



Behavior & Achievement Policy





Behavior and Achievement Policy

At AAAS we believe that good behavior is essential for an effective learning environment in which all students are given the opportunity to achieve to the best of their individual ability. We believe that good behavior can be taught by direct and intentional teaching of positive behaviors, integrated throughout the curriculum, as part of an overall objective to raise the quality of teaching and learning.

As a matter of course, all staff within the school use encouraging language, praise and positive reinforcement both in lessons and around the school, so that positive behavior is instantly recognized and positively rewarded. Strategies agreed are applied by all, as consistency is the key.

At AAAS, we recognize that parents are the most important people in a child's life. They provide a child's fundamental needs and have the ability to influence and motivate their children. As a school we expect the support and cooperation of parents to help children overcome academic, behavior and motivational problems. Involving parents is paramount to the success of our behavior and achievement policy.

At AAAS we believe that:

- Every student has the right to learn and no student has the right to disrupt the learning of others.
- Behavior is learned and can be changed.
- A whole school approach to behavior management is vital.
- Close cooperation between teachers and parents is critical

- Good behavior requires mutual respect between students, teachers and parents
- The establishment of an appropriate ethos is an essential pre-requisite for learning and can contribute significantly to student behavior.
- There is a need to focus on positive rather than negative behavior.

Evidence of Positive Behavior Management

On a day to day lesson by lesson basis, verbal praise as well as thumbs up or a stamp in student books will be used to recognize individual or whole class effort.

- When students excel in a particular area of learning, they will receive a tangible reward. This may include a sticker, a “Well Done” postcard or certificate for outstanding effort or work. These rewards are not distributed without being earned and are clear indicators of real success. The student may also bring their excellent work to show the Principal or Vice Principals.
- Class Dojo was introduced in October 2015 and used to motivate good behavior and a strong work ethic.
- Teachers may also use incentives such as “Star of the Day” or merit points to encourage students to perform and behave to the highest level within the class.
- Individual grades may hold a short assembly to celebrate as well as recognize and praise good work and effort.
- If a student has made a very significant attempt to overcome a difficulty – academic, behavioral or sporting, then his/her parents will receive a personalized letter, email or phone call from the class teacher.
- Individual students may have behavior targets to work towards which have an appropriate reward when the target has been achieved. These targets should also be supported at home.
- At the end of each term – effort, attainment, progress and attendance Certificates are awarded at Celebration assemblies. Outstanding

effort, 100% attendance, service to the school/ charity work for example will be recognized

Instances of Unsatisfactory Behavior

Poor behavior creates a barrier to learning and thus impacts on achievement and attainment. Every teacher is a manager of learning and to this end is a manager of student behavior. At AAAS, teachers manage behavior of students in and around the school, address any inappropriate behaviors and refer serious incidents as appropriate, in the first instance to the Social Worker and/or the Vice Principal for Student Welfare.

In the first instance staff will:

- Impress on the student that what she / he has done is unacceptable
- Deter the student from repeating that behavior
- Reinforce to other students that this type of behavior is unacceptable
- Follow through on the class behavior plan by reinforcing rules, rewards and sanctions

Teachers will address inappropriate behavior in their class. If necessary, they will record the incident(s) frequency and discuss the issue with the Social Worker /Vice Principal. If normal classroom behavior management strategies are unsuccessful, the student should be referred to the Vice Principal who will observe and suggest strategies to use. At this stage the student's parents should be informed. If necessary, a strategy meeting should be called with the parents, class teacher, and social worker with the Vice Principal present. At this meeting, strategies and targets for improvement will be discussed. Sanctions listed below may also be imposed. A Home / School contact book should be set up in order to keep parents informed of any incidents requiring their attention and it allows patterns of specific behavior(s) to be identified.

Examples of behavior(s) that should be referred to the Vice Principal include:

- Persistent fighting
- Suspicion of bullying – physical and/or emotional
- Suspicion of theft
- Graffiti

- Persistent use of bad language after being admonished by teacher
- Persistent defiance

Sanctions and consequences to be implemented:

- A private reprimand
- A verbal warning, recorded, of the action to be taken if the poor behavior continues
- A further verbal warning, also recorded, of the action to be taken if the poor behavior continues with a meeting to be arranged with the parents
- Moving the student away from the group he or she is working with in class
- Using “thinking time” in the classroom
- Making the consequence “fit the crime” e.g. cleaning scribbles or graffiti off a table top
- Miss break time, beginning with 5 minutes
- Informing the Vice Principal for Student Welfare of the poor behavior
- Lunchtime detentions/After-school detention. This will be used to catch up on work missed through lack of application, missed homework and/or behavior which requires the student to use the time for self-reflection. This will be managed by either the Social Worker or the Vice Principal for Student Welfare.

Responsibilities

In order to foster a purposeful working environment:-

At AAAS, staff will:

- Establish classroom rules and routines with the students
- Foster and promote good relationships and a sense of belonging to the school community

- Encourage, praise and positively reinforce good relationships, behavior and work
- Remain calm and avoid raising voices at students
- Avoid telling a student off publicly
- Aim to be good role models - punctual, well prepared, organized, polite and courteous
- Support each other in addressing an individual student's behavior 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 student's inappropriate behavior (for example, if work is not finished in class the teacher might make the student stay after school to complete it. This will NOT be the case where students 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. Students should be fully aware that a sanction, when mentioned, will be enforced.

All teachers will:

- Establish a friendly, positive, supportive relationship with the children in their care
- Provide a well ordered environment in which all are fully aware of the expectations with regard to behavior
- Reward positive behavior with appropriate attention and praise
- Try to identify when behavior problems are likely to arise and, where possible, try to divert or modify the student's behavior before there is a need to discipline them
- Negotiate rules and sanctions with their class and apply them clearly, firmly and fairly

- Communicate positive and negative aspects of a child's behavior to parents
- The Vice Principal for Student Welfare will alert parents immediately if serious behavior problems occur
- Avoid sending, as a form of punishment, a student to work outside the classroom
- Never use corporal punishment

The senior leadership team will:

- Take a lead in establishing a positive school ethos
- Monitor and review behavior throughout the school, evaluate the success of this policy and ensure that necessary revisions are undertaken

Students will be encouraged to:

- Attend school regularly
- Be punctual and ready to begin lessons on time
- Recognize that Assembly time is part of school time
- Be organized and bring the correct books as well as their PE uniform on P.E day
- Take a growing responsibility for their environment and for their own learning and conduct

Anti-Bullying

All students are entitled to feel safe in school. Bullying can take many forms and can be difficult to detect. Often young people are afraid or embarrassed to share anxieties with staff. Bullying can take place in class, in outdoor play areas, in the toilets or on the way to and from school. All students will access an anti-bullying module as part of the ethos of the school and all its practices will reinforce that bullying is totally unacceptable. Incidents of bullying should always be referred to the Vice Principal for Student Welfare and parents will always be involved in resolving bullying issues.

Disciplinary Actions:

1-Verbal Warning	2- Loss of Break Time
3 -Written Warning 1 (V.P)	4-Written Warning 2 (V.P)
5- Referral to Social Worker	6- V.P.'s Office (Student and Parental Affairs)
7- Parents to be called (V.P)	

Monitoring & Review

This policy is monitored and reviewed on a regular basis.

Created	Reviewed
13/10/2015	19/06/2016