

BEHAVIOUR POLICY



Approved by:	Headteacher	Date: 21.10.2020
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Introduction

At Al-Khair Primary School, children become part of a friendly co-operative environment where there is an atmosphere of mutual respect and trust. Every member of the school community is made to feel that they have a vitally important role to play in the life of the school where their achievements are recognised and acknowledged. Behaviour management is an integral part of the curriculum that teaches social skills to all children.

Our Aims

- To ensure the safety and well-being of every member of the school community.
- To ensure all members of the school community are valued and respected
- To enable all members of the community to be responsible citizens and contribute positively to British society
- To teach pupils to take responsibility for their actions and have self-control.
- To teach pupils the importance of rules, law and equality
- To ensure that all members of the school community work together to ensure that high standards of behaviour are reached
- To raise levels of attainment and achievement by inspiring children to love learning
- To enable all members of the school community to be proud of themselves and their school
- To work collaboratively as a staff, sharing skills and ideas for managing pupils' behaviour.
- To equip all pupils with the tools and self-confidence necessary to constructively influence their own lives
- To enable children to be honest and be able to apologise for wrong doing.
- To develop the skills to talk about problems and find resolutions
- To develop the ability to empathise and understand their own feelings and those of others
- To be respectful of everyone and celebrate diversity
- To develop resilience when faced with difficulties whilst seeking appropriate help and support from adults when needed

Rights and Responsibilities

We believe that everyone in the school community has rights when in the school.

These are:

- **A right to learn**
- **A right to teach**
- **A right to respect**
- **A right to safety**

Related to these rights is the one responsibility which we **all** share, which is to uphold these rights. In order to protect these rights, a set of rules has been drawn up by the school community and agreed by the children (see appendix 1).

Those who break these rules are reminded of the rights of others. In addition each class has a set of classroom rules which are designed and agreed to by everyone in the class. These are referred to on a regular basis.

All staff in the school are committed to ensuring high standards of behaviour by: -

- ✓ We will demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

- ✓ We will be consistent and fair
- ✓ Teachers will manage their classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- ✓ We will maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

At Al-Khair Primary School we encourage high standards of behaviour by: -

- ✓ Creating an environment where children are proud and want to succeed
- ✓ Allowing children opportunities to earn 'Golden Time' as a reward for good behaviour which in turn translates to children being given an opportunity to participate in activities of their own choice on a Friday afternoon on a weekly basis.
- ✓ Allowing children opportunities to get onto the 'Golden List' as a reward for good behaviour which in turn translates to children being given an extra reward in the half term assembly.
- ✓ Showing our commitment to Child Centred Learning by having high expectations of behaviour and praising children for doing so
- ✓ Making our expectations clear and regularly reinforcing those
- ✓ Praising the children when they have behaved well or set a good example to others.
- ✓ Ensuring that there is regular communication between home and school
- ✓ Rewarding children for high standards of behaviour-certificates, stickers, positive praise, name on board for positive behaviour, verbal and written feedback
- ✓ Providing opportunities for all children to hold positions of responsibility
- ✓ Attendance achievements shared in newsletters, attendance certificates
- ✓ Listening to what children say and allowing them the opportunities to promote positive behaviour initiatives
- ✓ Showing children that poor behaviour can be changed and we can all help each other
- ✓ Providing children with thinking and calming down time (My Space Zone)

We recognise that there are times when children might show behaviours which are not acceptable.

