

Behaviour

Policy

Al-Falah Primary School

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Behaviour Policy

At Al-Falah Primary our mission is to strive to provide the best education for all pupils in a safe and secure environment through the application of the Quran and the Sunnah.

Why have a Behaviour Policy?

As in a family, the key to helping young people learn to behave appropriately in school lies in having a very consistent and fair approach. This policy sets out to define a code for appropriate behavior at Al-Falah School. The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual.

Positive behaviour is an essential part of effective teaching and learning. At Al-Falah Primary we believe that everybody has the right to work in an environment that is safe, friendly, peaceful and fair. All teachers, children and parents are expected to be committed to ensuring positive Islamic Akhlak at all times within the school.

In accordance with Islamic tradition we insist that the adults respect young ones and in return the young ones respect the adults.

The Prophet (peace and blessings be upon him) said,

"He is not of us who does not have mercy on young children, nor honour the elderly" (Al-Tirmidhi).

Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success and potential and give descriptive praise for effort and achievement, rather than focusing on shortcomings and failure. Encouraging and developing responsibility for own behaviour is also an important element of effective teaching and learning.

OUR AIMS:

The primary aim of Al-Falah Primary Behaviour Policy is to build the personality of the children in accordance with Islam. The behaviour of

the children in school should therefore reflect the Islamic personality.

All staff agrees to accentuate the positive, and though we expect good Islamic behaviour as norm, we should be seen to value and encourage it. Children will be encouraged to take responsibility for their own actions. This will build an understanding of accountability to Allah once the children reach adulthood.

It is important that we all understand what is acceptable and unacceptable behavior. The consequences of unacceptable behavior must also be clearly stated.

The general standard of behavior is the collective responsibility of the whole staff. These aims are best achieved in a busy, pleasant atmosphere in which pupils are able to give of their best, both in and out of the classroom. This demands a positive policy of encouraging acceptable behavior and high standards of learning, recognizing success wherever possible and the constant setting of good examples by staff and parents.

Praise and encouragement should be used so behavior management can take the form of rewarding rather than punishing. We aim to emphasize the positive rather than criticize for which we have a TRAFFIC LIGHT and MERIT CHART system in place.

When we do have to criticise we attempt to be constructive by giving advice on how to improve. Our school rules encourage children to think and make the right decisions. They make our high expectations simple to understand.

The majority of pupils will respond to encouragement. A good reward system is essential to ensure progress rather than perfection. It is our aim that by promoting positive behavior and good learning we will set the standards that we all wish to see throughout the school.

Different Kinds of Behavior:

We have divided children's conduct into three behaviour categories:

- 1) Childish
- 2) Disruptive
- 3) Unacceptable

1. Childish Behaviour:

Childish behaviour is those things we would not expect of adults and are trying to modify in the children, it includes the following:

- Putting things in mouth
- Making innocent fun of others
- Being silly or demonstrating inappropriate behaviour
- Talking about irrelevant issues
- Not concentrating
- Hurting insects or animals

This type of behaviour should be dealt with by firstly giving the child a look letting them know that you have seen what they are doing, if this fails then ask the child to stop what they are doing, if this fails ask the child what they are doing wrong and ask them to stop it, if the child persists then take them aside and give them a good talking to telling them what they have done wrong and the consequences of them continuing this bad behaviour.

2. Disruptive Behaviour

Disruptive behaviour involves affecting the learning environments so that others are distracted examples are:

- Not following instructions (which have been clearly given and understood)
- Not sitting on chairs
- Fidgeting repeatedly
- Disturbing / distracting others from their work

Disruptive behaviour should be dealt with by sitting the child at a separate table to complete their work. This isolation will mean others are not distracted. This child should be encouraged to complete a reasonable amount of work before they are invited back to join the others.

3. Extreme and unacceptable behaviour:

Unacceptable behaviour involves an attitude of disobedience and disregard for the teacher and other students.

This may include:

- Refusing to complete the work/task
- Fighting
- Swearing
- Whining continuously
- Being uncooperative with the teacher
- Being malicious to other children
- Lying with the intention to deceive

This behaviour should be dealt with by sitting the child at a separate desk and also not allowing the child to play at play time, rather they must sit on their chair for a few minutes of the play time during which the teacher should discuss with them about their behaviour.

