

Promoting Positive Pupil Behaviour Policy

2022 - 2023

Next review date: August 2023



This policy has been read and adopted by AAESS Board of Directors and Executive Principal:

Signed:



For and on behalf of AAESS Board of Directors

Date: August 2022

Signed:



Mr Andrew Thomas, Executive Principal

Date: August 2022

The School believes that good behaviour and discipline are essential to successful learning and teaching. It aims to encourage respect for others; offer appropriate rewards and sanctions; enter into meaningful partnerships with parents and external agencies; and address the issues of truancy, racism, bullying, harassment and equality of opportunity for all.

The Ethos and aims of the School are:

ACHIEVING EXCELLENCE
We are a caring and multicultural community
We enable all individuals to realise their potential in a dynamic and innovative learning environment
We value enquiry, perseverance and reflection
We treat one another with respect and integrity while learning together
We enable individuals to become responsible and enterprising global citizens.

Classroom Expectations

The Code of Conduct is the basis of expectations of pupils in the School. The following is a supplement to ensure all staff are aware of what is acceptable.

1. Staff are asked to be at the classroom before their pupils arrive whenever possible.
2. Pupils should be on time for lessons; lateness should be checked with the pupil at an appropriate time during the lesson.
3. Pupils should be orderly when waiting to enter a classroom; staff passing through corridors should expect pupils waiting for another teacher to be behaving appropriately and intervene if necessary.
4. Pupils should be greeted as they enter a classroom, doing so in an appropriate, orderly manner, ready for learning, removing coats, etc and getting out their equipment for the lesson. There should be silence for the teacher to take the Register and introduce the lesson.
5. There is an expectation that all staff will take a Register in every lesson and in silence.
6. Staff are asked to get to know every pupil's name they teach as quickly as possible. Seating plans can be implemented where deemed necessary.
7. Staff should remind pupils to stand up when a visitor enters their classroom and explain to them why this is expected.
8. Whenever possible, praise and encouragement should be used: ranging from lots of verbal praise, Praise Points awarded, Postcards home etc. Reference to the rewards poster during lessons may be helpful. Many of our pupils live with constant confrontation.

9. Dealing with Discipline:
 - Quiet word on a one – to – one basis, a chance to put matters right.
 - Follow the “Consequences” procedure: C1, C2, C3 – Time Out referral.
10. Inappropriate language is not acceptable either pupil to pupil or pupil to staff and should not be tolerated.
11. It is not acceptable for pupils to push each other, trip each other up or interfere with other pupils’ property and should not be tolerated.
12. Lessons should have an orderly finish with pupils listening to the teacher concluding the lesson (see Lesson Observation Guidance).
13. Pupils should leave the classroom in an orderly fashion with staff seeing them out into the corridor where possible.

Time Out Room

The School has a very clear policy on behaviour and the use of the ‘C’ system. In addition to the traditional forms of discipline as outlined above the School runs a Positive Time Out room.

Procedures for the Time Out room

- When a pupil breaks one of the five Classroom Rules, his/her name will be placed on the board or the child will have verbal recognition of C1 for a first offence, C2 for a second.
- If a pupil infringes for a third time, they will need to be sent to the Time Out room. At this point a Time Out Room Report Form (Appendix A) must be submitted by staff having identified the rules that have been broken (A – E) or a written comment for a serious incident. It is important that this is done, as there is less chance of having confrontation about why they have been sent to the Centre and staff will be able to settle them more quickly and effectively.
- If the student refuses to leave, send a responsible pupil to SLT to inform staff that a child needs collecting.
- For a serious incident (violent assault, swearing at a teacher etc.) pupils are to come to the Time Out Room immediately. Staff should inform Time Out staff of the seriousness of the incident.
- Staff can send pupils to the Time Out Room at any time during the lesson, right up to the bell, but please do not send them at the beginning of a lesson for something that happened in a previous lesson, and please do not carry C1s and C2s over from one lesson to another. Every new lesson should be a new start.
- The school will take into consideration before taking any disciplinary action against a student with special needs or special educational needs of individual students and plan.
- Students with special educational needs will not be subject to more severe consequences than those imposed on the rest of the students, for comparable violations.
- The school will conduct a policy without discrimination between students with disabilities and other students.