- It is our duty to show children that inappropriate behaviour is unacceptable.
- It is our duty to identify why a child might be misbehaving
- It is our duty to put in systems of support as soon as possible
- It is our duty to be consistent and fair and enable all to succeed

THE PRE-WARNING STAGE: STOPPING IT BEFORE IT HAPPENS

- **RECOGNISE**
- **REDUCE**
- **RESPOND**
- **REMIND**

Recognise - possible triggers for poor behaviour including vulnerable times of the day:

- home issues,
- tiredness,
- certain lessons / teachers
- arriving late
- change of routine
- supply teacher

Reduce - put in place measures to reduce the likelihood of poor behaviour occurring:

- seating arrangements
- talking to the child to identify why behaviour changes in some subjects,
- talk to family about lateness, bed times,
- supervise moving around the school,

- have a system in place where your children can let you know if they are feeling vulnerable
- Use “My Space Zone” to support and not to punish (Time Out)
- Prepare the children for any changes in routine
- Have systems in place for returning from absence

Respond – use classroom strategies to support the management of behaviour.

- Positive praise
- Quiet reminder
- Distraction – can you please take this to Mr .../ Ms....?
- Reward systems
- Refer to classroom rules

Remind - give the children an opportunity to know that that you are watching them.

- Remind in a positive and quiet way
- Give them an opportunity to turn things around

ISSUE A FORMAL WARNING-name moves into Amber

Issuing a warning should not be a regular occurrence. Children need to know very clearly that getting a warning is a supportive action.

- The teacher should have a set phrase so that it must be absolutely clear to the pupil that they have been given a formal first warning, and that this is a significant event that could trigger off further sanctions.
- The warning is put on the board so that it is clear to everyone. *Please note that names are also on the board for positive reasons. This is in line with the colour system that can be found in all classrooms.*
- Find an opportunity to have a quiet word with the child to see what is causing the behaviour
- Discuss how best to support the child: Let them see that they are being listened to.

If the behaviour stops: praise the child for acting appropriately. Inform the next teacher (if different) so that they are aware of the situation.

If the situation continues:

Final Warning, name moves into Red and Referral Form written (Moved in another class WITH WORK)

- Remove child to work alone for an appropriate period of time (within another class)
- inform them that a referral is being written which will be given to the Deputy/Head Teacher.
- Speak to the child before they return back to lesson

The behaviour lead (Miss Noor) should be made aware of any class exclusion.

If a second class exclusion is issued the child **MUST** go to the Behaviour Leader. This is considered very serious and parents will be contacted. The Pastoral Team will be notified and the child monitored. All children with IBP’s (Individual Behaviour Plans) will be reviewed by the Pastoral Team and further action and support will be put in place.

Formal fixed-term and permanent exclusions

At Al-Khair Primary School we believe that teachers have the right to teach and that children have the right to learn. If a child seriously breaches the school’s behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Head Teacher may take the decision to exclude for a fixed period.

Behaviour which may lead to an immediate fixed term exclusion include:

- Racist, sexist, homophobic or demeaning comments (with intent) These will be referred immediately to the Sandwell Local Authority for advice

- Deliberate acts of violence towards others
- Carrying weapons
- Deliberate acts of vandalism or theft
- Repeated bullying
- Deliberately seriously hurting a pupil.
- Deliberately hurting a member of staff.
- Putting themselves and others at risk of harm.
- Causing significant damage to the premises e.g. arson etc.
- Serious computer misuse
- Consistently breaking school rules

If any children would be considered to be in some type of emotional crisis, then help would be arranged as quickly as possible. Alternative arrangements will be sought for any child who might be at risk having a home exclusion. These matters will be referred immediately as a Safeguarding concern

If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion, the pupil and parents meet the Head Teacher to discuss the pupil's reintegration to school. If appropriate, an individual Behaviour Management Plan will be drawn up for the pupil. The pupil may also be referred to the school's learning mentors or advice sought from another outside agency.

For cases of continued serious, unacceptable misbehaviour, consideration will be given to starting the process of permanent exclusion from the school. Support with this will be sought from the Local Authority exclusions team.

Playtimes and Lunchtimes

At Al-Khiar Primary School it is the responsibility of the adults on duty to ensure that children are safe and happy in the playground. Just like in class, staff will ensure that they are doing everything to:

**RECOGNISE
REDUCE
RESPOND
REMIND**

If there is an incident during this time, if the person on duty is able to deal with any misbehaviour then it is their responsibility to do so. If further support is required then a member of SLT is always available to support the teachers on duty.

