

Behaviour guidelines

In Amity International School we follow a positive behaviour policy

Behaviour Management:

- All staff within the school **use kindness, encouraging language, praise and positive reinforcement** both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. Strategies agreed are applied by all as consistency is the key.
 - There is a need to **focus on positive** rather than negative behaviour
 - Staff should model the behaviour they want to see and praise specific behaviours frequently.
 - Reward positive behaviour with attention and positive specific **praise/stickers/stamps/Dojo points**
 - Use positive reinforcement whenever possible – give DOJO points frequently! Children can ‘spend’ their DoJo points by choosing from their class ‘shopping list’.
 - Teachers give **star of the week (SOTW)** to encourage children to perform and behave to the highest level within the class and in specialist lessons. The SOTW who has displayed “exemplary effort” will be given the class mascot to take home. They will record in a diary their adventures with the mascot and share with their peers the following week. SOTWs will be announced in assembly each week.
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- All classes have an Amity Ship which is used as a visual reminder. All children begin the day on the ship, represented by their photograph.

If a child is not following the expected behaviour:

- Non-verbal warning (look, raised eyebrow, gesture, try proximity praise)
 - Verbal warning
 - Move to the ‘rope’, as an extra warning/reminder
 - If the child persists with the negative behaviour, move to the ‘thinking hut’
 - If a child reaches the thinking hut, they need to complete a think sheet
 - If behaviour persists, use a timeout in the YG Leaders room
 - If the behaviour continues, please contact AHT
 - If necessary escalate to DH
 - If necessary escalate to HoD
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- Individual pupils may have behaviour targets/behaviour chart/book to work towards which have an appropriate reward when the target has been achieved. These targets should also be supported at home.

Any serious behaviour issues (bullying, physical assaults, racist remarks, repeated low level behaviour) – please report to the Deputy Head. If in doubt – please ask for advice AHT/DH.

Unsatisfactory behaviour:

Examples of behaviours that should be referred to the School Counsellor /Leadership Team include:

- Persistent fighting
- Suspicions of bullying – physical and/or emotional
- Suspicions of theft
- Graffiti and damage to school property
- Persistent use of bad language after being admonished by teacher or other staff
- Persistent defiance
- Aggression/violent behaviour
- Inappropriate gestures
- Racism
- Offensive cultural or religious comments, anti-islamic statements (See ADEK policies for further support in this)

Record any persistent or serious behaviour issues on sims in the managing behaviour section

Important information to consider:

- Encourage, praise and positively reinforce good relationships, behaviours and work.
- Remain calm and avoid shouting at children.
- Avoid telling a child off publicly.
- Avoid physical contact with children that they do not initiate.
- Aim to be good role models - punctual, well prepared, organised, polite and courteous.
- Support each other in addressing an individual child's behaviour needs and the needs of the whole school.
- Challenge all conduct involving bullying or harassment.
- Avoid whole-group sanctions that punish the innocent as well as the guilty wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay at break to complete it. This will not be the case where pupils have been unable to complete work because of other difficulties. This will be addressed through additional support for learning).
- Ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used).
- Always link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.
- **Consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of additional learning need; this includes consideration of whether the pupil is not being set challenging enough work and is bored.**
- Consider why a child may be behaving in a certain way – try to 'look behind' the behaviour to 'unpick it'. Please ask for support from the Inclusion Team/School Counsellor if necessary.
- Try to identify when behaviour problems are likely to arise and, where possible, try to divert or modify the pupil's behaviour before there is a need to discipline them.
- Communicate positive and negative aspects of a child's behaviour to parents.

- Alert parents immediately if serious behaviour problems occur.
- Avoid sending a child to work outside the classroom.
- NEVER use corporal punishment, yelling or angry gestures.

(Please refer to the Student Behaviour and Expulsion Policy for managing behaviour for further details)