Rewards and Sanctions

The School has a set of rewards and sanctions which can be used by all teaching and support staff.

Rewards

- Personal approval and praise by the teacher.
- Assembly announcement, i.e. public praise/congratulations.
- Prefect status.
- House point.
- School council Representative / Form Representative.
- Letter of commendation to parents.
- Sending to the Head of School, Deputy Principal or Principal for praise.
- Annual Trophies.
- Annual Certificates.
- Trophies/medals - sporting – Inter-form.
- Representing the School.
- Display of work in Rooms/School.
- Student of the week (Primary)
- Student of the month (Secondary)

Sanctions

All staff in the School are urged to ensure the sanction used fits the misdemeanour, and that it is a purposeful way of making amends. Parents should always be informed of incidents which are of a serious nature to enlist their help in ensuring the future good conduct of their son or daughter. This should always be with the full knowledge of the Head of Year.

Sanctions currently available in the School are as follows:

THE USE OF LINES IS NOT ACCEPTABLE IN ANY CIRCUMSTANCES

- Mentoring
- Verbal reprimand.
- Extra work.
- Completion of task, eg community service, tidying room/hall etc.
- Cool off for a few minutes outside the classroom door (within sight of the teacher. Pupils should not be outside a teacher's direct supervision for excessive periods of time – beyond 5 minutes, and should not be outside in bad weather.)
- Letter home to Parent/Guardian in conjunction with the Head of Year.

- On Report (behaviour monitoring/work monitoring/attendance.)
- Detention during break and/or lunch time
- Detention after School
- Internal Exclusion

Please note statutory requirements the giving of prior notice for after-school detentions

For more serious incidents:

- Fixed Term Exclusions
- Permanent Exclusions

Parents to be involved at all of these stages

Recording Rewards and Sanctions

Pupils and students should always be encouraged to record a commendation in their planner. This may be generated by the School e.g. a letter of congratulation or a certificate.

Pupils who are performing well in class, are particularly helpful, supportive or caring should be commended by the House Point System.

In the 6th Form, special award ties may be given for excellence.

Time Out Room

The School runs a Time Out room. At the heart of this initiative is the belief “actions lead to consequences”. The staff in the Time Out room keep a record of visits and reason which will then be transferred to a pupil’s file. These files are maintained by the year leader.

Detentions

The School uses a range of detentions: break time and lunchtime. When using break time or lunchtime detentions as a sanction, staff should ensure pupils must have reasonable time to visit the toilet and eat their lunch.

Persistent Offenders

A persistent offender is a pupil who constantly repeats unacceptable behaviour after counselling; support mechanisms and sanctions have failed to modify behaviour. A persistent offender is a pupil who is unable to conform to the normal accepted standards of behaviour, who is unable to work and unable to allow others to work in the School community.

We must be mindful of the difficulties that the offenders themselves experience and seek to allow the time and help to understand their actions and how to rectify these. We must also make our concern the group of pupils who are adversely affected by the behaviour of the persistent offender. Where the needs of the two groups (offenders / peers) cannot be resolved where both are present in the same classroom we must take steps to resolve the difficulties to the benefit of the majority.

The problem and difficulties encountered by the persistent offender will have been well documented before the stage of persistent offender has been reached.

