

Ambassadors High School

Behaviour Policy

This policy describes Ambassadors High School (AHS)'s approach to promoting positive behaviour.

In order to achieve our aims to maintain a happy, responsible and fair school respected by the community and to raise achievements for all, we need good behaviour and good discipline.

High standards of behaviour and discipline are essential for:

- Securing an orderly learning environment
- Improving classroom learning and raising achievement

Our policy is based on 2 key principles

1. Praise - leading to the issue of awards / rewards
2. Choice – instilling in the students a clear sense that they choose how to conduct themselves and that from these choices will come positive or negative consequences

Positive behaviour is an essential component of an effective teaching and learning environment. AHS is committed to the promotion of positive behaviour for all students and supporting students to develop their social, emotional and behavioural skills.

This policy provides the framework within which all staff, students, parents and carers can contribute to the development and maintenance of an environment where learning can flourish.

The school has two key values that underpin this commitment:

- By trying our best to meet the needs of all students
- By trying our best to include all students, regardless of their ability or background.

The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour, and informs the school's response to any kind of bullying or intimidation. These values inform the behaviour of all members of the school community - students and adults alike -and will form the basis upon which the school asks for support and assistance from parents, carers, other members of the community and supporting agencies.

To achieve the above AHS uses the 'CHAMPS' behaviour system in collaboration with Class Dojo.

The 'CHAMPS' policy fundamentally underpins the ethos of the school. Students are informed about the expectations the school has of their behaviour, the way these expectations will be rewarded and the response pupils can expect if they choose not to meet these expectations.

It is based on:

- Respect for self, for others and for the environment.
- It is designed to encourage pupils to develop responsibility for their own behaviour and achievements.
- Respecting other people's views inside and outside the school environment.

The key principles are:

- ✓ Treat other people and their property with respect and consideration
- ✓ Take responsibility for your own learning, progress and behaviour
- ✓ Behave in a manner which allows other students to enjoy their educational experiences at AHS
- ✓ Develop the AHS community so that all members feel happy, safe and successful
- ✓ To extend their good behaviour and values learnt at school into the wider community.
- ✓ To respect the views and opinions

Policy Objectives

- ✓ To encourage positive behaviour, with all students and adults working to agreed standards
- ✓ To set expectations that all students will be encouraged to learn the social emotional and behavioural
- ✓ Skills required for citizenship
- ✓ To maintain a school environment where students are encouraged to behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

Broad Guidelines for Behaviour and Discipline:

1. Every teacher will accept responsibility for high standards of discipline in the classroom and within the school environment.
2. Every student will accept responsibility for high standards of behaviour.
3. All staff will be consistent in their approach to discipline and behaviour and work within the framework of 'CHAMPS'.
4. Every student will be made aware by their teachers and their tutors of the Code of Behaviour and the school's high standards.
5. The consequences of ignoring the 'CHAMPS' system will be clearly explained to students.
6. The Head teacher alone has the right to exclude students and to decide whether the exclusion is to be held on or off the school premises.

Behaviour and Discipline Regulations

1. The Head Teacher is responsible for ensuring that all staff members are complying with the whole school behaviour and discipline policy.
2. Head Teacher will support the above monitoring process.
3. The Head Teacher is responsible for including a section on behaviour and discipline in the staff handbook and school planners.
4. Staff can detain students for a period of 30 minutes at the end of the school day.

Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well designed and relevant curriculum helps develop and maintain positive behaviour. Students learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate individual learning styles and preferences. Engaging teaching plays a significant role in a students' attitude towards learning.

Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions. If the child meets all standards set for a lesson he should be awarded with Class Dojo points accompanied by positive feedback to the parent on the Class Dojo message.

Students should be received into a classroom where routines are established and high standards expected. At AHS we use the **CHAMPS** system which sets clear expectation by the teacher at the beginning of the session.

Explicit and regular praise should be used for all types of achievement.

The school follows a 'Positive Behaviour Management' system which encourages all staff members to create learning environment to motivate students to behave appropriately in lessons.

Effective classroom management skills are developed through experience and appropriate support from colleagues and Head Teacher.

Training and reflection on personal practice is very important.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour.

Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

Effective Lessons Guidelines for Promoting Good Behaviour

Effective lessons:

- ✓ Give the big picture
- ✓ Use positive language
- ✓ Have high expectations
- ✓ Address different learning styles
- ✓ Review learning
- ✓ Move pupils' learning on
- ✓ Acknowledge and praise effort and progress
- ✓ Have challenge, pace and enjoyment.

