

## Ambassador International Academy

### Behaviour for Learning Policy

Ambassador International Academy aims to provide a safe, secure and supportive environment where students can learn to the best of their ability and where teachers can deliver Quality First Teaching. The foundations of our approach to positive behaviour for learning are:

**RIGHTS** – all students have the right to learn and all staff the right to teach;

**RESPECT** – all members of the Ambassador community and visitors can expect to be respected at all times;

**RESPONSIBILITIES** – all members of the Ambassador community will work together to create a positive environment in which Quality First Teaching and outstanding learning take place.

#### Aims of the Behaviour for Learning Policy:

- To ensure that Ambassador is a safe and orderly environment that is conducive to learning;
- To ensure that the expectations of all members of the Ambassador community are clear;
- To ensure that behaviour management is consistently applied across all areas of the school;
- To celebrate and recognise successful learning behaviours and positive attitudes towards learning;
- To ensure that students are encouraged to increase their independence and self-discipline in order to allow them to accept responsibility for their own behaviour;
- To give clear support and guidance to students who demonstrate behaviours which may impact adversely on their learning; the learning of their peers and the delivery of their teachers.

### **Behaviour for Learning Foundations:**

<b>Foundation</b>	<b>Student</b>	<b>Staff</b>
Rights	Will understand that they have the right to learn and experience a positive education.	Will understand that they have the right to provide Quality First Teaching without lessons being disrupted by low-level behaviours.
Respect	Will be encouraged to develop self-respect through high expectations and the recognition of successes.	Will strive to deliver Quality First Teaching that reinforces high expectations to support the needs of their students.
Responsibilities	Will ensure that they focus consistently on their learning.	Will deliver high quality teaching to all students.

### **The Behaviour for Learning Foundations will be Embedded Through:**

- Staff modelling the skills and abilities directly during all interactions with students;
- Clearly communicated and well-understood boundaries for student behaviour;
- Providing opportunities for student voice to be shared;
- Showing respect for and an understanding of the needs of all students;
- Providing informative feedback to pupils which informs progress;
- Reinforcement of expectations across all subjects, in homeroom time, through weekly assemblies and during movement around the school site.

At Ambassador International Academy, we expect that all students will show a commitment to their learning and demonstrate a positive attitude to all lessons. In order to be a successful learner, we believe that students should be:

Ready for Learning	Resourceful
<p>Students who are <i>ready for learning</i> are:</p> <ul style="list-style-type: none"> <li>• Punctual;</li> <li>• Equipped for learning;</li> <li>• Motivated;</li> <li>• Positive;</li> <li>• Prepared to take risks in learning;</li> <li>• Curious.</li> </ul>	<p>Students who are <i>resourceful</i> are:</p> <ul style="list-style-type: none"> <li>• Able to work collaboratively;</li> <li>• Able to transfer skills across subjects and learning areas;</li> <li>• Creative;</li> <li>• Able to find and use information independently;</li> <li>• Able to develop new skills.</li> </ul>
Resilient	Responsible
<p>Students who are <i>resilient</i> will:</p> <ul style="list-style-type: none"> <li>• Not give up;</li> <li>• Demonstrate a positive attitude;</li> <li>• Meet and overcome challenges;</li> <li>• Develop and embed different strategies to achieve their goals and targets.</li> </ul>	<p>Students who are responsible are:</p> <ul style="list-style-type: none"> <li>• Able to work independently;</li> <li>• Able to understand how they learn;</li> <li>• Able to listen carefully to and show empathy for others;</li> <li>• Able to take ownership.</li> </ul>
Reflective	Reasoning
<p>Students who are <i>reflective</i> will:</p> <ul style="list-style-type: none"> <li>• Peer and self-assess;</li> <li>• Review and learn from the mistakes of themselves and others;</li> <li>• Ask questions that develop their learning and understanding;</li> <li>• Learn from and act upon the advice offered.</li> </ul>	<p>Students with reasoning skills are:</p> <ul style="list-style-type: none"> <li>• Able to consider and listen to a wide range of opinions;</li> <li>• Able to use verbal and non-verbal skills to communicate effectively;</li> <li>• Able to listen to and respond appropriately to advice that is given.</li> </ul>

## **Code of Conduct**

Experience demonstrates that students feel that a code of conduct is an important document which links to and works alongside the skills of successful learners as referenced above.

### **Key principles:**

- Everyone will be polite to each other;
- I will follow all instructions and requests from staff without arguing;
- I will behave well in all lessons so that everyone can learn and the teacher can teach;
- I will wear the correct uniform everyday;
- I will arrive at registration and all lessons on time and ensure I have all the correct equipment;
- I will walk and not run, inside the buildings;
- I will take care of the school building, furniture and grounds;
- I will treat others as I would want them to treat me;
- Eating and drinking can only take place at break and lunchtimes (unless it is water in a lesson);
- I will travel to and from school sensibly.