Initial sanctions will have been tried; parents will be well informed of the problems and possibly outside agencies explored if agreed upon. Failure to effect an improvement over the period of a school term will lead to strategies being employed specifically for persistently disruptive pupils. This will involve some or all of the following:

Staged approach for dealing with Willful or Persistent Misconduct

Students should be given appropriate guidance and opportunities to identify the motivation and purposes behind their actions and to rectify any negative behaviours before disciplinary action (e.g. warnings, written notices) is taken. Student misconduct shall be dealt with as follows;

- Firstly the School shall provide counselling for the student, with a clear explanation, with reasons, of the changes in behaviour that are required of the student by the School.
- Next, the school will put in place a strategy, with the appropriate monitoring and support, to address and correct the students unacceptable behaviour
- If there is a need for further escalation of response, the School shall inform parents / Guardians by letter and hold a meeting or a series of meetings with them to agree to a reasonable joint home-school strategy. Parents / Guardians shall be required, at this stage, to sign an undertaking to support the agreed strategy.
- Should the student continue to behave unacceptably, the school may suspend the student temporarily from School for up to 5 days and shall issue to the student and his or her Parent / Guardian final warning
- In the final stage, if the student fails to modify his or her behaviour in accordance with the requirements of the school, the school may apply to the Council to transfer the student to another School or to permanently exclude the student concerned. In making an application to the Council, the School shall include evidence that all the stages have been followed.

Name of student		Initial	Date
3 Visits to the Time Out Room (Counselling stage). <i>Parents must be informed that if their child reaches 10 visits to the time out room the will be suspended.</i>			
Head of Year counsels student			
PSP	Completed with student and signed		
	Copy given to student		
	Emailed to parents		
	Copy filed in student file		
	Phone call to parents re. visits and the PSP.		
Notes from phone call / emails kept on file			
Tutor report 1 week if targets are consistently met			
4-6 Visits to the Time Out Room (Monitoring & support stage meeting). <i>Parents must be informed that if their child reaches 10 visits to the time out room they will be suspended.</i>			
Visit 4	ADEK Student behaviour letter 1 and AAESS letter 1 must be issued to the parent		
	Phone call to parents for meeting with HOY		
	PSP recapped with parents as part of the meeting		
	Home School Agreement filled out and signed by all		
	Both letters, PSP and home school agreement uploaded to Esis		
Visit 5, 1 day internal isolation (not in the TO room) organised with SLT			
HOY to liaise with HOD's if a number of the same lessons and possible group moves			
Social worker (always) referral form completed			
SENCO (if needed) referral form completed			
HOY report 2 weeks if targets are consistently met			



7-9 Visits to the Time Out Room (Continual unacceptable behaviour)			
<i>Parents must be informed that if their child reaches 10 visits to the time out room they will be suspended.</i>			
Visit 7	ADEK Student behaviour letter 2 and AAESS letter 2 must be issued to the parent		
	Arrange meeting with HOS		
	Re-cap the home school agreement and the way forward – lead by HOS		
	Both letters and recapped home school agreement uploaded to Esis		
Report SLT (head of K/S / HOS)			
10 visits & above to Time Out Room			
10th visit	Notice of suspension letter issued to the parent		
	Najwa informed – she will email ADEK.		
	Esis updated		
	Post suspension – return to school meeting		
Repeat misbehaviour after suspension may result in further suspensions	Notice of suspension letter issued to the parent		
	Najwa informed – she will email ADEK.		
	Esis updated		
	Post suspension – return to school meeting		
Persistent behaviour resulting in multiple suspensions will generate a meeting with the Principal agreed upon at school disciplinary meeting			
School may apply to ADEK to transfer the student to another school or possibly permanently exclude the student concerned.			
In making an application for transfer or removal, the school shall ensure that all the stages have been followed.			

WHAT SORT OF BEHAVIOUR IS DEEMED AS “UNACCEPTABLE”?

ADEC lists 3 misconduct levels to provide guidance;

Level 1 – Any behaviour that results in disruption of the teaching and learning environment, which may include, for example:

- Tardiness (lateness / unpunctuality)
- Unexplained absences
- Not bringing the necessary books and equipment to class
- Incorrect School uniform (including sports uniform)
- Disruptive behaviour in classrooms and in School
- Breaking School rules including in classrooms, hallways, playgrounds and buses
- Defying orders from School management staff
- Mocking others
- Disruptive behaviour on School buses (eg vandalising bus seats)

Level 2 – Any behaviour that results in severe disruption to the teaching and learning environment or that may cause harm to self or others and or property damage, which may include, for example:

- Skipping classes or School
- Sneaking into School after School hours without the presence of supervision
- Using abusive or inappropriate language toward peers and / or teachers
- Fighting with other students and / or bullying them
- Theft
- Vandalising School property or the property of others
- Using cell phones during School time without the School administration’s permission
- Possessing or viewing pornographic or other inappropriate material
- Cheating in exams or assignments
- Providing false documents (e.g forging Parents / Guardians signatures)
- Misuse or abuse of the School IT systems.

