

BEHAVIOUR POLICY

The ethos for Rida Boys' High School is: To produce young adults, "To be upstanding members of society who enrich life for themselves and others."

At Rida Boys' High School we believe that every student has a right to have their educational and spiritual needs developed to their full potential in a warm, safe, caring, and stimulating environment.

Underpinning all our work is the Islamic ethos which runs through the entire school. We endeavour to develop their religious, moral, and social values and integrate a solid Islamic criterion to promote discipline, behaviour, excellent personal manners and mutual respect for all.

This is reflected by the of respect for all and by a supportive pastoral pupil care whereby we have a behavioural system that is based on the values of justice, forgiveness and responsibility, and which encourages ethical and emotional growth, and development in children, staff and parents/carers.

We take seriously inappropriate behaviour by any student towards other students, members of staff and the setting. Students need to learn to consider the views and feelings, needs and rights of others and the impact that behaviour has on those around them.

Parents are expected to take responsibility for their child's behaviour and we encourage two-way communications with parents so that together we encourage and nurture students.

This policy reflects the values of our school. It sets out the principles, routines and procedures, and is a working document where our practice is constantly developing and will be updated at regular intervals to reflect these developments.

To achieve our aims a clear agreed behaviour management policy must be implemented fairly and consistently by all members of staff.

All adults in the school must:

- Take active responsibility for student's behaviour around school, in the classroom and break area.
- Ensure pupils have full access to the curriculum and all aspects of school.
- Ensure pupils are free to learn without disruption, are safe from threat and harm in the classroom and in the break area.
- Take the initiative in establishing a positive ethos, communicating in a clear and friendly manner; and giving and expecting respect.

To achieve this, student must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

Underlying Principles for Managing Behaviour at our School

We believe:

- The enhancement of self-esteem and the development of self discipline.
- Positive relationships are crucial to behaviour management.
- We should manage student positively whenever possible.
- We should have high expectations of our student's behaviour.
- We should teach and model "good" behaviour.
- We should reward good behaviour and sanction poor behaviour.
- We should be consistent and fair.
- We should balance the needs of most students who can manage their behaviour positively and the needs of those students who find it more difficult to do so.
- We are most effective when there is a close professional relationship between staff, student and parents.

Managing Behaviour in the Classroom

Essential to good classroom management is the quality of relationship between the class teacher, and the student in the class.

A positive classroom

- Always use positive statements - **Give Plenty of PRAISE!**
- Use their names.
- Have a seating plan – and keep changing until it works!
- Criticise the behaviour not the student.
- Try and model the behaviour you would like to see in student.
- Be consistent in what you say – **If you say you are going to do something – DO IT!**
- Negotiate classroom rules and display them clearly where everyone can see them.
- Talk quietly whenever possible to establish an atmosphere of calm.
- Be assertive without raising your voice – **DON'T SHOUT!**
- Have clear routines that you have explained to the student.
- Teach routines for certain activities.
- Use ethical stories as a strategy for encouraging/supporting positive behaviour.
- Be clear about jobs and responsibilities – display them if possible.
- Try to stay calm and positive and fair.
- Encourage students to listen to others and to take turns in speaking.
- Encourage students to learn to share and take turns in all activities.
- Encourage students always to be considerate towards other students.
- Everyone is of equal importance and all should be encouraged to take a pride in their work.

These should be routinely revisited and reinforced.

Rewards and sanctions should also be explained and displayed, as students will need reminding throughout the year. "Good" behaviour has a lot to do with the student's motivation to learn.

Classroom code of conduct

- Enter the classroom with the greeting 'As-salaamu alaykum'.
- Not come late to lesson.
- Knock on the door and wait for a response.
- Enter the classroom sensibly and quietly.
- Prepare books and equipment and follow instructions to start the lesson promptly.
- Always work to the best of ability without disturbing others.
- Show good manners and listen carefully when the teacher or another person is talking.
- Follow instructions immediately without comment or argument – first time, every time.
- Put hand up and wait for permission to speak.
- Treat the school environment and others in the classroom with respect.
- Seek the teacher's permission before leaving the classroom.
- Do not chew or eat anything in lesson.
- Ensure that the classroom is left tidy.
- I WILL LEARN TO LISTEN AND LISTEN TO LEARN.

Managing Behaviour around School

After break, lunchtime and at home time, all the classes must be accompanied by the class teacher to leave the building.

When moving around school, the class teacher is responsible for ensuring appropriate behaviour is maintained, however, **all staff are responsible for supporting this and addressing unacceptable behaviour.** Often, speaking directly to the individual or group will correct the behaviour but if it does not, the class teacher should be informed so that appropriate sanctions may be applied.

