



# Fig Tree Primary School

## Behaviour Policy

**This policy reflects the following statutory and regulatory requirements:**  
 Keeping Children Safe in Education (September 2018)  
 Sexual violence and harassment between children in schools and colleges ( May 2018)

|                                   |  |
|-----------------------------------|--|
| <b>Approved by Governing Body</b> |  |
| <b>Review Cycle</b>               | <b>Annual or when there is a change in statutory guidance or legislation</b> |
| <b>Review Date</b>                | <b>September 2020</b>  |

"Do good to others, surely Allah loves those who do good to others."  
(Quran 2:195)

*"Good behaviour is a necessary condition for effective teaching to take place."*  
(Education Observed 5 - DES 1987)

At Fig Tree Primary the teachings of Islam are the guiding principles for our values and will guide our behaviour policy for the school. The school ethos supports the drive to prepare our pupils to become 'Ambassadors of Islam' and as such recognises that good manners and self-conduct is integral to this.

### **Aim and objectives**

In order to set high standards of behaviour and to safeguard all children including those with Special Educational needs. We promote:

- To actively support and promote Islamic Akhlaaq (morals and manners) and values which go hand in hand with British values.
- To create a safe, supportive and inclusive learning environment.
- To support and encourage all students to achieve to the best of their ability.
- To ensure equal opportunity by empowering students to reach their full potential.
- To determine the boundaries of acceptable behaviour.
- Children are encouraged to resolve conflicts, reflect upon wrong doing, put things right, forgive and encouraged to make right choices in the future;
- The recognition that poor behaviour brings a consequence.

At Fig Tree Primary School, we ensure all lessons are multi sensory and challenging in order to decrease disruptive behaviour and, when necessary, the consistent application of restorative behaviour management strategies that help children to understand the school's expectations. At Fig Tree Primary we firmly believe in a positive approach to behaviour management. We have strong links with our parents and work hard to ensure effective communication between home and school. Our school rules were developed in consultation with staff and children and reflect how we believe all children should behave. This policy shows our approach to behaviour management in all areas of school life.

### **Beliefs, Principles and Practices that underlie our policy**

| <b>Principles</b>   | <b>Beliefs</b>  | <b>Practices</b>  |
|---|---|---|
| Education should focus on both educational and social development | <p>Almost all behaviour is learned</p> <p>Positive and independent behaviour patterns will develop when misbehaviour is addressed consistently and handled fairly</p> | <p>Adults should:<br/>Model constructive relationship practices (especially when things are not going well)</p> <p>Analyse what we see before deciding what to do</p> <p>Deal with disputes constructively and always direct the child towards redeeming themselves</p> |

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| All humans have value and make mistakes                                  | <p>Focusing on the deed and not the person keeps the relationship and trust intact whilst identifying behaviours that need to change</p> <p>Behaviour is influenced by situations or context</p>  | <p>Adults should:<br/>Talk about the behaviour, identify context.</p> <p>Identify how behaviour has impacted on the rights of others</p> <p>Support by identifying what alternate behaviour is appropriate</p> |
| Many situations in life are ambiguous                                    | <p>The focus of any intervention is on the observable or a likely interpretation of events</p> <p>Assumptions can distract from the problem</p>   | <p>Adults should:<br/>Calmly listen to the full situation</p> <p>Accept that there can be different perspectives</p> <p>When there is clear ambiguity, accept it and focus on how people are affected</p>      |
| Every instance of wrongdoing and conflict is an opportunity for learning | <p>By changing consequences, to ones that relate to the problem (rather than punitive consequences), changes in behaviour often occur</p> <p>Building empathy reduces negativity</p> <p>Every teacher is responsible for all children</p> | <p>Adults should:<br/>Help children to learn from situations</p> <p>Think about how to guide the child and look for meaningful consequences</p>  |
| Discipline must be systematic not situational                            | <p>Consistency across people and environments is critical</p> <p>Partnership with parents develops a common purpose</p>   | <p>Adults:<br/>Are committed to a consistent approach</p> <p>Talk things through and discuss failures</p> <p>Seek parental support</p>   |

### **Staff Responsibilities**

All staff at Fig Tree Primary are expected to follow the behaviour policy consistently. To reinforce and develop expectations, these expectations require regular reinforcement and monitoring. There are rules which reinforce positive attitudes and behaviour that is expected of all children at Fig Tree Primary School, these are developed by the class children collectively and are displayed as a 'Classroom Charter'. They reflect how the school community expect all children to behave at all times at school.

