

Madni Behaviour Policy (Primary school)

At Madni Primary school we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our school community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour. We believe that good behaviour means that everyone in school is;

- Careful and kind Polite and friendly Helpful to each other
- Quiet and hardworking Respectful and tolerant

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Madni Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.

- Encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Developing the voice of the child, through for example the student shura (School Council) and Ansaars (Class monitors).
- Appreciating and following the agreed Code of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

At Madni Primary School, we believe it is vital that positive behaviour is rewarded both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

Code of Conduct

For a safe and happy school we are expected to...

- Arrive at school on time;**
- Wear our school uniform;**
- Show respect to everyone in school;**
- Be truthful, well mannered and kind;**
- Take pride in our school building;**
 - Look after our books;**
- Walk sensibly and quietly in the corridors;**
 - Keep our school litter free;**
 - Set a good example to others;**
 - Exercise self-control; and**
- Line up quickly and quietly when the bell rings.**

The Code of Conduct will be displayed prominently around the school. The School Council has been consulted when drawing up this Code.

The Rights and Responsibilities of Everyone at Madni Primary School

OUR PUPILS

<u>Pupils right</u>	<u>Pupils responsibilities</u>
<ul style="list-style-type: none">❖ Be valued as members of the school community;❖ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;❖ Make mistakes, and learn from them;❖ Be treated fairly, consistently and with respect;❖ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;❖ Be taught in a pleasant, well-managed and safe environment;❖ Work and play within clearly defined and fairly administered codes of conduct;❖ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;❖ Develop and extend their interests, talents and abilities.	<ul style="list-style-type: none">❖ Come into school on time, with homework done. and suitably equipped for the lessons in the day ahead;❖ Respect the views, rights and property of others, and behave safely in and out of class;❖ Co-operate in class with the teacher and with their peers;❖ Work as hard as they can in class;❖ Conform to the conventions of good behaviour and abide by school rules;❖ Seek help if they do not understand or are in difficulties;❖ Accept ownership for their own behaviour and learning, and to develop the skill of working independently.

Rewards

We at Madni Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards. Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Star of the Week
- Certificates
- Written comments in books
- Sending the child to another teacher, Primary Manager, Head teacher
- Special responsibility jobs for pupils e.g. School Councillors etc
 - Paths Pupil of the Day
- Award of special privileges e.g. Golden Time
- class marbles in jars
- collecting leaves on a tree (p2)
- House Points

Star of the Term

Each teacher will choose a pupil to be the class's 'Star of the Term'. This award will be given to 1 pupil from each of the primary classes. The weekly areas of reward are rotated as follows:

- Literacy Numeracy Behaviour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the chosen area. The awardees will be presented with a certificate and be featured in the termly newsletter.

Playground Buddies

In recognition of their senior position in school and to help foster self discipline and a sense of responsibility, P3 pupils are encouraged to be a Playground Buddies in the P1-2 Playground. As a Helper, P3 pupils undertake various roles, playing positively with younger children and befriending lonely children.

Attendance Rewards

Half termly 100% attendance stickers. Certificates at the end of each term/school year for 100% attendance. This will be presented in assemblies.

House Points

The school council adopted a house group system at Madni Primary School which fosters a sense of belonging and identity to the school.

Children are divided in to one of three Houses:

- Masjid-e-Nabwi
- Masjid-e-Aqsa
- Masjid-e Nabwi

House Points are awarded for range of behaviours including the following:

1. Being Careful and kind
2. Being polite and friendly
3. Being helpful
4. Being hardworking and try our best
5. Being respectful and tolerant

The house point board is displayed in the primary corridor, the house points are updated weekly along with the leader board .

House Points are totalled each Half Term and a special reward is given in a Celebration Assembly.

Levels in class

An achievement board is used in all three primary year groups. This is displayed on the each class wall. Pupils can move up on the board throughout the day when they have :-

- made good progress in their work
- Displayed good behaviour
- Achieved targets
- Completed work

These levels work alongside the house point system.

Class Plan for Learning

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted in each year group a Classroom Management Plan. The Plan focuses on no more than 5 rules and clearly states the rewards if a pupil chooses to adhere to them. If a pupil chooses to break the rules the consequences are also clearly stated.

For the plan to be effective all members of staff must follow the protocols outlined. The Classroom Management Plan aims to illicit a professional, thinking response from the adults in charge. As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- Share information with parents and carers with regards to the Classroom Management Plan
- Clarify with all stakeholders any areas of concern

The Classroom Management plan aims to help pupils to make good choices in terms of their behaviour.

