



Primary – Positive Behaviour Management Policy

POLICY ISSUED:	March 2021
POLICY APPROVED BY:	Mr G A Hussain – Headteacher
POLICY REVIEWED AND MODIFIED	March 2021
NEXT REVIEW DATE:	September 2023

Introduction:

At Read Academy, we have a Behaviour Policy which encourages good interactive behaviour and involves the whole school community. Thus, we see a role in this for parents, staff, children, directors and advisors, based on a sense of community and shared values of the school. We wish to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment. To achieve this, we expect pupils to treat staff and each other with consideration and good manners.

Aims

- To help the children to learn to behave in socially acceptable ways
- To encourage self-discipline, tolerance, responsibility and consideration
- To respect for the needs and rights of self, others, property and the environment.
- By promoting positive behaviour, to create a caring, family atmosphere where learning can take place in a safe and happy environment.
- To create an environment in which all children can achieve their potential in terms of appropriate self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- To treat problems when they occur in a caring and sympathetic manner in the belief of achieving an improvement in behaviour.
- To make clear to parents and pupils the school rules and regulations and to draw out the distinction between minor and more serious misbehaviour.
- To indicate the range of sanctions that will follow upon more serious misbehaviour.
- To indicate how parents can play a part in ensuring good behaviour and supporting discipline in the school.

Roles and responsibilities

The Senior Development Leaders

The senior development leaders are responsible for monitoring the behaviour policy's effectiveness and ensuring its implementation.

Headship and SLT

Headship is responsible for reviewing and presenting the policy.

Headship and SLT will ensure the school environment encourage positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

- Staff are responsible for;
- Implementing the behaviour policy consistently and fairly in their work.
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of identified pupils where relevant
- Record behaviour incidents onto the 'Class Behaviour Watch' document
- Ensure all good strategies for behaviour management are followed at all times
- Contributing to any review and assessment of behaviour management practices if requested

Parent/Carers

- Parents are expected to;
- Support their child in adhering to the code of conduct
- Support the school in the implementation of the policy including discipline deemed appropriate by the school.
- Inform the school of any changes to circumstances that may affect the child's behaviour
- Discuss any concerns with the relevant member of staff promptly in a constructive manner

Pupils – Code of conduct

- All members of the school community are asked to respect each other;
- Pupils are expected to respect staff, other adults and fellow pupils; they should address staff by their title and name, and be encouraged to be polite at all times;
- Pupils are expected to respect their own and other people's property and to take care of books and equipment;
- Pupils are asked to be well-behaved, well-mannered and attentive;
- Whilst in school, pupils are expected to walk quietly along corridors and move carefully on stairs;
- If a pupil has a grievance against another pupil, it must be reported to a member of staff who will deal with the matter;
- Rough play will not be tolerated in the playground and pupils who are found playing inappropriately are made to sit out or have time out to reflect.
- Physical violence is not acceptable, neither is retaliation.
- Repeated or serious incidents may lead to internal suspension and possible withdrawal from the school.
- Foul or abusive language must not be used;
- Bullying is not tolerated in school (see Ant-bullying policy)
- Pupils are expected to be punctual; (see attendance policy)
- Pupils should wear the correct school uniform when they start at the school, from Reception onwards.
- Jewellery should not be worn apart from stud earrings. Hair attire should be simple and preferably in school colours. Watches may be worn. (see school uniform guide)
- At the end of the day, pupils remain with the member of staff in charge of the class until parents/guardians come to collect them from their designated area (varies according to class). They should leave the school in a proper manner and remain with the adult collecting them.

This code of conduct has been formulated with the safety and well-being of the pupils in mind, and to enable the school to function efficiently as a place of learning. Any variations must be arranged with the Head teacher.

PROMOTING POSITIVE BEHAVIOUR

All pupils need freedom to experiment, learn, develop and to be valued and respected as individuals.

- We ensure all staff have relevant training on promoting positive behaviour which may incorporate sharing of information at department meetings or one to one training.
- All staff, volunteers and students will provide a positive model for behaviour by treating children, parents, one another and property with respect, friendliness, care and courtesy.
- We will use positive language to convey desirable behaviour.
- We will respect diversity and recognise that codes for interacting with other people may vary.
- We will acknowledge good behaviour such as kindness and a willingness to share, doing one's best, appropriate classroom behaviour (sitting, looking and listening well) and caring for the

environment. This may be at a personal level, through acknowledgement of desirable action (not the person or result) or through peer recognition. We will not issue rewards such as stickers.

