

Behaviour Policy

Everyone who works at Ambassador School, whatever their role, believes that their own behaviour towards children is the major factor in the way that children themselves behave in school.

“I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all sets (classes) it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised.”

Ginott – 1972

We believe that children thrive in a positive and safe environment where they are encouraged, praised and protected and this should underpin our relationship with them. We see our role as models of the behaviour we expect to see in children.

The ‘Golden Rules’ at Ambassador are for all our staff to follow.

- ✓ Always speak politely to children.
- ✓ Present a warm and positive attitude to children and school.
- ✓ Constantly praise desired behaviour in public.
- ✓ Reprimand undesired behaviour in private.
- ✓ Thank children for making the right choice.
- ✓ Warn children of the consequence of not making the right choice.
- ✓ Protect children’s self-esteem.
- ✓ Adopt non-confrontational behaviour management strategies.
- ✓ Make every day a fresh start.

The ‘Golden Rules’ for Ambassador School children are:

- ✓ Always tell the truth.
- ✓ Listen carefully.
- ✓ Always say “Please” and “Thank You”.
- ✓ Move around our school sensibly and quietly.
- ✓ Take care of your belongings.
- ✓ Think before you act.
- ✓ Look after each other.
- ✓ Work hard and do your best.

Rewards for making the right choice:

Each year group will decide on the most appropriate reward system. This will be negotiated with the children in April and will reflect their age and interests. Parents will be told in writing of the system in operation in their child's Year and asked for their support in implementing it.

In addition school wide reward systems will operate including:

- ❖ Going for Gold awards at the end of each term.
- ❖ Star of the Week awards.
- ❖ Letters home to tell parents about their child's good work or behaviour.
- ❖ Whole class rewards (usually given by the Principal) for instances of collective good
- ❖ **work, behaviour and attendance.**

Consequences for not making the right choice.

In the classroom there will be a verbal reminder of desired behaviour and consequence of not showing it. The consequence will, whenever possible, happen the same day and may include loss of playtime, to sit away from children for a few minutes.

In the playground there will be a verbal reminder of desired behaviour and consequence of not showing it. The consequence will be the loss of the rest of the playtime session.

For the very small minority of children who display severe poor behaviour such as fighting, swearing or rudeness to adults the consequences may be:

- Letter or phone call home to ask for parent support.
- Instigation of a classroom behaviour monitoring form which will have to be seen by the
- Principal/ facilitator each day.