This support can be requested by:

- Sending a child in to the Behaviour Leads class (Miss Noor) to attend to the issue on the playground (or into a classroom if it is wet play)
- Sending the child to the Behaviour Leads class with another responsible child.

We investigate incidents of misbehaviour thoroughly. We treat all children fairly, following the consequences logically, and take account of individual children's needs. A decision will be made about the consequences of the child's actions and the teacher will be informed.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

We will not tolerate bullying at Al-Khair Primary School.

Physical Restraint

This is not permitted unless a child is posing a serious threat to themselves or others. All staff will have Team Teach training but will be made aware that restraint is not to be utilised except in extreme circumstances.

MONITORING

The Behaviour Lead will have copies of all class referrals and details will be recorded on hard & electronic copies. The class teacher along with the Behaviour Lead may be involved in drawing up an individual behaviour plan or providing targeted support for the pupil in the classroom.

The Behaviour Lead will generate a weekly report and at the end of each half term to show the types of incidents and also identify particular groups of children which in turn helps monitor trends developing and helps plan appropriate interventions. The class teacher and SLT are kept fully informed of actions.

House Points

The whole school is divided into 4 teams. The team with the most points at the end of term will receive a special reward in the end of term assembly. House points are given for ending the week with your name on Gold or Green. Points can also be rewarded for excellent behaviour. Points can also be deducted for any inappropriate behaviour. Please see appendix 3

In-Class System

Years 1 to 6 operates a colour coded reward system. The colours consist of Gold, Green, Amber and Red. At the start of the week all children will have their name placed on Green. By the end of the week whichever colour the students name is on it then determines their reward/sanction. Please see appendix 4.

Gold: x2 House points

30 minutes golden time

Name added to the gold list (extra reward in assembly)

Green: 30 minutes golden time

Amber: 15 minutes golden time

Red: No golden time

Please note: Students that are flexi-schooled are usually not present for the afternoon session, therefore they would not be present for golden time. Any golden time accumulated over the term would then be combined and awarded to the child during the hours that they are present.

Policy approved/ratified on: 20 October 2020

To be Reviewed: October 2021

Appendix 1

Al-Khair Primary School Behaviour Rules

In the Classroom

We will be kind with words and actions.
We will treat each other respect
We always walk in school
We respect other people's property
We try our best at all times

In the Dining Hall

We sit on our chairs correctly, show correct manners when we eat our food and talk quietly.
We show respect for the lunchtime Supervisors and wait for permission to leave.

In the library

We take care of the books **and** replace them where they belong so that others may find them.

- We have permission to be in the library.
- We are sensible and quiet.
- We are **all** responsible for keeping the library tidy.
- We return all books that we have borrowed.

In the playground

- We play in the correct areas of the playground.
- We play safely and fairly and we do not fight.
- We can sit with our friends and enjoy our dinner times.
- We use all the equipment sensibly.
- We care for our friends when they are hurt.
 - We will play football games only on the pitches and using the correct football (no hard, plastic, association style footballs)

When using ICT facilities

- We take care of the computers and use them correctly.
- We have permission to use the Internet.
- We put work away and leave the room tidy for the next class.
- We push chairs in after use and sit on them correctly during lessons.
- We always shut down the computers correctly.

Appendix 2

We will always aspire to make the right choices of behaviour within class so we don't spoil our own, or anyone else's learning. Should we make the wrong choice then we expect the following consequences:

Al-Khair Classroom Behaviour Management Flowchart

RECOGNISE/RESPOND/REDUCE/REMIND

(Time out)
'My Space Zone'

1st Verbal Warning

Formal warning stage
Name moves into Amber

Final Warning:
Name moves into RED
Details of the behaviour is added to the spreadsheet.

Meeting Parents & HT

Formal fixed term &
Permanent exclusion

Appendix 3



