to behave in this way, I may be asked to go to Behaviour Recovery. I will possibly be asked to move within the classroom to help me make the right behaviour choices, focus on my learning and allow my peers to learn too. A code will be given.

Behaviour Recovery

I have not been able to restore my behaviour, despite 3 reminders and opportunities to do so. I will now work in Behaviour Recovery where I can reflect on my choices. My parents/carers will be informed. A code will be given.

Fast Track



Appendix 3

Graduated response for detentions

Graduated Responses

Expected Behaviour Outside of the Classroom

Here at Aston Fields Middle School, we want all pupils to be and feel safe when moving around the school, as well as at break and lunchtime. To do this, we all need to work together. In order for us all to be safe and to enjoy our time away from the classroom, we must all follow some basic rules and continue to show care for others, respect, neighbourliness and tolerance.

- **When moving between classrooms or to assembly, I should do so in a quiet and sensible manner. This means walking and not running, ensuring I keep to the left-hand side of the corridors and stairways and avoiding the temptation to meet up with my friends.**
- **When I enter the classroom, I should do so sensibly and according to the expectations of my teachers.**
- **When going to break, I should ensure I have everything I need, so that I do not need to leave the yard.**
- **I will not take my bag onto the yard. Instead, I will leave it in the classroom.**
- **Once on the yard, I will not leave it without permission from the member of staff on duty.**
- **I will show respect and tolerance by playing nicely with my friends – no play fighting.**
- **When going to lunch, I will walk to the dinner hall sensibly and display good manners whilst eating.**
- **Once I leave the dinner hall, I will return my lunchbox to my bag (if necessary) and then move sensibly to the yard. I will ensure I have all I need, so I do not need to leave the yard; however, if I do need to leave, I will ask permission from the member staff on duty before doing so.**
- **When leaving the yard at the end of break and lunch, I will do so calmly and quietly.**
- **I will ensure I arrive to my lessons in a timely manner.**
- **I will not fill up my water bottle, go to the toilet or meet up with my friends between lessons.**
- **I will not leave my classroom without permission from the adult in the room. If I am allowed to leave, I will wear the yellow lanyard so that other adults in school are aware that I have permission.**
- **If I am worried or concerned about anything, I will tell the member of staff on duty, or tell an adult that I trust.**



I am following the expectations above, meaning everyone is able to enjoy their time away from the classroom.



Reflection – if I am not following the expectations of the school, a member of staff may give me the opportunity to reflect upon my behaviour choices in order to make the correct decisions.

Detention 1 – I will spend 8 minutes of my break time reflecting upon my behaviour choices with a Director of Year Group or the SENDCo.

Detention 2 – I will spend the full 15 minutes of my break time reflecting upon my behaviour choices and completing a reflection sheet with a member of the SLT. I may also be asked to complete any work that I have missed for being late to my lessons.



Detention 3 – Despite being given opportunities to reflect upon and correct my behaviour choices, I have continued to make the wrong decisions. Therefore, I will spend the whole of my lunchtime away from my peer group with a member of the SLT. Any work I have missed due to lateness to lessons, may be sent home for me to complete that evening.