Around school rules

- Be polite and show respect for other people.
- Wear correct uniform always.
- Look after property and put litter in bins.
- Eat and drink in the right place at the designated time.
- Walk around the school sensibly and quietly.

Managing Behaviour in the Break Area

When on duty in the break area the following points will help maintain positive behaviour:

- Be outside before the students.
- Be consistent and enforce break area rules always.
- Be vigilant and intervene early if a situation looks tense.
- Move around the break area.
- Apart from balls don't allow students to throw other items unless a member of staff has given permission.

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- Don't allow students to carry out play fighting.
- At lunchtime, the students will be supervised by an adult. Minor incidents will be dealt with in the break area. More serious incidents may involve students meeting with the SMT or the Head Teacher.

Behaviour in the community.

The Department for Education guidance 'Behaviour and Discipline in schools' (January 2016) gives schools the power discipline pupils for misbehaving outside the school premises to such an extent that is reasonable. This power gives Rida Boys High School the right to discipline pupils when they are:

- Taking part in any school-organised or school-related activity,
- Travelling to and from school (including behaviour on buses) wearing school uniform,
- Or, at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, and could adversely affect the reputation of the school.

Serious Incidents

“One – off” serious incidents will be dealt with on an individual basis but should always involve SMT. Parents will usually be informed and asked for a response dependent on the incident. Any incidents of discrimination behaviour or bullying must be reported to the SMT straight away.

Challenging Students

Most children can manage their behaviour positively with only slight intervention, responding well to positive management. A small number of students, however, have significant difficulties in managing their behaviour and need a more individualised approach. In these cases, class teachers, SMT and parents will work closely together on how to support the student and external agencies will be involved when appropriate.

Rewards and Sanctions

Students must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

Rewarding good work and positive behaviour

The school acknowledges that pupils work better when their good work and good behaviour is recognised. Teachers will praise pupils on their good behaviour, enthusiasm and hard work verbally or, by writing positive comments on the school dojo or on their work.

Work of a very high academic quality and positive behaviour will be rewarded. Also students will be rewarded for good learning by weekly certificates and recognition certificates will be sent home.

We aim to promote high standards of behaviour, self-discipline and learning through positive encouragement. Those who behave consistently well will be rewarded. Those who misbehave will face the consequences of their actions. These are:

Phase 1 Verbal warning x 1.

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- Phase 2** Negative comments on Dojo
- Phase 3** Further comments on Dojo
- Phase 4** Final comments on Dojo resulting in sanction 1 (parents will be informed).
- Phase 5** Sanction 2 - Isolation.
- Phase 6** Suspension from school (1-5 days depending on severity of incident) at the discretion of governing body.
- Phase 7** Permanent exclusion (decision made by governing body).

Verbal warnings and written comments will be given for the following:

- Shouting in and outside the classroom.
- Disturbing others.
- Talking whilst teacher or others are talking to the class.
- Running in classroom and corridors.

- Litter not put in bins.
- Eating and drinking outside break times.
- Eating and drinking outside designated areas.
- Not paying attention in class when teaching takes place.
- Taking longer than necessary in the toilet.

Written comments will be given without a verbal warning for the following:

- Incorrect Uniform.
- Homework incomplete or not handed in on time. (Failure to complete and hand in 2 pieces of homework on time in any month will result in sanction1).
- Play fighting.
- Dangerous behaviour.

Sanction 1

- After school detention for 45 minutes or at the discretion of the SMT they will miss break and lunch.
- Hand written copy of an explanation of their behaviour. (What did you do?) (Why did you do it?) (How could you improve?).

Sanction 2

- If sanction 1 incomplete, the child will be put in isolation for 1 day and a letter will be sent to the parents.
- Bullying (depending on the severity of the bullying a student can be excluded. The duration will be at the discretion of the governing body depending on the severity of each individual case.
- Graffiti or vandalism of any property.

Sanction 1 will be given without written comments for the following reasons:

- Disrespectful behaviour towards teacher and poor attitude.
- Refusing to follow instructions.
- Foul/bad language.

If you are handed 3 sanctions 1s in a term parents will be called into school and will be given sanction 2.

If a child is put in isolation twice in any one term, then this will result in exclusion from the school. The duration will be at the discretion of the governing body depending on the severity of each individual case.

Cases of extreme misbehaviour may need to be brought directly to the attention of the governing body. The parent/carer, will be requested to come into school.

We believe that a successful partnership between parents and the school can bring out the best in students. The class dojo is an effective medium to keep parents informed of their child's good behaviour/progress and can immediately be made aware of any patterns of poor behaviour/concerns, whereby parents can work with school to improve behaviour.

Staff should be approachable and accessible, prepared to listen to pupils and parents and ensure that pupils and parents feel their concerns have been heard.

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