

Ambergate Primary School

Behaviour Management Policy.

To be reviewed: April 2027

Introduction

We aim to encourage good standards of behaviour in school by having clear expectations backed up by a balance of rewards and sanctions within a positive community atmosphere.

We believe that people perform best when:

- Their needs are being met.
- They understand what is expected of them.
- Everyone is responsible for their own behaviour.

Ours Aims:

- To encourage a calm, purposeful and happy atmosphere within school.
- To encourage children to identify their emotions and to develop strategies to self-regulate.
- To raise children's self-esteem.
- To ensure children feel safe and are safe from any aspect of bullying behaviour.
- To build positive, caring attitudes towards everyone, where achievements at all levels are valued.
- To have a consistent approach to behaviour throughout school with parental support and involvement.

Ambergate Primary School Core Principles

Ambergate Primary School is a happy place where learning is fun and where we enjoy working hard. Together, we constantly aim to be the best that we can be in our academic performance and personal development. Our seven Core Principles, which guide us to achieve this, are:

Be Honest

We always tell the truth. We can be trusted to be honest, to say what we mean and to do what we say.

Be Caring

We care for others, do good things that benefit others and remember that the world does not exist for us alone.

Be Determined

We always work hard to be the best that we can be in all aspects of our lives.

Be Respectful

We always respect others, even if their beliefs and opinions are very different to our own. We consider other people's feelings in everything that we do.

Be Humble

We try to be the best we can be without showing off and we encourage others to be the best they can be, without criticising their efforts.

Be Responsible

We accept responsibility for what we say, what we think and what we do.

Be Brave

We do the right thing, even when it is hard. We stand up for what is right and we help each other to overcome our fears.

These core principles are explicitly taught through assemblies, with one principle forming the theme for each half term. Staff follow up on the messages and themes during the week and children's achievements towards them are celebrated at the end of each week in achievement assembly.

All staff will actively help the children by:

Modelling the principles

Setting appropriate, consistent boundaries for children

Showing empathy and understanding

Listening

Showing respect and understanding to everyone in school

Supporting self-regulation strategies (breathing techniques, sensory toolkit, emotion check ins, regulation areas)

The language of choice should be used in school to focus the children to make the right choices. Children should be supported through visual reminders, as well as given a verbal warning before a sanction is used. Children should be supported by adults to do their very best. All staff have undertaken emotion coaching training and use the four-step approach to support our children.

Visual Behaviour System



The visual reminder is displayed in all classrooms. A small, laminated version is attached to all staff lanyards. Each lesson is a fresh start.

We aim to 'praise in public, reprimand in private.'

If a child does not make a good choice or is breaking a school rule, a verbal warning will be given discretely, referring to the smaller staff version.

If the child continues to make the wrong choice, the child will be shown where their behaviour is on the chart and the next step if they continue with that choice.

Class One children do not go to another classroom, they have timeout in their own room to reflect on their choices.



Playtimes

The visual reminder is displayed outside on the playground.

We aim to 'praise in public, reprimand in private.'

If a child does not make a good choice or is breaking a school rule, a verbal warning will be given discretely, referring to the smaller staff version.

If the child continues to make the wrong choice, the child will be shown where their behaviour is on the chart and the next step if they continue with that choice.

Sanctions

The low and high level behaviours listed below are examples to refer to. The list is not exhaustive but defines the consistent response from all staff dependent on if the behaviour is deemed to be low or high level.

Low-level behaviour policy	
A fresh start every lesson	
- Talking at inappropriate times - Making noises at inappropriate times - Disturbing others - Wandering during lesson time - Not on task - Not following instructions straight away	Reminder
	1 st warning
	2 nd warning
	5 minutes in another class
	5 minutes reflection time at break
	If continuous, conversation with parents and monitoring sheet
High-level behaviour policy	
A fresh start every half-term	
- Hurting others on purpose - Spitting - Swearing - Repeatedly ignoring adult instruction	1. Communication with parents. 15-minute reflection during break time
	2. Communication with parents. 15-minute reflection during break time
	3. Communication with parents. 20-minute reflection during lunchtime
	4. Communication with parents. 30-minute reflection during lunchtime
	5. Communication with parents. 1-day seclusion
	6. Communication with parents. Fixed-term suspension

Sanctions

If a child persistently chooses to ignore the core principles, one or more of these sanctions will be applied taking into consideration the individual needs of the child. We recognise that adaptations need to be made for some of our children whilst maintaining clear boundaries and expectations.

In some cases, a child may be put on a monitoring report. This should be sent home at the end of each day. Staff should award a score for each lesson 1-5 (with 1 being outstanding) and sign it. The Head teacher should see and sign this at the end of each day. This should not last longer than 3 weeks.

We aim to:

- provide a balance of positive rewards for good behaviour and consequences for inappropriate behaviour
- to give praise publicly and reprimand in private
- deal with the behaviour, separating the behaviour from the child, helping the child to reflect and develop strategies
- provide the opportunity to get back on track
- diffuse or avoid direct conflict wherever possible
- be clear about expectations
- use the most appropriate consequences and apply them consistently
- ensure sanctions follow as soon as possible after the event

Rewards

We reward success and good behaviour by

- Praise
- Individual stickers
- Proud cards
- Special mention assemblies
- Opportunities to share success with others
- Opportunities to visit the Headteacher and have a prize from the prize box
- Individual Class Dojo points, which parents can see
- Whole Class Dojo points, with a whole class reward

We take advantage of the numerous opportunities in school to promote positive behaviour, and we encourage children to take responsibility for their own behaviour.

Children should:

- Look at the visual behaviour system and monitor if they are in danger of a sanction.
- Follow the core principles.
- Take responsibility for the effect of their actions on others.

Staff should:

- Create a safe and happy environment.
- Form positive relationships with children and parents.
- Be a good role model.
- Have high expectations, not excepting low level disruption in lessons.
- Treat all children fairly and with respect.

- Provide a challenging, interesting relevant curriculum.

Parents should:

- Make their child aware of appropriate behaviour.
- Encourage independence and self-discipline.
- Show an interest in all their child does at school.
- Support the school in implementing this policy.

Equal opportunities.

All children are treated equally in line with the school equal opportunities policy.
Each child's individual needs will be taken into account.