## **Roles and Responsibilities**

The role of the *teaching staff* in ensuring that this behaviour policy works:

- Arrive on time and be ready to welcome the class into the learning environment;
- Plan appropriate, engaging and challenging work;
- Respect the individual students and be aware of their specific needs;
- Create and provide a stimulating learning environment;
- Model best practice;
- Whenever possible, promptly mark work providing constructive feedback and opportunities to act upon this feedback (in line with department policy);
- Recognise positive learning behaviours;
- Provide and reinforce firm boundaries and clear instructions.

The role of *support staff* in ensuring that this behaviour policy works:

- Support in any way they can to contribute to a settled and meaningful learning environment both in and outside of the classroom;
- Liaise with and take their lead from teaching staff regarding pupil learning/behaviour needs and strategies;
- Work with individuals as/when required/directed;
- Work towards developing positive relationships between teachers and other non-teaching staff;
- Work towards developing an appropriate learning environment both in and outside the classroom;
- Support and reinforce teacher expectations of student behaviour and conduct in class and around the school site.

The role of *parents* in ensuring that this behaviour policy works:

- Support school by being receptive to school-led communication but also initiating communication where necessary;
- Encourage attendance which is in-line with the school target of 97% and positive behaviour at all times;
- Support the schools extended learning policy;
- Keep school informed of any important information or change in circumstance;
- Assist students in being ready and equipped for learning every day;
- Attend all consultation evenings and act upon information provided.

The role of the home room teacher in ensuring that this behaviour policy works:

- Check uniform and equipment daily in form and refer to home as necessary;
- Mark the register each morning according to the attendance policy;
- Display, share and discuss student notices daily;
- Ensure all correspondence is sent out promptly and returned to school.

## Rewards and Recognition to Promote Positive Behaviour at Ambassador International Academy

Type	Frequenc
Verbal Praise	As often as merited during the school day.
Non-Verbal positive feedback	As often as merited.
Effort charts	As deemed relevant by Homeroom teachers/ pastoral teams.
Communication with home	As decided by departments.
Recognition points	As often as merited in-line with the recognition
Recognition Champions	Each half semester as shown by recognition points achieved.

Alongside the above rewards and recognition strategies, it is expected that members of staff will use a variety of different and appropriate systems based on encouraging and rewarding the specific group being taught. These systems may feed into the whole-school policy; but it is important that they do not devalue the whole-school policy.

## Strategies to Promote Positive Behaviour at Ambassador International Academy

Strategy	Description
Raising the profile of and embedding students' responsibility across the whole school.	All students will understand their roles and responsibilities in ensuring that Ambassador International Academy is a positive and successful learning environment.
Communication.	When communicating with students or parents, an emotionally intelligent approach is essential to ensure that all issues can be resolved successfully.

Mutual Support system.	When required, a student may be removed from a lesson to ensure that the learning can continue in a classroom. Time will then be made for the students to reflect on their behaviour alongside discussions with the member of staff from whose lesson they were removed and to catch up on lost learning.
Pastoral support.	Referrals can be made for individual students to offer support and promote positive changes in behaviour to a range of external agencies, positive behaviour programmes, parental support meetings and progress monitoring systems.
Monitoring report systems.	A range of reports are available to support improved behaviour, attendance, uniform, appearance and readiness for learning. Students can be placed on report with their home room teacher, Head of Year of Early Years or Head of Primary.
Personalised Learning.	Students can be referred via their teacher to a period of personalised learning if their behaviour does not meet the standards required either within lessons or during lesson changeovers / unsupervised periods.

Managed Move.	Where behaviour is persistently disruptive and the in-school strategies have been implemented without success, students may, with the support of their parents, be subject to a managed move which provides students with the opportunity of a fresh start.
Alternative Provision.	Where a student is unable to successfully engage with the requirements of a mainstream curriculum, they may be offered an alternative curriculum in the form of a bespoke timetable with work completed in the Personalised Learning Centre or via Alternative Curriculum Providers.
Fixed Term / Permanent Exclusions.	In extreme situations, certain behaviours or persistent unacceptable behaviours may lead to a student being excluded for a fixed term or permanently. All exclusions comply with strict KHDA requirements.

### **Strategies to Deal with Unacceptable Behaviour**

It is the responsibility of all members of staff in school to challenge unacceptable behaviour and attempt to resolve it. Within the classroom, staff should take the appropriate action when dealing with incidents of unacceptable behaviour, so that the situation is controlled and can be resolved. If the action taken does not resolve or bring about improvement, support is available through the chain of referral.

### **Communicating with students – Emotional Intelligence**

Whether in the classroom, corridors or during unsupervised time, we all need the skills to communicate effectively which will lead to successful working. To do this effectively, staff need to be Emotionally Intelligent (that is to say that they will recognise that social and emotional factors play a crucial role in learning). In addition, we should all ensure that



personal issues do not impact on the way in which we work with others and that we take the feelings of others into account. In practical terms this means the ability to empathise, control impulsive reactions, listen actively to the perspectives of others and be persisted, consistent and positive in seeking solutions and compromise.