- We will encourage responsibility where appropriate such as older children helping to support younger children.
- We have high expectations of children's and adults' behaviours.
- **We try to offer an appropriate suggestion to a child rather than a dictate to allow the child to make the final decision to do the right thing.**
- We support social skills through modelling behaviour.
- We build self-esteem, confidence and feelings of competence in children, recognising their emotional needs through committed relationships with them.
- **We encourage a growth mindset and we help children acknowledge their individual achievements.**
- At all times the teaching staff will endeavour to work with parents and/or carers in partnership to aid the child's development.

COMPETITION AND RACING AGAINST ONE ANOTHER

At Read Academy, our Primary phase pupils are not taught to compete against each other nor do we keep score. Our system involves encouraging pupils to take part without letting them keep score or count who's winning and losing.

To progress towards Ihsan (excellence) it requires that one be always mindful of God and his own manners and behaviour.

Read Academy believes that there is no better person to compete with than yourself and you must only compete with the person that you were yesterday.

We promote that every child is completely unique. There is no roadmap or ideal outcome in life because every child's path is theirs and theirs alone.

We aim for our pupils to believe that there are no weaknesses. There are only opportunities for improvement. Rather than focusing on what they do badly, they focus on how they can improve – and take action to get there.

PUPIL PARTNERSHIP- CELEBRATING EACH OTHER'S SUCCESS

Read Academy encourages all pupils that when one individual celebrates the success of others, they are nurturing the kind of positive mindset that allow those same people to want to celebrate their success in the future.

"None of you [truly] believes until he wishes for his brother what he wishes for himself." [Al-Bukhari.]

HOW READ ACADEMY GIVES PRAISE

- Be specific
- Be sincere
- Focus on progress
- Talk about how their actions affect other people
- Help pupils' express feelings

PROCEDURE FOR POSITIVE PRAISE

We believe that positive re-enforcement of good behaviour is more effective than negative punishments. Although there are agreed sanctions for pupils who misbehave it is the encouragement of good behaviour which is far more important than punishment.

Our main form of positive re-enforcement of good behaviour is through POSITIVE VERBAL PRAISE throughout the school day and celebrating with the parent/carer.

PARENT INVOLVEMENT AND PARTNERSHIP

The Prophet, peace and blessings be upon him, said, **“The pleasure of the Lord is in the pleasure of the parents, and the displeasure of the Lord is in the displeasure of the parents.”**

Source: Sunan al-Tirmidhī 1899

Teaching the children to seek the pleasure of parent is We believe that parents are children’s first and most important teachers and role models. Building a strong partnership with parents is crucial to the success of our behaviour policy. It is important that parents and staff work in partnership, sharing clear expectations and providing a consistent framework in which children develop caring, responsible and self- disciplined behaviour.

All CORRESPONDENCE with parent/carer must also be communicated with the following email;

behaviourmanagement@readacademy.co.uk

RECOGNITION GIVEN WITHIN A FULL-TERM PERIOD	
<u>RECOGNITION 1 – CONSISTENT VERBAL PRAISE</u>	Verbal praise from class/subject teacher and informing the parent/carer in writing on the same day. (email)
<u>RECOGNITION 2 – HEADTEACHER COMMENDATION</u>	A headteacher commendation is awarded in the pupil’s achievement record and class teacher is to inform the parent/carer of the recognition in writing on the same day. (email)
<u>RECOGNITION 3 – PERSONAL CERTIFICATES</u>	EACH pupil to receive a personal certificate at the end of the term to highlight the achievements of the term.

WHOLE CLASS REWARD PROCEDURE

Each class to reach 5 class marbles in order to be awarded with a WHOLE CLASS REWARD/PRIVILEGE.

We praise and reward our pupils in a variety of ways depending on the age of the pupil and/or individual achievement.

Other methods of praise the school carries out;

- *Personal Certificates*
- *Written comments in achievement record*
- *Headteacher commendation*
- *Letter of 'acknowledgement' sent home*
- *Postcards sent home*
- *Special responsibilities and privileges*
- *Reward trips*
- *Positive phone calls home*
- *Sharing successes with senior leaders*
- *Positive comments in any home/school books*
- *Whole class marble awards*
- *Bronze, silver, gold badge status – KS2 with no competition against one another*
- *Trophies for individual achievements*

PUPIL UNDERSTANDING OF PRAISE

We encourage independence to our pupils and the mindset that they are able to do something for themselves and not for others.

Read Academy promotes encouragement and motivation rather than praise alone. We praise pupils with a descriptive praise rather than a evaluative praise. This is in order to develop self-confidence into our pupils and the capability of listening to their inner voice.

The school understands that how we praise our pupils has a powerful influence on their development.

We avoid lazy praise as we deem this to be worthless praise and has no value to children.

The purpose of our praise is to encourage children to continue to engage in positive behaviours that produce positive outcomes.