Script for use: Step 1, Teacher: "Aisha, please remember one of our classroom rules is that we listen to the person who is talking, thank you." (Allow take up time and praise Aisha if he complies)

Step 2, Teacher: "Aisha, this is a verbal warning. I need you to listen to the person who is talking,

please make a good choice, thank you." (Allow take up time and praise Aisha if he complies)

Step 3, Teacher: "Aisha, you have chosen not to follow my direction. I need you to work away from your group for a short time."

SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Madni Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, making clear that poor behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanor. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start

Class Plan for Learning...Key Stage 1

We believe that good behaviour is about making the right choices!

Our Classroom Rules!

1. We follow instructions carefully
2. We keep our hands and feet to ourselves
3. We only use nice words
4. We follow the signal for attention
5. We listen to the person who is talking

Positive Recognition/ Rewards

When we choose to keep to these rules we may receive the following rewards;

1. Praise
2. Stickers
3. Stamps/ points
4. House Points
5. Certificates
6. Special Activity
7. Move name up the achievement chart
8. collection of marbles in jars

Consequences

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule... Reminder (attention drawn to rule)

Second time a pupil breaks a rule... Verbal Warning ,move name down a level from achievement board

Third time a pupil breaks a rule... Two minutes away from the group or task

Fourth time a pupil breaks a rule... Five minutes away from the group or playtime

Fifth time a pupil breaks a rule... Contact with parents/ carer*

Severe Clause: Remove from class and send to primary Manager/head teacher

*There should be prior notification with the Primary Manager before parent/ carer is contacted

Class Plan for Learning...Key Stage 2

We believe that good behaviour is about making the right choices!

Our Classroom Rules

1. We will keep hands, feet and impolite words to ourselves
2. We will observe the signal for attention
3. We will listen carefully to the person who is meant to be speaking

4. We will respect all adults and pupils in school
5. We will be positive and concentrate on our work

Positive Recognition/ Rewards

When we choose to keep to these rules, we will receive the following rewards;

1. Praise
2. Stickers
3. Stamps/ points
4. House Points
- 5- collecting leaves
6. Golden Time
7. Certificates
8. Positive Note/ call home
9. Worker of the Week
10. Special Class Rewards

Consequences

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule... Reminder (attention drawn to rule)

Second time a pupil breaks a rule... Verbal Warning , move name down a level from achievement board

Third time a pupil breaks a rule... Two minutes away from the group or task

Fourth time a pupil breaks a rule... Five minutes away from the group or playtime

Fifth time a pupil breaks a rule... Contact with parents/ carer*

Severe Clause: Remove from class and send to primary Manager/head teacher

*There should be consultation with the Primary Manger before a parent/ carer is contacted

Levels of Misbehaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low level	Moderate level	Serious level
Fidgeting/ Fighting Telling tales Late for school Dropping Litter Noisy e.g. talking/ shouting Failing to keep on task Leaving seats without permission Unkind remarks Bad language (one off) Time wasting Telling lies (one off) Running in corridors Pushing in line Chewing Gum Borrowing without permission Leaving work area untidy	Constantly shouting out Poor effort Distracting others Poor attendance Continuously unprepared for work Non uniform/ jewellery Stealing Disregarding Supervisors Threatening/ aggressive behaviour Refusal to cooperate Telling lies (persistent)	Serious asault Vandalism e.g. damage to school property/ graffiti Physical / verbal threats made to staff Use of or in possession of drugs/ solvents Violent outbursts verbal or physical Leaving school without permission

Sanctions for poor behaviour in class are agreed and outlined in the Classroom Management Plan. The Classroom Management Plan is clearly displayed in all classrooms.

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- ❖ Positive Feedback- Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- ❖ Positive Correction- tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
- ❖ Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
 - ❖ Non-verbal Cues- hands up, finger on the lips, the “look”.
- ❖ Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
 - ❖
- ❖ Re-direction- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- ❖ Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
 - ❖ □ Physical Proximity- move closer to a disruptive pupil
- ❖ Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- ❖ Clear Expectations- e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.”

- ❖ Where/ What- “Where should you be?” (In my seat) What should you be doing? (My work).
- ❖ Choices- “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- ❖ Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- ❖ Private Reprimand- a quiet word rather than a public confrontation.
- ❖ Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”

Suspension and Expulsion of Pupils

The school reserves the right to Suspend or Expel a pupil. The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

Reasonable Force/ Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) states;

“A member of staff in a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

Committing any offence

Causing and injury to, or damage to the property of , any person (including the person himself); or

Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- ❖ In the child’s best interest
- ❖ Necessary
- ❖ Reasonable and proportionate
- ❖ Last resort (where possible)

MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the class teacher, Primary Manager and the Head teacher. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Primary Manager in consultation with staff. The reviewed policy will be presented to the board of governors for approval.

The policy will be reviewed every 2 years.