

Mission Statement

Ambrosoli is a community minded school that nurtures curiosity, creativity and global awareness through an inspiring, broad and engaging curriculum. Children learn to become resilient and respectful in an environment where each child is challenged and encouraged to thrive and achieve as an individual.

Our Vision

Empowering pupils to become confident compassionate and internationally minded learners.

Policy

At Ambrosoli we aim to encourage consistent responses to both positive and negative behaviour; encourage children to organise themselves effectively and learn both cooperatively and independently. We create in all a sense of responsibility and respect for themselves and the community and enable them to make the transition to adulthood. We create an inquiring and receptive mind, stimulating students to seek opportunities to further their understanding of the world around them whilst defining acceptable standards of behaviour and to create an environment that encourages and reinforces these. Alongside this we encourage the involvement of both home and school in the implementation of this policy.

Procedure

We believe that:

- Pupils learn best in a safe, caring and ordered environment and that this can be achieved when expectations of work and behaviour are high and their consequences are made explicit and applied consistently.
- Pupils' self-esteem and consequently their learning is enhanced by praise, rewards and celebration.
- Everyone has the right to make mistakes and contained within this policy are identified personnel and support strategies.
- Working in partnership with home is vitally important in promoting positive behaviour.
- Providing a rich, appropriate curriculum for each student has a positive impact on behaviour.

What is considered 'good' behaviour?

All behaviour has a purpose and as a community we aim to create an environment where pupils consciously want to demonstrate good behaviour. Good behaviour is when an individual's actions, words and deeds allow a positive working environment to flourish. Good behaviour positively impacts on self and others by building esteem and allowing all to take responsibility for actions. We work towards standards of behaviour based on the principles of honesty, respect, consideration and

responsibility. It follows that acceptable standards of behavior are those which reflect these principles.

Consequences of inappropriate / poor behaviour

Where praise and positive behaviour management strategies have not succeeded pupils must be made aware of the consequences of their actions. At the beginning of each school year, a committee of teachers and members of the student council meet to create/review a code of conduct to be adhered to by all students. All staff have a responsibility to consistently apply and follow through with the guidance given in the code of conduct. Please see behaviour code of conduct.

It is important that:

- the child is aware why their behaviour is not acceptable;
- the consequences are appropriate to the behaviour with a clear distinction between minor and major incidents;
- that there is an opportunity made for the member of staff to repair and rebuild their relationship with the pupil and for the pupil to reflect on their behaviour;
- staff recognise that in their interactions with pupils, it is the behaviour and not the pupil which is being addressed.

Roles and responsibilities of all staff

Teachers have the right to teach and pupils have the right to learn without unnecessary disruption. Pupils will not follow a set of rules just because they exist or are displayed on a classroom wall. All teachers must take time to teach pupils appropriate behaviour; they should not ignore poor behaviour. All behaviour has consequences, and a positive approach should be taken to instill in students the values of being respectful and responsible.

All school staff must:

- have high expectations of pupils;
- promote high expectations within the community;
- create a positive climate in the classroom and the wider school community with realistic expectations;
- lead by example modelling honesty and courtesy;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all, regardless of age, gender, race, ability and disability;
- promote the aims and values of the school;
- meet the educational, social and behavioural needs of pupils;
- provide an appropriate curriculum;

- provide an intensive and well-maintained learning environment.

Role of the Head of School and/or Deputy Head (Pastoral)

Ultimately and only once all procedures have been followed, it is the responsibility of the Head of School or Deputy Head Pastoral to manage any individual situation and handle it sensitively and fairly according to the guidelines outlined.

Parents

Parents have an important part to play in securing the appropriate behaviour of their children at school. Close working relationships between staff and parents are essential in providing effective solutions to difficult problems. It is the responsibility of the school to provide an orderly and structured environment with a positive ethos, where pupils can feel safe, without fear of threat or harm from others; it is parents responsibility to support the school in providing and promoting this ethos.

Parents will be involved at an early stage if there is an issue of disrespectful and/or dangerous behaviour and will normally be asked to make an appointment with the class teacher rather than being informed of inappropriate behaviour through e-mails or communication books. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the parents.

All interactions with children and parents are confidential and will be handled according to the guidelines of the school's Confidentiality Policy.

Robert Kabushenga
Chair of the BoG on behalf of the BoG



Ambrosoli Behaviour Code of Conduct

Green Level Behaviour	<p>Note: Praise must be offered through positive reinforcement principles, No food or gifts will be offered as a form of praise or reward.</p> <p>Green level behaviour is when an individual's actions, words and deeds allow a positive working environment to flourish. Good behaviour positively impacts on self and others by building esteem and allowing all to take responsibility for actions. We work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.</p>
Yellow Level Behaviour	<p>Behaviour that is unacceptable both socially and academically. Inappropriate and disruptive behaviour to peers and teachers. Purposeful actions. In such circumstances as teacher we should ensure that;</p> <ul style="list-style-type: none"> the child is aware why their behaviour is not acceptable; the consequences are appropriate to the behaviour and age range with a clear distinction between minor and major incidents; that there is an opportunity made for the member of staff to repair and rebuild their relationship with the pupil and for the pupil to reflect on their behaviour; Staff recognises that in their interactions with pupils, it is the behaviour and not the pupil which is being addressed. <p>If further assistance is required then the Key stage manager should be contacted.</p> <p>Children's consequences should be based on age and development.</p>
Red Level Behaviour	<p>Behaviour that requires action by class teacher, SMT and parents. yellow behaviour that continuously is repeated and shows interference to other community members and/or physical outbursts. Behaviour that requires input from management must follow this leadership structure.</p> <ol style="list-style-type: none"> 1. Deputy Head of School Input 2. Head of School Input 3. Parent Input

	<p>4. A Behaviour action plan may be put in place</p> <p>In cases that behaviour does not improve, behaviour management will be at the discretion of the Head of School.</p>
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