In some situations parents should be informed at the end of the day.

Examples are:

- Physical violence
- Stealing
- Bullying
- Cheating

The role of parents:

As part of our behavior policy we recognise that parents/carers should be fully informed about their child's behavior. Every effort is made to ensure that there is good communication between home and school. Our expectations of parents are made clear in our Home/School agreement. Should a child's behavior be a cause for concern, their parents will be contacted and the matter discussed.

The role of staff:

At Al-Falah Primary the children need to be taught as early as possible to appreciate that school is a place in which a certain code of behavior has to be adhered to for the good of everyone.

School staff supports the following principles and practice:

- acceptable standards of behavior depend on the example of all of us
- everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen

- We set high standards, apply rules firmly and fairly and expect acceptable
- Standards of behavior and learning.
- Everyone is here for a purpose and must be treated as an individual
- Good relationships are vital between everyone at every level
- We all make mistakes sometimes and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behavior

All staff will always avoid:

- Humiliating - it breeds resentment
- Shouting - it diminishes you
- Over reacting - the problems grow
- Blanket punishments - the innocent will resent them
- Sarcasm
- Leaving pupils outside the room

All staff will always:

- Keep calm
- Listen
- Be positive
- Build relationships
- Carry out any sanctions consistently
- Be consistent and fair
- Follow up problems to their conclusion
- Be clear that when a problem is resolved we forgive and move on

Our School Rules

We keep our hands, feet, objects and unkind words to ourselves.

We do as we are asked by school staff.

Our positive behavior strategy:

Every class has a Merit chart displaying each child's name. The teacher will award "merit" stars or other stickers as an incentive to encouraging

good behaviour and good work in class. The "Merit chart" will also be used to enhance confidence in children giving them a sense of worth. Children who earn sufficient stickers will be eligible for certificates for good behaviour, academic achievement and general positive Islamic conduct. Certificates are issued every Friday.

Class rules and rewards:

Teachers will decide to use stickers (20 merits achieve a head teacher award), stars, stamps or other reward systems appropriate to the age of their children. They will also discuss with children and display a set of class rules that are consistent with the school behavior policy but are special to the 'family' of their class.

Managing misbehavior:

Teachers will try to discover the facts and who is involved in a given situation. They will then decide the appropriate action or strategy to be employed.

1. A warning look - Child is given a chance to make a fresh start
2. Quiet verbal reprimand - Child is given a chance to make a fresh start
3. Time out for 2 minutes to calm down
4. Three warnings and time out before parents informed through

Interactive Diary

5. After three warnings or in extreme cases, a child who is displaying negative behaviour meets with the Head Teacher who puts the child on **yellow report**.

6. If persistent poor behaviour continues, Head teacher takes next steps. Child is put on **Red report** following procedure

Our report system:

This is a five-day monitoring sheet split into the sessions for each day. A child on report must get each session (including playtime and lunchtime) signed by the appropriate member of staff. If a child fails 3 times on a yellow report, a 2nd yellow report will be issued.

A red report will be issued after 3 fails on a 2nd yellow report. A red report will follow same as yellow report. When a child is placed on report

parents are always informed by telephone, in writing or in person.

Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behavior at home. Class Teachers keep completed reports.

A failed red report may lead to fixed-term exclusion. The Head teacher can take the decision to exclude a child informing management committee.

Exclusions:

Exclusions for discipline reasons should only be considered as a LAST RESORT after all other avenues have been exhausted. Exclusion may also however be applied for persistent unauthorized absence or a strong and persistent violation of the home-school agreement.

The following steps must be taken:

1. Exclusions can only ever be considered in relation to persistent unacceptable behaviour.
2. After having worked closely with the teacher to employ the discipline policy, the head teacher will involve the parent if the unacceptable behaviour is persistent after a month. Together we will work with strategies to curb the persistent unacceptable behaviour.
3. If the behaviour is still persistent after an agreed time the Head teacher will issue a verbal warning to the child that if this unacceptable behaviour persists they will be suspended for two to three days.
4. The child must promise to desist from such behaviour before he/she can be re-admitted.
5. If thereafter, the unacceptable behaviour persists in a consistent manner, exclusion will be considered. In such a case a panel of SMT members will have to be formed to investigate whether exclusion should be applied.