To achieve this staff should:

- ✓ Set behaviour for learning objectives, when appropriate, as well as other learning objectives for the lesson
- ✓ Arrive before the class and start the lesson on time
- ✓ Ensure that pupils enter and leave the room quietly and sensibly
- ✓ Display lesson objectives clearly
- ✓ Refer regularly to the Code of Conduct and CHAMPS chart
- ✓ Ensure that all pupils can participate fully in the lesson
- ✓ Emphasise the positive in learning and behaviour
- ✓ Use praise and rewards fairly and consistently
- ✓ Motivate, encourage and engage the pupils
- ✓ Model and teach positive behaviour, including respect, empathy and social skills
- ✓ Make sparing, effective and fair use of reprimands
- ✓ Avoid sarcasm, shouting and threats
- ✓ Avoid humiliating pupils
- ✓ Avoid punishing a class for the behaviour of individuals
- ✓ Keep to time in the lesson and finish on time
- ✓ Share good practice with colleagues.

Encouraging positive behaviour (Staff)

We will ALL consistently apply the ‘CHAMPS’ behaviour strategy and ensure that we promote positive behaviour:

- Meet and greet the children with a smile at the beginning of a lesson
- Set clear expectations

Rewards

- ✓ Praise
- ✓ Pupil of the week the pupil who earns the most points on
- ✓ Pupil of the month and gets to choose a treat for all
- ✓ Special mention or email sent home praising the child
- ✓ Free time
- ✓ Extra Computer time

Maintaining Discipline

Staff is encouraged to apply their own behaviour management techniques for individual child as they develop their relationship with the children. It is important to establish clear routines and expectations and implement a range of strategies that will solve any potential behavioural issues in the longer term.

During lessons, it is vitally important for staff to implement the ‘CHAMPS’ behaviour system management strategies before implementing the consequence system. The ‘CHAMPS’ system is there to support all staff but is not the only behaviour strategy open to staff.

Some Strategies to help Staff

Before issuing a consequence, staff must first issue a warning and endeavour to apply their own behaviour management techniques.

For example, staff might speak to a student before they enter the room and set clear expectations

Use non-verbal forms of communication to reinforce behaviour expectations Move or suggest moving a student to another seat

Use praise to remind a student of their ability to behave appropriately

Pair the student with another student who will have a positive impact on their behaviour and attitude towards learning.

Vary the activity to find ways of encouraging the specific student to engage positively in the learning experience.

Staff may consider using the following techniques throughout the academic year. Modified intervention / seating plan at start of the lesson

Moved student to another seat during the lesson

Consider behavioural / learning needs of individual students during the lesson planning process to ensure students can either access or feel engaged with the learning

Set targets with the student for future improvement

Modified approach to student, i.e. effective use of praise / rewards

Discuss issue with other staff to identify other possible strategies

Discussed issue with other staff who teach the identified student to explore successful strategies Discuss issues with Head Teacher

Notify parents of behavioural issue (letter, message in planner or DOJO)

Specific responsibilities of the Head Teacher include:

- ✓ Approving policies, including this behaviour policy
- ✓ Monitoring fixed term and permanent exclusions
- ✓ Ensuring the needs of students at risk of permanent exclusion are met.
- ✓ Supporting staff and making sure appropriate training is available.
- ✓ Making sure behaviour logs are filled in and are up to date.
- ✓ Making sure communication with parents is clear and up to date
- ✓ Making sure that any child who is placed on the behaviour plan has been given appropriate support and guidance.
- ✓ Arranging meetings with parents and relevant staff and helping them implement policies that will help improve the child's behaviour.

The Headteacher, is responsible for the form and content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students.

Students have a role in shaping and promoting the school's behaviour policy. They will contribute to the detail of the policy through their involvement in defining expectations and rules, and developing rewards, motivational strategies, sanctions and consequences. Students have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through activities.

Parents and carers have a responsibility for their child's behaviour inside and outside school, which they discharge by the standards they set and the way they encourage students' progress at home.

They also have a role to play in advising on the continuing development and improvement of the policy.

What is CHAMPS?

CHAMPS is a system of expectations that works with any set of rules, rewards, or consequences that you are already implementing.

CHAMPS is part of Randy Sprick's *Safe and Civil Schools* and is a research-based program with over thirty years of classroom research.

