



American Academy Junior School

Behaviour Policy

Aims and Principles

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. The following are the underlying principles we wish to nurture throughout our school:

- Treat all members of the school community with consideration and respect
- Have an understanding of the difference between right and wrong
- Be polite, co-operative and friendly
- Understand the school has rules which must be followed for the safety of all
- Appreciate the school environment and respect the property of others
- Value other people, their work and their opinions
- Respect the culture and beliefs of others
- Treat others as they wish to be treated themselves

It is very important that rewards and sanctions experienced by our pupils are at all times consistent and fair.

Expectations

At the American Academy Junior School we expect every class teacher, teaching assistant and visiting staff to have highly effective and consistent behaviour management strategies.

It is expected that:

- Children will line up silently, walk around school calmly and sit in assembly appropriately
- Classrooms will have a calm, quiet and purposeful working environment with no low level disruption
- Children will work/play purposefully engaged with a clear understanding of what they are doing
- Children will be taught to tidy away equipment, resources, toys and leave the classroom as they found it
- Children will not call out in class or interrupt adults
- Transitions will be carefully managed to ensure children move around the school calmly
- Adults will always remain calm and will not shout or raise their voice
- Positive Behaviour Procedures will be used by all
- At all times notice and praise the good
- Model all expected behaviour, repeat until you have the desired outcome and never allow behaviour to slip, be insistent. Praise every time children achieve what you expect.
- Use non-verbal signals to stop the class e.g. a clapped rhythm, give me 5 hand in air
- Tell children you will ignore all calling out. Ignore anyone who calls out with an outstretched palm, take response and praise those with their hands up
- Model transitions around the classroom; line children up one at a time, send groups to work one group at a time, tables/groups to tidy away one group at a time
- Model how to tidy away, share, play, settle to work in terms of expectations and physical boundaries within the classroom
- Rewards

Each class has its own class rules, which are agreed at the beginning of each academic year by the class and their teacher. The content will enhance the principles above. Teachers have different ways of doing this, according to the age of the children e.g. stickers, star of the day/week, behaviour certificates.

Whole class rewards may be given such as a Golden Time.

We have a whole school certificate achievement system where each child can realise different awards for demonstration of specific skills and behaviours. These are collected in each child's portfolio.

Procedures for dealing with Unacceptable Behaviour

Whilst we aim to always reward positive behaviour, we acknowledge that there will be times when we have to deal with behaviour that is unacceptable.

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way.

It is important take time to find out exactly what has happened
Staff will deal with poor behaviour calmly and never shout
Child will be asked 'What did you do?' so the child will have chance to have their say
e.g. 'is there anything you want to say about this behaviour or the incident?' and then
should be asked 'What should you have done? What will you do in future?'
Staff may 'mirror' child's behaviour to show them what it looks like, with their
permission.
It is important to only refer to the original problem rather to get into an argument over
for example how the child is standing.
Calm down time is important. Problems can only be dealt with once the child is calm.

Disruptive Behaviour

The Yellow & Red Card System

We promote positive re enforcement.

However, where behaviour is consistently or unexpectedly selfish in that it
endangers others in the school community or prevents learning or safe social play
taking place, consequences have to be faced. This is a whole school-home
responsibility and procedures will be carried out as follows:

Pupils are reminded of the school community rules at the beginning of the school
year and at intervals thereafter, especially when an incident has recently taken
place. In this way pupils are regularly and strategically kept informed of the criteria
by which we behave as conscientious and responsible members of the school
community.

Failure to uphold these criteria results in

- A verbal warning and a reminder of the rule(s) being broken.

Persistence will result in a Yellow Card being issued by the teacher or teaching
assistant. This should be left on the desk during the lesson(s) and then placed in the
register whenever the class moves round.

At 2nd recess the pupil must take the card and report to:

- Ms Charalambous (Yrs 4, 5 & 6)
- Ms Chaili (Yrs 2 & 3)
- Nursery and PJ & G1 will run a parallel system, but internally, reporting to Ms
Stephanie or Ms Christa.

The appropriate Team leader for the year group will make a note of the yellow card
on a class list and will also issue the consequence which will be a form of
'Community Service' and will also say for how long the 'Community Service' will run.
This will depend on the nature of the misdemeanor and the frequency/number of
offences. It will be at the discretion of the Team Leader. This will also be recorded
on the class list.

All staff should let the Team Leaders know of any 'Community Service' that needs to
be done around school or in specific classrooms (i.e. sharpening pencils, tidying the
hall/PE shed/pigeon holes/weeding/litter picking etc.) These tasks will be allocated
during a recess.

In Years 2- 6 the pupil will also be given a 'Reflection Sheet' to complete at home,
about why the card has been issued, why the behaviour is unacceptable and how it

has affected the learning/play/safety and happiness of the rest of the class/school community. These will be added to the Portfolio.

In the case that there are 3 yellow cards issued to the same pupil in a term this will amount to a red card (as will extreme behaviour of disrespect, deliberate defiance or endangering others in the School community and/or making (an) others feel exceptionally uncomfortable). In this case there will also be a phone call home to parents to inform them of the inappropriate behaviour(s) and notify them of the next set of consequences. This could be an internal or external suspension. It will be at the discretion of the Head teacher/ Team Leader. The phone call will be the responsibility of the Headteacher

All staff will need to have a set of yellow/ red cards.

If a card is issued at play time the pupil must stop playing and sit on the bench until the end of recess. He/She then takes the card to class and puts it on his/her desk. In the case that the card is issued at 2nd recess the pupil will present it to the Team Leader the next day at 2nd recess and it will stay with him/her on their desk throughout the following morning until the 2nd recess when it will be dealt with following the above procedures.

Bullying

Bullying is a persistent, deliberate attempt to hurt or humiliate someone, physically or psychologically, over a period of time. We consider bullying unacceptable and we will also take racial harassment very seriously. Our personal, social and health education programme includes work on self-esteem, assertiveness, respect for self and others, and teaches that differences should be accepted. We have trained staff who can help children with low self-esteem who may be more likely to be bullied than other children.

We encourage children to tell someone if they are being bullied –Pastoral Leader, a friend, a class friend, a teacher or other staff members, a parent or other adults – so that intervention can take place. Each class has a worry box so that children can report any issues.

Good behaviour in school, like so many other things, is not automatic and has to be worked at by all staff in school. We appreciate the good support that we receive in this respect from parents. We believe that positive behaviour is best achieved when parents and staff work closely together.