At each stage it must be explained to the child why this behaviour is unacceptable. That it will not be tolerated. The child should understand the sanctions defined by the behaviour policy. This is very important since the child is not accountable and the adults are

responsible for turning the situation around. With this principle in mind if persistent unacceptable behaviour exists, the causes must be ascertained and then appropriate strategies employed to deal with the causes before exclusion is considered.

How do we monitor this policy?

Records of pupils on report and serious behavior incidents are gathered by the class teacher and reported to the head teacher. Termly figures are reported to governors who hold the head and the school staff to account for continuously improving pupil behavior and safeguarding all pupils. Analysis and prioritization by staff and governors informs the School Improvement Plan and the school's self-evaluation cycle.

New staff will always be inducted into this policy and its application. This policy will be reviewed regularly in line with school needs.

19 GUIDELINES FOR ALL STAFF IN ESTABLISHING GOOD BEHAVIOUR THROUGHOUT THE SCHOOL:

1. Model standards of courtesy and speech you expect of pupils.
2. Make reasonable rules for the classroom in consultation with pupils so all have ownership and understand why they are necessary.
3. Display and ensure all pupils regularly consider the school rules and how, when followed, they assist in creating a positive ethos within the school.
4. Emphasise positive behaviour rather than focussing upon negative.
5. Apply sanctions fairly and consistently to all, avoiding sarcasm and idle threats.
6. Encourage pupils to develop self-control and respect for others.
7. Ensure that the classroom, school building and playground are well cared for and free from graffiti and rubbish.
8. Plan and organise the classroom and lessons to keep pupils interest and minimise the opportunities for disruption. This requires attention to basic furniture layout, grouping of pupils abilities, pacing lessons well, being enthusiastic and creating a positive classroom atmosphere.

9. Deal with low level disruptive behaviour using assertive discipline, focussing upon those who exhibit positive behaviour, applying agreed sanctions if the pupils involved in poor behaviour fail to respond.
10. Continually observe or scan the behaviour of the pupils in the classroom.
11. Ensure that there are adequate supervision arrangements in place during all lessons, when pupils are moving around the school and when on the playground.
12. Listen to all sides of a dispute which may have lead or lead to poor behaviour to ensure that all pupils are heard and the matter is resolved fairly.
13. Ensure that the curriculum encourages non-academic as well as academic achievement and co-operative as well as competitive learning, so that all pupils have opportunity to succeed.
14. Ensure that members of staff arrive on time for lessons and that lessons are well prepared.
15. Encourage children through PSHE lessons, class and school councils to participate in the management of classes and the school.
16. Check that all pupils are aware of the school policy in dealing with bullies and bullying.
17. As appropriate inform and involve pupil's parents about situations of poor behaviour so that their co-operation and support can be gained.
18. Enlist support from colleagues when a situation arises which you feel inexperienced to deal with or about which pupils are continuing to respond inappropriately.
19. In any situation arises from an issue which raises child protection concerns then speak to the designated person for child protection, the Head-teacher or in his absence the Deputy Head-teacher.

Signed: ChairDate.....
Name:.....

Signed: H.TDate.....
Name

Yellow/
Red

Al-Falah Primary School
Behaviour Observation Record
To be filled in by Class Teacher or TA

Name of child Year

Teacher Date

<p>Identify the behaviour <i>e.g. ignoring adult requests, shouting out, fidgeting, noise level</i></p>
<p>Identify what triggers the behaviour <i>e.g. friends, work, hunger</i></p>
<p>Identify the pupils, <i>e.g. individuals, groups, personalities</i></p>
<p>Identify when it is happening, <i>e.g. after lunch, during literacy, Friday afternoon</i></p>
<p>How are you feeling? <i>e.g. Is this affecting your interaction with the children?</i></p>
<p>Next Steps</p>