The CHAMPS acronym stands for:

- **C**onversation: *Can students talk to each other during this activity?*
- **H**elp: *How do students get the teacher's attention and their questions answered?*
- **A**ctivity: *What is the task/objective? What is the end product?*
- **M**ovement: *Can students move about during this activity?*
- **P**articipation: *How do students show they are fully participating? What does work behaviour look/sound like?*
- **S**uccess: *When students meet CHAMPS expectations, they will be successful!*

According to *Save and Civil Schools*, CHAMPS strategies are easy to implement and will:

- Reduce classroom disruptions and office referrals
- Improve classroom climate
- Increase student on-task behaviour
- Establish respectful and civil interactions

Teaching CHAMPS

In order for CHAMPS to be successful, students need **numerous** opportunities to practice what each expectation looks and sounds like. One easy way to do this is to have the students become actors and actresses. They can model examples and non-examples to show their friends. This provides them a fun way to learn expectations.

Once students have been taught what **CHAMPS** looks like, then before each “activity,” the expectations need to be explained. This can be done before whole group, before students are doing independent work, before transitions between activities, and before guided reading/guided math and work stations.

In addition to CHAMPS, it is important to also positively praise and reward (class points) as much as possible when students are demonstrating the expectations. By the same token, if students are not following the expectations, then teachers need to follow through with their classroom management system.

What CHAMPS Looks Like

If you are teaching whole group, then **CHAMPS** expectations would be the following:

- **Conversation:** Silent
- **Help:** Raise your hand
- **Activity:** Do your own work
- **Movement:** Stay seated
- **Participation:** Independent

If you are doing guided reading, and are working with a small group but students are at work stations, then **CHAMPS** expectations would be the following:

- **Conversation:** Partner voice
- **Help:** Ask a friend
- **Activity:** Do your own work
- **Movement:** Responsible movement
- **Participation:** Work with a partner

The expectation can change per each lesson.

The key to **CHAMPS** is that expectations are explained **before** the activity begins. In addition, through modelling and practice, responsible school behaviors have been taught. Many times, it may feel like we are a broken record. However, the students will clearly understand our expectations, and we can spend more time learning!

Ambassadors Behaviour Booklet for Parents and Students

The Key Principles

The key principles are:

- Treat other people and their property with respect and consideration
- Take responsibility for your own learning, progress and behaviour
- Behave in a manner which allows other students to enjoy their educational experiences at AHS
- Develop the AHS community so that all members feel happy, safe and successful

Objectives

- To encourage positive behaviour, with all students and adults working to agreed standards
- To set expectations that all students will be encouraged to learn the social emotional and behavioural
- Skills required for citizenship
- To maintain a school environment where students are encouraged to behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

Broad Guidelines for Behaviour and Discipline:

1. Every teacher will accept responsibility for high standards of discipline in the classroom and within the school environment.
2. Every student will accept responsibility for high standards of behaviour.
3. All staff will be consistent in their approach to discipline and behaviour and work within the framework of the 'Getting It Right' policy.
4. Every student will be made aware by their teachers and their tutors of the Code of Behaviour and the school's high standards.
5. The consequences of ignoring the 'Getting It Right' system will be clearly explained to students.
6. The Head teacher alone has the right to exclude students and to decide whether the exclusion is to be held on or off the school premises.

Rewards:

- **Daily points**
- **Student of the week**
- **Student of the month**
- **Certificates sent home**
- **Praised for their good behaviour**
- **Occasional treats**
- **Coffee meetings**
- **Extra time on activities the children enjoy**
- **Trips arranged by the student of the month**
- **Head Teachers award**

Sanctions:

- **Time out of class with a thinking card given to reflect**
- **Warning card**
- **Written assignments given**
- **Put on behaviour plan**
- **Detention**
- **Meeting with parents**
- **If the behaviour persists it can lead to suspension**

Policy Date: August 2018

Review: August 2019



Warning Card



Date: _____

Student's Name: _____

Warning Card Number: _____

You have broken the following rule(s):

- Disrespecting the Teacher: _____
- Disrespecting a fellow student: _____
- Un cooperative attitude: _____
- Disruptive Behaviour: _____
- Unprepared: _____
- Outdoor manners: _____
- Dress Code: _____
- Other: _____

If you continue to make the choice to disturb the learning in your classroom you will:

- 1 or 2 warning card(s) they will receive an extra written assignment of 200 words for homework or detention.
- 3 warning cards and they will not be allowed on any school trips **(at this stage they will be put on school behaviour plan, this plan will continue until significant improvements in behaviour are observed.)**
- 4 warning cards they will be excluded from all fun base learning and projects.
- 5 Warning cards they will be expelled from the school with 2 assignments of 200 words to be done on the day.

So, choose wisely!!



Example of Assignments Given

Below are some examples of essays that will be given to your child to write if a Warning card is issued.