Read Academy avoid sayings such as “good job” as this lacks specificity. It doesn't tell pupils what precisely they did well, and without that information, they can't know exactly what they should do in the future to get the same outcome. Our praise focuses on the process rather than just the outcome.

APPROACH TO DISCIPLINE

Sadly, there will be times when pupils need support to behave in an appropriate manner. Pupils need to discover the bounds of acceptable behaviour and the consequences of poor behaviour, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the pupil, as far as sanctions are concerned.

Each case is treated individually. Generally, pupils are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

SANCTIONS GIVEN WITHIN A FULL-TERM PERIOD	
STAGES	NEXT STEP
STAGE 1 <i>Any incident of disruptive behaviour for any reason</i>	Email from class/subject teacher to parent/carer and logged in 'pupil behaviour watch record.'
STAGE 2 <i>3 incidents of disruptive behaviour for any reason</i>	Letter A sent home by a senior member of staff and logged in 'pupil behaviour watch record.'
STAGE 3 <i>5 incidents of disruptive behaviour – this means the behaviour is now consistent</i>	A formal phone call/meeting with parent/carer by SLT. A Behavioural support plan is created which will detail what will be done to improve behaviour and what other sanctions may be applied. E.g., weekly report, internal suspension, external suspension and this will be logged in 'pupil behaviour watch record'
STAGE 4 <i>Any incidents beyond 5 and also any EXTREME incidents</i>	Relocation of pupil with teacher 'on call' and a formal phone call/meeting with parent/carer by Headship. Pupil placed on behavioural support plan and logged in behaviour record

HOW WE RECORD, REPORT AND MONITOR BEHAVIOURAL INCIDENTS

The expectation at Read Academy is that parents will track their child's behaviour and support the school in reinforcing our standards and expectations around positive behaviour.

Our behavioural monitoring system provides a transparent and simple method of tracking behaviour.

The system will be reviewed on a regular basis by SLT.

Any pupil who displays undesirable behaviour and where warnings are being issued will have a 'Pupil Behaviour Watch' document created and filed for monitoring purposes.

BEHAVIOUR MODIFICATION

"The good deed and the bad deed cannot be equal. Repel (the bad) with one which is better."

[Qur'aan – Surah Fussilat verse 34]

As part of our approach of using positive praise and sanctions we use behaviour modification strategies to change individual pupil's behaviour.

- Positive intervention and distraction
- Modelling good behaviour
- Practising social skills
- Talking things through
- Time-out observing other pupils
- Time-out to reflect with teacher 'on call'
- Change in classroom organisation
- Using the school's nature garden
- Using different resources
- Using short term targets when small steps are devised for each pupil
- Sharing good behaviour with other members of staff

- Celebrating achievement
- Involving parents at an early stage to develop an action plan together

By reinforcing good behaviour, we help pupils to feel good about themselves. If problems are persistent or recurring, the behaviour will be discussed in partnership with the parents.

Emphasis is on praise and encouraging positive behaviour, sanctions are only given out when necessary. A well-managed, well planned environment decreases potential for problems. All teachers ensure that activities are well planned and resources well organised in order to ensure that every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. At Read Academy, we believe that well organised classes with carefully prepared lessons that take into account the range of abilities within the class tend to have fewer discipline problems.

Sanctions will NOT include:

- Threatening or using any form of punishment which could have an adverse impact on the pupil's wellbeing.
- Pupil being deprived of food or drink.
- Pupil being sent out of a room by themselves; however, some pupils may wish to spend some time apart to calm down; in this case, a teacher 'on call' will be called for this reason.
- Shouting or raising our voices in a threatening way to respond to children's inconsiderate behaviour.
- Language intended to single out and humiliate individual pupils.
- At no time and in no way is a pupil labelled by using negative words or deeds.

SELF REFLECTION

At Read Academy, we encourage the act of Self-reflection. We believe it is a mental process which will allow pupils to grow their understanding of why they think, feel, and act the way they do.

Self-reflection will allow the pupil to take a step back and ponder. As a result, allowing them the ability to make better decisions and keep them away from saying and doing things they will end up regretting.

The 3 stages of Self-Reflection at the school are;

Reflection

Advice

Freedom

The relationship between advice and freedom is an essential element for a child's self-development. By preparing an environment in which pupils are allowed to make choices for themselves. Gradually, as the pupils learn how to master themselves, they will be free from the need of adult direction. If a pupil is given the liberty to develop necessary skills, this will lead to an ultimately greater freedom, a freedom that extends far beyond the classroom

RESTORATIVE CONVERSATION

A restorative conversation will take place with the staff member and pupil in question to resolve the matter and bring it to an official end.