Level 3 – Any behaviour that results in physical danger to others or which violates applicable laws in the UAE, which may include, for example:

- Assaulting Teaching Faculty members, staff or members of the local community
- Distributing (or participating in the distribution of) pornographic material
- Wilful damage to, or destruction of, School and personal property
- Possessing or selling weapons or explosives
- Using or promoting illegal drugs or substances in violation of public order and morals
- Exchanging any inappropriate materials, such as letters or photos
- Committing major actions contradictory to public morals such as sexual assault.

Banned Disciplinary Actions

It is forbidden to use any of the following methods as disciplinary actions:

- All forms of physical punishment (see Policy (52)).
- Lowering or threatening to lower grades
- Group punishment for an individual's misconduct.
- Imposing more School work.
- Mocking or insulting the student in private or in public.
- Preventing the student from using washroom facilities or consuming food.

Behaviour that is regarded as serious breaches of the School's code of conduct and could lead to fixed term or permanent exclusions:

- Theft
- Physical assault
- Defiance of the requests from a member of staff
- Bullying
- Deliberate damage to property
- Refusal to comply with the sanctions of the school
- Obscene language towards members of staff
- Verbal abuse to another student, including obscenities and the use of offensive language
- Extortion and/or intimidation
- Bringing inappropriate items into the School (offensive weapons, drugs etc.)
- Inappropriate use of texts or the internet

Where there is persistent and continuing disruptive and uncooperative behaviour then the exclusion of a student may be the most appropriate option. It is therefore necessary to look at any additional support available that would help improve the student's behaviour.

The School has a range of strategies and support available both in school and from outside agencies to help students that are having behavioural problems

If a pupils' behaviour continues to be disruptive or if the pupil has received a fixed term exclusion the School seek permanent exclusion.

On Report

Pupils can be put on report for a range of reasons:

- to monitor punctuality and attendance
- to monitor behaviour
- to set targets for improvement.

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Pupils on report will have to see teaching staff at certain periods during the day and at the end of the day. Parents should always be informed of a pupil being put 'on report' and their help and support enlisted where possible. They should be encouraged to see and sign the report on a daily basis.

Home School Agreement

The School would wish to involve parents seeking their support in both the rewards and sanctions procedures of the School.

Letters home commending a pupil are to be encouraged.

Where pupils are finding it difficult to comply with the School's social objectives, parents should be informed at the earliest opportunity and encouraged to assist the School in promoting good conduct.

Contact with parents should always be undertaken with the full knowledge of the Head of Year.

Misbehaviour of Pupils outside the School

Pupils on a School trip, for example Geography Field Trip, to a location other than the School sites and under the supervision of School Staff, etc are subject to the School's Discipline and Behaviour Policy.

Confiscation of certain Items

School staff, as appropriate, will confiscate inappropriate items from a pupil where the item is interfering with the learning of the pupil or other pupils in the class or interfering with teaching. The confiscation of Mobile Telephones, Pen Knives, iPods, etc, must be undertaken with care, the items kept safely and securely and returned within a reasonable timeframe to the pupil or parent / carer. Consideration must be given regarding the necessity for the use of a Mobile Telephone at the end of the day. Staff confiscating an item from a pupil are liable for its safekeeping. It is recommended that items of value are locked away in a safe.