### **Communication with Parents**

Teachers should communicate directly with parents as soon as concerns arise related to performance in a subject in order to ensure that a swift resolution can be found. The basic content of the call and any follow up actions should be recorded and, where possible, sent to the relevant leader. Persistent problems with a pupil should be brought to the attention of either the Head of Early Years or Head of Primary as soon as possible.

### **Withdrawal of a Student via the Mutual Support System**

The Mutual Support system is there to allow learning to place in a learning environment for the majority of pupils and also allows the teacher to teach without being interrupted. It does not replace the normal chain of referral; nor does it preclude the need for follow-up action by the homeroom teacher.

If initial strategies are unsuccessful in moderating the behaviour of a student, then the teacher should give a clear warning that the student will be removed from the learning environment unless they improve their behaviour. If a student continues to demonstrate unacceptable behaviour then the member of staff should send a message to the school Reception for the Mutual Support system to be put into operation. At this point a senior member of staff will be notified and the student will be removed from the learning environment and placed in an area where they can be supervised for the remainder of that lesson.

In addition, the member of staff who had the student removed from the lesson, will be invited to attend and discuss the behaviour with the student to ensure the situation is resolved before the next lesson. These reflection times will be communicated to the student's parents via telephone and with a letter.

## **Referral to the Pastoral Support Team**

The Pastoral system is supported by non-teaching who have expertise to assist students with emotional and / or behavioural difficulties.

Types of referral:

- For any student who is withdrawn from a lesson during the school day via the Mutual Support system, by the appropriate member of the administration staff;
- Incidents of poor behaviour can be referred for investigation and follow-up;
- Any students who are displaying signs of emotional tension which is impacting on behaviour and achievement can be referred for advice and support;
- Issues with uniform, readiness for learning and attendance can be followed up for improvement;
- Parents can contact the pastoral support team for advice and to request support for their child.

Pastoral Support staff may:

- Monitor improvements in student's behaviour via lesson reports;
- Discuss progress of referred individuals with teachers and parents;
- Make referrals to outside agencies;
- Meet with outside agencies involved with individual students to track progress and assist with integration into school life;
- Make contact with parents and meet with them to ensure that appropriate support is in place;
- Be involved with and organise activities to support positive behaviour with individuals and groups of students, staff and outside agencies.

## **Monitoring Report Systems**

Students who are not responding to a range of strategies to support positive behaviour can be placed on monitoring report with appropriate, individualised targets set. There are a variety of reports and levels of report used within school. Students on a monitoring report will be seen by the named member of staff at agreed times during the day to check their progress and further action, if required, will be taken by the named member of staff.

<b>Types of report include:</b>	<b>Levels of report:</b>
Behaviour monitoring	Homeroom teacher
Attendance	Pastoral Support
Punctuality	Head of Early Years
Truancy	Head of Primary
Uniform	
Equipment	
Extended Learning	

### **Pastoral Support Plans (PSPs)**

The Pastoral Support Plan is a school document which can be created alongside students and parents with the aim of ensuring positive behaviour from individual students. These documents can have a variety of focuses (behaviour, attendance, progress, etc.) and will be generated and monitored by the Leadership Team.

Once in place, a PSP will be shared with staff and parents and reviewed at intervals throughout the academic year.

### **Counselling**

The school Counselling Service supports the emotional health of students that underpins academic achievement and facilitates the building and management of helpful relationships in the school environment. Counselling is about helping students to work things out for themselves, making decisions and choices and helping them to look at issues differently.

Ambassador International Academy has a school counsellor based in school everyday.

Referral to the service is via the Homeroom Teacher. Requests for referral can be made by students themselves, teaching staff, support staff, parents or carers to the appropriate.

The Counsellor sends appointment slips to pupils via Pastoral Administration supports.

Appointment times for pupils can be rotated to avoid interrupting the same subject lesson on a regular basis. The Counsellor – Student consultation is confidential, and this includes not discussing the work with parents unless the young person requests or gives consent for this.

However, if a student appears to be at risk of significant harm it may be appropriate to seek help from other agencies to keep them safe. The Counsellor would discuss this first with the student concerned.

Issues for staff to be aware of when considering referring a student for counselling:

- Standard of work dropping dramatically;
- Becoming subdued or over excited; marked mood swings; behaviour that is 'out of character';
- School refusal;
- Those who show bullying behaviours and those who experience bullying behaviour;
- Are known or who are suspected to have been sexually, physically or emotionally abused;
- Have difficulties due to family breakdown;
- Peer group or relationship difficulties;
- Have been bereaved or suffered loss or separation;
- Low self-esteem;
- Self-harm;
- Misuse of alcohol or drugs.

### **Fixed-Term and Permanent Exclusions**

Serious incidents will be referred to the KHDA and could result in a fixed or permanent term exclusion. Serious incidents are always dealt with by the Principal, Head of Primary and Head of Early Years.

### **Roles and Responsibilities**

Staff will never touch a student unless a student was physically harming another and that student was in danger.

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils;

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury;
- 'Reasonable in the circumstances' means using no more force than is needed;
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom;
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention;
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force;
- This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder;
- In a school, force is used for two main purposes – to control pupils or to restrain them;
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

**Schools Power to Search students**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

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