THE 'ON CALL' SYSTEM

Read Academy operates the on-call system of behaviour management support during lesson times. Pupils who are continually disturbing a lesson, the teacher will request on-call to relocate the pupil in question for the remainder of the lesson.

PHYSICAL INTERVENTION

Physical Intervention should only be used to prevent or halt damage to any person or property. This includes a pupil causing significant distress to another pupil whether physical force is involved or not, for example verbal aggression. Any use of physical intervention should be consistent with the principle of reasonable minimal force and should only be used if the pupil has refused to respond to verbal requests.

Restrictive physical interventions should always be designed to achieve outcomes that are in the best interest of the pupil.

Where it is judged that restrictive physical intervention is necessary. Staff should:

- Aim for side-by-side contact with the child. Avoid positioning themselves in front (to reduce the risk of being kicked) or behind (to reduce the risk of allegations of sexual misconduct)
- Aim for no gap between the adult's and child's body, where they are side by side. This minimises the risk of impact and damage
- Aim to keep the adult's back as straight as possible
- Beware in particular of head positioning, to avoid head butts from the pupil
- Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach.
- Avoid lifting children.

A record **MUST** be made of any occasion where physical intervention is used, using the **INCIDENT REPORT FORM** and parents and/or carers must be informed on the same day, or as soon as reasonably practicable. Recorded information should include: the names of the staff and child/children involved, the reason for using physical intervention, the type of intervention, the date and duration, and whether the child experienced any distress or was injured and if so, what action was taken.

EXCLUSION:

We are a highly inclusive school and where possible seek to support pupils through behavioural difficulties that they may be experiencing. We strive to look at the potential reasons behind inappropriate behaviours that may be displayed by pupils and seek to resolve these issues in order to help the pupil. However, in some cases, exclusion (fixed or permanent) may need to be considered. This could be an internal or external exclusion. If it is considered necessary to exclude a child, the senior development leaders and the parents of the pupil should be notified as soon as practicably possible. The parent should receive notification of the exclusion in writing. The school also reserves the right to ban parents/carers or other visitors from the school premises if their behaviour towards staff, pupils or other adults is considered to be unacceptable particularly if they are:

- Verbally or physically aggressive
- A danger to themselves or others

Behaviour that warrants exclusion (must be recorded on an INCIDENT REPORT FORM)

- Behaviour that compromises the safety of pupils, themselves, visitors or staff
- Persistent bullying
- Persistent racism
- Persistent challenging of school rules
- Physical assault on an adult or child
- Verbal assault on an adult or child
- Wilful damage to property
- Sexual misconduct

- Drug or alcohol related incidents
- Theft
- Persistent disruptive behaviour
- Repeated failure to follow adult instructions

The type of sanction or exclusion will be based on the individual circumstances. At the discretion of the Head teacher, an Internal Exclusion may be deemed preferable.

DISCIPLINING PUPILS BEYOND THE SCHOOL GATE:

The school retains the right to discipline pupils beyond the school gate if they display any unacceptable behaviour when the pupil is:

- Taking part on any school-organised or school-related activity; or
- Travelling to and from school; or
- Wearing school uniform; or
- In some other way, identifiable as a pupil at the school.

Even if these conditions do not apply, we may reprimand any misbehaviour at any time that:

- Could have repercussions for the orderly running of the school; or
- Poses a threat to another pupil or member of the public; or
- Could adversely affect the reputation of the school.

REMOVAL AT REQUEST OF SCHOOL

If the pupil's behaviour is persistently disruptive or potentially puts other pupils or members of staff at risk the school will advise the parent. If no effective remedial steps are available and if, in the professional judgement of the headteacher and after consultation with the parents, it is decided that the school cannot provide adequately for a child's behaviour, the parent will be asked to withdraw the child.

COMPLAINTS

The school hopes that parents will not feel the need to complain about the operation of the School Behaviour Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedure is readily available. We will send you copies on request.

STAFF DEVELOPMENT AND SUPPORT:

All staff receive information about our behaviour management systems at induction/INSET. In addition, training is offered throughout the year in staff meetings. We regularly review our approach to ensure its effectiveness and to be sure that the systems in place are supporting children's personal development, behaviour and welfare. If an individual is identified as requiring support with behaviour management strategies, appropriate CPD will be put in place by the Senior Leadership Team. This may involve team teaching, opportunities to observe good practice or additional courses/ in house training on managing behaviour.

MONITORING AND EVALUATION

The level and type of behaviour incidents are monitored by the Headship team and SLT. The effectiveness of this policy will be monitored and evaluated by the Head Teacher and the Board of Senior Development Leaders, and will be reviewed every two years or sooner if necessary.

"Verily, the most complete of believers in faith are those with the best character."

[Prophet Muhammad]