Use of Reasonable Force

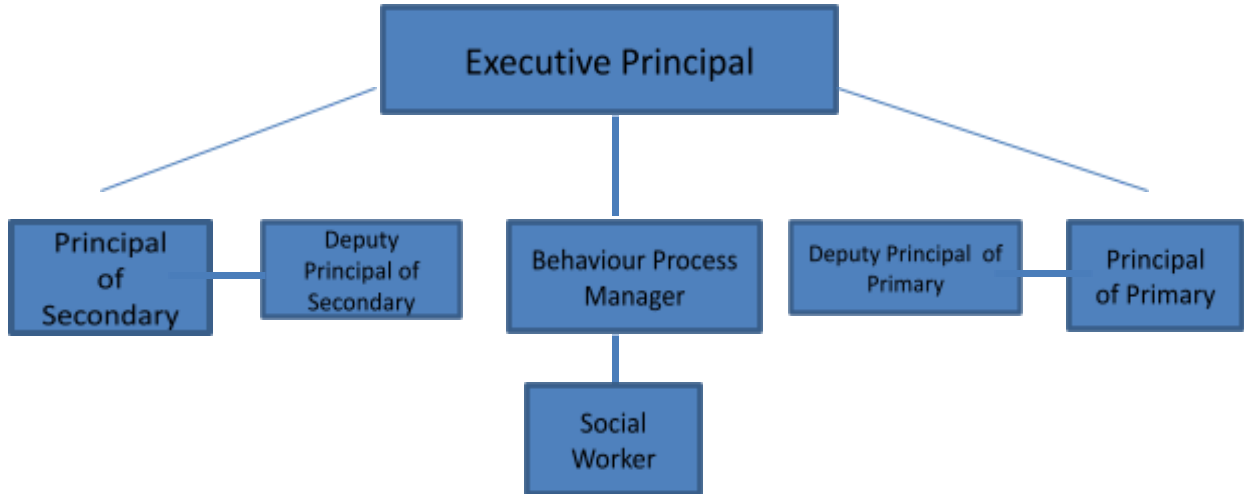
Whilst it is encouraged that staff do not make physical contact with pupils especially in an attempt to 'follow pupils' or physically bring them back, restraining a pupil in the following situations may be necessary and due care should be exercised:

- a) Stopping a pupil committing a criminal offence
- b) Stopping a pupil from causing injury.
- c) Stopping a pupil causing damage to property.
- d) Stopping a pupil from prejudicing good order and discipline.

Staff involved in using reasonable force for a significant incident must record it in writing and convey the information to the Principal. Corporal punishment is illegal and will be treated as such by the Principal and authorities.

This policy should be read in conjunction with the “Abu Dhabi Education and Knowledge Guidelines for Managing Student Behaviour in Abu Dhabi Schools” document, which provides additional details and guidance on all guiding principles mentioned in this policy. This can be found on the school website.

Disciplinary Committee



Members of Disciplinary Committee

Executive Principal – Andrew Thomas
Principal of Secondary – Zaheer Abass
Deputy Principal of Secondary – Rob Rudling
Social Worker – Nicholette Sigamoney
Behaviour Process Manager – Chris Ebbinkhusyen
Principal of Primary – Helen McCauley
Deputy Principal of Primary – Carolyn Bavister / Hannah Rudling

APPENDIX A

Time Out Report Form

Student Name:	
Tutor Group:	Subject:
Teacher:	Date:
	Time:

	Description	C1	C2	C3
A	Talking الكلام والتحدث خلال الحصة			
B	Inappropriate use of language استخدام اللغة بشكل غير لائق			
C	Rufusal to co-operate التعاون رفض			
D	Interfering with another student(s) learning تعطيل سير العملية التعليمية للطلاب الآخرين			
E	Late arrival to lesson الوصول متأخراً على الحصة			
F	Other غيرها			

If **F** please comment:

Time out room only:
(tick when complete)

Input on to SIMS	
Input on to Time Out Spreadsheet	

Lunctime detention attendance:	
Student	
Staff	

Visit 1 & 2 (Head of Department only) What strategies have you put in to place?			
Student report		Seating plan chance	
Detention		Missed work complete	
Intervention sheet updated			
Other:			
			Passed to Head of Year