Late to Class

You are being disciplined for being late to class. Read this improvement lesson. The purpose of this lesson is to help you improve your behaviour.

Why Being Late to Class Is Wrong

When you are late to class, you are not being considerate of others. It is hard for your teacher to start teaching when everyone is not present.

Coming into class late also disturbs every one. Other students have to wait until you get your materials ready. Your teacher may have to tell you what page to turn to or what happened while you were not there.

By not being on time, you miss information that you might need later, and you disturb others.

Manners

Good manners are not only a natural expression of kindness and consideration; they are a passport to the affections of others. Did you ever notice how many popular girls and guys seem to have natural grace and polite manners? Not "people pleasing," but a warm approach and style when socialising or just being with friends.

Sloppy or rude manners don't lead to popularity. They just turn people away or turn them off. People still get judged by their manners. First impressions still count a lot. Since not everybody has time to get to know how wonderful you are underneath, chances are you will often be remembered by your manners instead.

Classroom Behaviour

Classroom behaviour is essential to creating a successful learning environment. Proper behaviour should be maintained throughout an entire school.

When students are in the hallways they are to walk in an orderly manner and speak in a low voice especially during class time. When traveling around the school, all students must walk, for safety reasons. Plus, no running is allowed in the hallways. When students are on school property, they are to respect other students, the school staff, and themselves.

Our school is a wonderful school. All those involved in the education process need to be reminded that education is a privilege not to be used! Teachers are here to teach, and students are here to learn. No one should be allowed to interfere with that process.

As students, we have a very high calling at our school, one that can be reached. We need to do our best to take advantage of the wonderful experience we have to learn. Learning is the most important thing in life, something that can be fun, but not to be taken lightly.

Learning from Mistakes

We usually take pride in being as accurate as we can with most things we do. It makes us feel good to be successful.

The school is a place where you can make mistakes and learn from those errors without suffering harsh penalties. Certain mistakes can be expected and therefore overcome rather easily. However, larger problems, such as breaking major school rules (like fighting) should not be viewed as acceptable. Corrections to such mistakes need to be made quickly by the student.

The real key is having the desire (motivation) to change the way you behave. After you decide that you want to improve, it helps to set several goals. Goals can help guide you toward meeting the new expectations that you have for yourself.

The best advice we can give you is to begin looking at what you can do to improve. Set some goals to help yourself bring about positive change.

Silliness

What Did I Do?

I was being annoying by acting silly.

How Does My Actions Affect the

Class?

When I clown around during a serious part of class, it distracts other members of the class. They have to stop learning and listen to the teacher deal with me. Other students are negatively affected by my actions. They want to learn, but it makes it harder to learn when I am clowning around.

How Do My Actions Affect Me?

By my silliness, I show how immaturely I can act. The teacher loses respect for me and has to treat me like a small child. I know I am not a small child, but I will get treated like one when I continue to be silly. The teacher might have to call my parents, and I could be punished.

What Should I Have Done?

I should keep my silly thoughts and actions to myself or tell a friend during lunch or after school.

What Will I Do Next Time?

I will stop annoying the class with my silliness. If I have trouble controlling my silliness, I will tell the teacher so we can resolve the problem.

School Behaviour Plan

When a student is placed on a school behaviour plan the following steps will be taken:

- Parents will be notified by a letter and then called in for a meeting.
- Student must sign a behaviour contract (see example attached)
- Daily student observation sheet will be filled in by all teachers (see example attached).
- The child will be counselled to help him/her improve their behaviour.
- A student will be taken off the behaviour once he/she show significant improvement in their behaviour.

Date: _____

Dear Parent/Guardian,

Your child, _____, violated one or more of the school rules in class today.

- ❖ Uncooperative attitude _____
- ❖ Disrespecting Teacher _____
- ❖ Disrespecting fellow students _____
- ❖ Disruptive behaviour _____
- ❖ Unprepared _____
- ❖ Out door Behaviour _____
- ❖ Dress code _____
- ❖ Other _____

Your child has previously been warned and counselled about his behaviour. All students have been given a copy of the school rules. In addition, student behaviour has been discussed in class. Despite these steps, your child displayed the described inappropriate behaviour.

Please sign below and write any comments you have on the back of the sheet. Have your child return this letter to school the following day. Failure to return a signed letter will result in further disciplinary action.

Should you have any questions concerning this or any other matter, please feel free to contact us during school hours at _____.

Student's Signature _____

Parent's Signature _____

Parent's Home Phone _____

Parent's Work Phone _____

