

IQRA INDEPENDENT SCHOOL POLICY

Behaviour Policy

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Author	School Manager - Eram Sheikh
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Iqra Independent School Behaviour Policy

The aim of this school policy is:

- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment. This is achieved in the framework of a relaxed, pleasant atmosphere, in which children are encouraged to give their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

How will we achieve our aims?

Pupils, parents, teachers and support staff all take collective responsibility for promoting positive behaviour at Iqra Independent School.

Pupils

- Pupils identify strongly with the school and are proud to be a part of it.
- Pupils are encouraged to be polite, well behaved and courteous at all times.
- Pupils will follow the School rules and take part in making decisions based on these rules.
- Pupils are encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.

Parents

- Parents and visitors to the school feel valued, safe and secure.
- Parents support and participate in the life of the school and are actively encouraged to be partners in their children's learning through homework, classroom activities, out-of-school activities and other extra curricular activities.
- Parents can contribute to the wider aspect of school life through the School Board and the Parents/Teachers Association.
- Parents readily engage with the school concerning its work and are willing to take part in effective two-way communication.



Class Teachers

- Teachers identify strongly with the school, and are proud to be part of it.
- Teachers actively establish positive relationships with pupils and parents and handle attendance and discipline problems in a sensitive and caring manner.
- Teachers will actively establish positive relationships with pupils and parents.
- Teachers have high expectations of pupils' achievement, attendance and behaviour.
- Teachers use praise to motivate pupils and praise permeates all aspects of school life.
- Teachers treat pupils and parents equally, with respect and in a fair and just manner.

Support Staff

This group includes:

The school Administrator, teaching Assistants, lunchtime and playground Supervisors.

- Support Staff maintain positive relationships with pupils and staff.
- Support Staff share in dealing with problems in a caring and sensitive manner.
- Support Staff identify strongly with the school and are proud to be associated with it.

Iqra Independent School Code of Conduct

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children.

IQRA SCHOOL BEHAVIUROR RULES

At Iqra we:

- *Tell the truth all the time*
- *Are kind to others*
- *Respect each other*
- *Are helpful to others*
- *Work hard*
- *Listen to teachers*
- *Respect school property*

At Iqra we DO NOT

- *Hurt anyone*
- *Waste our or other people's time*
- *Waste or damage school property*
- *Interrupt each other*



Playground Rules

Whole school rules are in operation during lunchtimes and breaks. These periods are influential and important times in a child's school day. Here, children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

In reality however, many lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns during class assemblies or directly to class Teachers.

We value our supervisors and work in partnership with them to promote our positive behaviour policy during lunchtimes and breaks. If a child fails to follow the 'playground rules' they may be referred to the teacher on duty or the Head Teacher.

Guidance for all Staff:

1. Positive re-enforcement of good behaviour is more effective than negative punishments.

2. **Praise should outweigh censure by 3:1.** Although there are agreed sanctions for children who misbehave, the encouragement of good behaviour is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in class and in school assemblies.

Staff should use stickers, certificates, letters, postcards, weekly star pupil and phone calls home to acknowledge and re-enforce positive behaviour as well as academic achievement. This should be handled in a way that the child feels comfortable. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem; censure should focus on the behaviour not the child.

3. **A well-managed, well-planned environment decreases potential for problems.** Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Well organised lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour.

4. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and having respect for people and property. Children should be listened to and spoken to calmly. **They should never be belittled.**

6. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.



7. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with when encountered.

8. It should not normally be necessary to shout. **The use of physical punishments will NEVER be supported under any circumstances.**

9. The Head Teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion. Staff should consult the Head Teacher when behaviour causes concern and must document this behaviour. **In the event of a pupil hurting another pupil physically an incident report form must be completed.**

Guidance for the playground:

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

2. Children should be asked to apologize and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.

3. School rules should be applied consistently and children reminded of them regularly.

4. If a child continues to misbehave after a warning from lunchtime supervisors, the lunchtime supervisor will remove 5 minutes playtime. If behaviour persists they will be referred to the class Teacher. Serious incidents in particular fighting must be reported by the lunchtime assistants immediately after break to the concerned form Tutors.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm, polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

Methods of Encouragement and praise

- Rewarding good behaviour.
- Quiet word, smile acknowledgement.
- Written comment on pupil's work.
- Stickers.
- Praise in front of class group.
- Visit to another member of staff.
- Written comment, card, letter or postcard from teacher to parent informing them of good work, positive attitudes or behaviour.
- Certificates.
- Acknowledgement in School Newsletter.



What to do when behaviour is unacceptable

- Immediate verbal or non-verbal check of misbehaviour by being told off privately, discussed and reasoned with.
- Warning.
- Told to face the wall in the classroom or sit in the 'naughty' chair.
- Removal of play time privilege.
- Extra work where work is clearly below potential.
- Referral to Head Teacher.
- Parental involvement. Parental consultation required in agreed strategy of support for child.
- Referral to outside agencies.
- Temporary and permanent exclusion from school remain an option as a last resort.

It is essential that children are approached justly and fairly.

Pastoral Care

Pastoral care is a term generally applied to the practice of looking after the personal and social well being of children under the care of a teacher. It can encompass a wide variety of issues including health, social and moral education, behavior management and emotional support.

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Head Teacher in matters of pastoral care where needed.

Damage to property

Damage to school property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents, and where appropriate, with a request for a compulsory contribution towards the cost of repair or replacement.

Bullying- Guidance to staff

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual staff need to be alert both inside and outside the classroom.



Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

If you come across bullying what can you do?

- Remain calm you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Ensure the victim is safe
- Take the incident seriously
- Take action as quickly as possible
- Think hard about whether your action needs to be private or public, who are the pupil's involved?
- Reassure the victim; don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.
- Punish the bully if you have to, but be careful HOW you do this.
- Reacting aggressively or punitively gives the message that it is right to bully, if you have the power.
- Explain clearly the punishment and why it is being given.

Involving Others:

- Inform senior staff
- Inform colleagues if the incident arose out of a situation where everyone needs to be vigilant.
- Refer to the Head who will, if necessary, inform both sets of parents of the incident and reassure them that the incident will be dealt with appropriately.

***Ensure that incidents of bullying do not live on through reminders from you
All incidents of bullying should be recorded in behaviour book.***

For Further information please refer to the school Anti-Bullying policy.