Visit 3+ (Head of Year)			
Response to Time Out visit sheet updated		Chronology started / updated	
Other:			
			Visit Number:

Primary School

Positive Behaviour Policy

2022 - 2023

Next review date: August 2023

This policy has been read and adopted by AAESS Board of Directors and Principal:

Signed:



For and on behalf of AAESS Board of Directors

Date: August 2022

Signed:



Mr Andrew Thomas, Principal

Date: August 2022

Philosophy:

At AAESS we believe that positive behaviour is an essential condition for effective learning and teaching, and in particular in primary school. We also believe that Students and Staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our school and their individual needs. Our school places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe students learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of AAESS and ensuring the happiness and learning of every individual in our school. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, cultures, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our students to cooperate with one another and with the adults in school.

- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a student's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school.
- Monitoring student attendance and taking swift action where necessary.
- Constructive whole school planning
- Developing the voice of the child, through for example the School and Class Councils.
- Appreciating and following the agreed Code of Conduct.
- Encouraging our children to see themselves as part of a whole school and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.

At AAESS, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the students is seen and applied consistently and fairly.

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback-** Acknowledge/Approve/Affirm:
Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the student) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction-** tell the students what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues-** hands up, finger on the lips, the "look".
- **Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the student with a clear expectation that the student will comply.
- **Redirection-** repeat direction without being side tracked. Use thanks and take-up time, do not stand over students in a confrontational way.
- **Tactically ignore-** ignore any secondary behaviour if the student is compliant with the primary behaviour request e.g. if the student begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity-** move closer to a disruptive student
- **Distraction/ Diversion-** give an alternative task or activity to a disruptive student without highlighting the inappropriate behaviour.
- **Clear Expectations-** e.g. "When we go back into the classroom after break, I will give a point to those who go straight back to their task."
- **Where/ What-** "Where should you be?" (In my seat) What should you be doing? (My work).
- **Choices-** "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- **Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand-** a quiet word rather than a public confrontation.
- **Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the student, "Catch them being good".

The ways in which this school encourages respect for others:

1. Circle work – developing "language of feelings"
2. Role play
3. Sharing skills
4. Training children in conflict resolution skills – e.g. Playground Pals
5. Giving children responsibility e.g. School Parliament, House Captains
6. Praising children and letting them know they are all valued
7. Staff modelling the message in their interaction with each other and with other members of the school community.

Description of responsibilities for all the members of the school community:

Staff	Students	Parents
<ul style="list-style-type: none"> ● To lead by example ● To be consistent in dealing with children ● To encourage the aims and values of the school among the children ● To have high expectations of the children ● To meet the educational, social and behavioural needs of the children ● Behave in a professional manner ● Ensure lessons are well prepared ● Show interest and enthusiasm in students and their learning. ● Share behavioural concerns with parents ● Zero tolerance to evidence of bullying. 	<ul style="list-style-type: none"> ● To support and care for each other ● To respect each others property and work ● To listen to others and respect their opinions ● To take responsibility for their own actions and behaviour ● To do as instructed by all members of staff (teaching and non-teaching) ● To observe the school's Golden Rules ● Work hard in class. ● Be tolerant of one another and respect peers' differences in cultures. ● To be familiar with classroom rules and endeavour to adhere to them. ● To act and behave responsibly during break times. 	<ul style="list-style-type: none"> ● To be aware of our school's value and expectations ● To support the values and expectations of our school ● Make sure their child attends school regularly and punctually. ● Make sure their child is dressed appropriately for school and has any necessary equipment. ● Treat staff and other adults with courtesy and respect ● Discuss the school rules with their child. ● Talk to their child about their behaviour. ● Listen to their child's point of view whilst also considering the other side. ● Talk to their child's teacher if they are concerned about a behaviour issue. Talk to their child's teacher if the school is concerned about a behaviour issue.

AAESS Code of Conduct – The Golden Rules

At this school we will:

- Be gentle.
- Be kind and helpful.
- Try your best.
- Look after property.
- Listen to people
- Be honest.

Rewards

We at AAESS not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our Students learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Each teacher will have their own system of class rewards.

Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Certificates
- Written comments in books
- Sending the child to another teacher, Deputy Principal or Principal for praise.
- Special responsibility jobs for students e.g. House Captains and Vice Captains, School Counsellors etc.
- Award of special privileges e.g. Golden Time
- Star Charts
- Individual or Group Prizes
- House Points

Playground Buddies

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, Year 6 Students are encouraged to be a Playground Helper in the KS1 and Year 3 Playground. As a helper, Year 6 Students undertake various roles, playing positively with younger children.

Attendance Rewards

Monthly 100% attendance stickers and certificates at the end of the school year for 100% attendance.

House Points, House Captains and Vice Captains

AAESS has adopted a house points system which fosters a sense of belonging and identity in our school. Children are divided in to one of four Houses:

- Armstrong (blue)
- Stinnes (green)
- Thesigner (yellow)
- Cousteau (red)

House Points are awarded for range of behaviours including the following:

- Being Careful and kind
- Being polite and friendly
- Being helpful
- Being hardworking and try our best
- Being respectful and tolerant

House Points are totalled at the end of each term and students can use house points earned towards the purchasing of prizes/rewards at the House Point shop.

Children apply and are elected by their peers for the position of House Captains. These positions are seen as very important and special in our school which come with roles and responsibilities.

As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of student choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Classroom Management Plan
- Clarify with all stakeholders any areas of concern

The Classroom Management plan aims to help Students to make good choices in terms of their behaviour.

SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at AAESS recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the student they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Suspension and Expulsion of Students

In cases of persistent unacceptable behaviour (Level Three), and where the other sanctions /strategies listed above have been exhausted the child will be excluded. Initially, any exclusion will be for a temporary fixed term (normally a period of up to five days), and if necessary permanent

Unacceptable behaviour at this school (for the purpose of this policy 'school' means the school building, school grounds, school buses and when children are taking part in an educational visit). We divide unacceptable behaviour into three broad bands:

Level One: Misbehaviour that can be easily and quickly managed within a classroom environment by the class teacher. Dealt with within the class teacher's daily behaviour management approach and strategy.

Level Two: Persistent misbehaviour that can be effectively managed within the classroom environment. However, at this stage the class teachers inform / involve parents. Notification of other staff and HOY are informed. Classroom sanctions are implemented.

Level Three: Serious misbehaviour or persistent Level Two misbehaviour. Formal involvement of Head of School. Formal parent meeting. PSLT are informed, may get formally involved depending on contexts, circumstances etc. Name listed on behaviour log.

Level Four: Very serious misbehaviour or no improvements from previous level 3 behaviours. Formal involvement of PSLT. PSLT meet with parents. Internal and/or external sanctions may be implemented

Examples of unacceptable behaviour described but not limited to:

Level One	Level Two	Level Three	Level four
<p>Fidgeting, not on task</p> <p>Disrupting another child/chatting in class</p> <p>Distraction, interruption, answering back</p> <p>Not taking instruction</p> <p>Telling 'fibs'/getting others into trouble</p> <p>Minor verbal insults, minor bad language (eg. shut up)</p> <p>Irresponsible movement around the school classroom</p> <p>Irresponsible actions or behaviour</p> <p>Careless damage to property</p> <p>Playtime incident (first occurrence)</p> <p>Minor physical altercation</p> <p>Incorrect School uniform</p> <p>Attempting to take/remove someone's property without their permission.</p>	<p>Persistence of Level One transgressions</p> <p>Refusal to work/ Deliberate Incomplete tasks</p> <p>Deliberate damage of another child's piece of work</p> <p>Deliberate damage to property (first time)</p> <p>Removing/taking someone's property without their permission</p> <p>Telling lies or making purposefully false statements.</p> <p>Aggressive behaviour, direct verbal insults; use of bad language (1st incident)</p> <p>Continuous minor physical altercations</p> <p>Isolated incident of physically hurting someone (minor)</p> <p>Truancy / leaving class without permission</p> <p>Using cell phones during School time without the School permission</p> <p>Attempting to cheat in assignments</p> <p>Misuse or abuse of the School IT systems; inappropriate use of social media (minor)</p> <p>Disruptive behaviour on School buses (eg vandalising bus seats)</p>	<p>Persistence of Level Two transgressions</p> <p>Continuous disruptions of class activity</p> <p>Consistent damage to property</p> <p>Removing someone's property without their permission (2nd time)</p> <p>Incident/s of bullying</p> <p>Persistent bad language and verbal insults.</p> <p>Any racial, gender, cultural or ethnicity slurs (Once off)</p> <p>Fighting or incidents of physically hurting others (no or minor injuries)</p> <p>Abusive or threatening behaviour towards adults or children (physical or online)</p> <p>Any act, action, threatening behaviour that is considered unsafe and may have resulted in physical injury.</p> <p>Cheating in assignment/s</p> <p>Misuse or abuse of the School IT systems; inappropriate use of social media; such as insulting, threatening messages)</p> <p>Persistent disruptive behaviour on School buses (eg vandalising bus seats)</p> <p>Unsafe actions or behaviour on the school bus</p>	<p>No improvements or progress from previous level 3 behaviours; child continues to act and behave in an inappropriate manner.</p> <p>Serious incident of disruption of class activity or in classroom environment.</p> <p>Serious incident of purposeful damage to property or someone else's property</p> <p>Removing someone's property/intending to remove someone's property without their permission (3rd time)</p> <p>Repeated or serious incidents of bullying.</p> <p>Any racial, gender, cultural or ethnicity slurs (2nd time)</p> <p>Serious incident of physically hurting someone; such as fighting resulting in injury</p> <p>Persistent abusive or threatening behaviour towards adults or children (physical or online)</p> <p>Any act, action, behaviour that is considered unsafe and /or resulted in physical injury.</p>

Sanctions/Strategies

Level One	Level Two	Level Three	Level Four
<p>The look!</p> <p>Repositioning of children</p> <p>Reminder of class rules</p> <p>Peer reminder (used sensitively)</p> <p>Reminder of Code of Conduct – The Golden Rules</p> <p>Private discussion with the child.</p> <p>Classroom sanction/s</p>	<p>Teachers day-to-day behaviour management strategies.</p> <p>“Time out” in the classroom</p> <p>“Time out” in another (pre-arranged) classroom</p> <p>Loss of break time/s (in a supervised area)</p> <p>Loss of privileges/choice of activity (e.g. reduced Golden Time)</p> <p>Parents informed by class teacher, informal meeting, discussion with parents.</p> <p>HOY speaks to child</p> <p>Where incidents take place during outside play or lunchtime the child should remain with the teacher (as a ‘time out’) and the class teacher informed when the children go back into school.</p>	<p>Level Three action should be recorded by HOY and the class teacher informed of outcomes.</p> <p>Name recorded in Behaviour log</p> <p>Child placed on Behaviour report agreed involving school and parents</p> <p>Members of PSLT informed.</p> <p>Member of PSLT speaks to child</p> <p>HOY arranges a formal meeting with parents.</p> <p>Internal suspension with PSLT</p> <p>Parents may be invited into school for formal discussion with members of PSLT.</p> <p>Where incidents take place during outside play or lunchtime the child should remain with the teacher (as a ‘time out’) and the class teacher informed when the children go back into school. If the incident is of a severe nature and there is a risk to the safety of staff or Students then the teacher should take action to ensure the safety of the children and themselves and immediately request help from a line manager.</p>	<p>Level four actions should be recorded by PSLT</p> <p>Principal of Primary speaks to child and meets with parents</p> <p>Parents meeting with PSLT</p> <p>Name recorded in Behaviour log</p> <p>Behaviour contract with parents, supervised by HOY and monitored by PSLT</p> <p>Time Out</p> <p>Loss of privileges</p> <p>Exclusions: Internal (1 – 3 Days) External (1 – 5 Days) Expulsion: Only by Principal with ADEK approval</p>