At the beginning of the year, the classroom teacher will discuss with children to negotiate the systems, routines, acceptable behaviour and expectations for the year

within the classroom. The Classroom Charter should be clearly displayed in each classroom as a reference point and reminder for everyone.

**Teachers and support staff will be expected to:**

- Encompass our vision
- Encompass equality in all we do
- Be fully aware of an individual's needs
- Recognise our role as the professional, inclusive adult – role model
- Repair and restore relationships
- Build self esteem and self confidence
- Recognise and respect the child as the individual
- Separate the positives and negatives
- Describe the behaviour not the child
- Show compassion and understanding
- Understand mistakes are made and encourage right choices for the future
- State clear boundaries - be fair and consistent
- Assist the child/children to display good behaviour
- Challenge all poor behaviour including all equality matters (eg. SEND, gender, homophobia, racism, radicalisation) bullying, and online poor behaviour
- Approach situations in a calm manner (aware of body language and tone of voice)
- Have high expectations
- Encourage independence and co-operation
- Encourage children in taking and accepting responsibility
- Follow a fresh start, new day policy
- State expectation of the good behaviour to follow poor behaviour
- Be well organised, well planned, prompt and punctual
- Differentiate – the work must match the child's level of ability
- Smile, welcome, be interested, say 'thank you', apologise
- Be aware of home circumstances
- Involve all in whole school celebrations
- Agree and display 'Classroom Charter' in the classroom

Where duties are designated before school, at breaks or after school, the duty member of staff has responsibility for discipline within the area which has been defined.

All teachers have a responsibility to correct breaches of discipline if these come to their attention at any time and in any place. In serious cases of indiscipline or where a serious offence has been committed, referral should be made immediately to a member of the Senior Leadership Team (SLT).

The behaviour of students towards other students is as serious a concern as the behaviour of students towards members of staff. Instances of actual or suspected bullying should be dealt with in line with the school's Anti-Bullying Policy.

The school has no legal responsibility for the discipline of students away from the school premises and outside school hours. Nevertheless, the Headteacher will act in respect of complaints about breaches of discipline involving students outside school.

## **Senior Leadership Team**

For severe and persistent behaviour, a child will be referred to SLT (refer to Level 3 – Sanctions Chart). A member of SLT will oversee discussions with parents, Behaviour Plans, additional support and exclusions. The Head teacher will be responsible for exclusions.

## **Parents**

All staff at Fig Tree Primary are committed to working with parents to secure the best possible behaviour from all children. As well as seeking and listening to parents' views, the school keeps parents informed about the behaviour policy and any behaviour issues in school. Where the school has sustained concerns regarding children's behaviour, parents are contacted to seek a collaborative approach to helping the child make better choices.

The school expects parents to:

- Be aware of school rules and expectations and to encourage appropriate behaviour from their children
- Encourage self-discipline and independence
- Work in partnership with staff to influence how children behave in and out of school
- Foster good relationships with the school
- Support the school in the implementation of this policy

## **Salah time**

The rules for the Salah room are displayed and referred to in order ensure children display their best behaviour whilst in the salah room. Children are encouraged to use this time wisely by praying and doing Dhikr (meditation) before and after performing salah.

## **Traffic Light system**

At Fig Tree Primary the Traffic light system is used as behaviour management strategy inside the classroom

- All pupils begin on green circle every day. The names will only stay on the green circle if the behaviour is acceptable. If a child is given a warning due to unacceptable behaviour their name will be moved on to the orange circle and a warning is given. If the unacceptable behaviour continues then the name will be moved on to the red circle and a Time out will be given. If in one week a child's name is placed on the red circle three times or more then the parents will be contacted and made aware of the child's unacceptable behaviour.

Every effort should be made to praise children for making the right choices and behaving well.

- Effective Praise must be:
  - Natural and warm
  - Appropriate to the maturity of the child
  - Specific in identifying a desired behaviour
  - Varied and imaginative
  - Accompanied by eye contact
  - Frequent and consistent (praise should outnumber corrections by at least 3-1)

High levels of praise are important when establishing new behaviours. Intermittent praise is valuable in maintaining established behaviours

## **Rewards**

### **ClassDojo Points**

Children are awarded with ClassDojo points to reward success and good behaviour. ClassDojo is a communication app for the classroom. It connects teachers, parents, and students to share messages through the school day. They use ClassDojo to work together with parents and share in the classroom experience. Dojo points are awarded for;

- Staying on task
- Participating
- Good effort
- Helping others
- Persistence
- Following instructions
- Teamwork

Recognition of the following rewards are presented publicly during assembly:

- House points collected around the school, dinner times, break times and salah time, collectively as a house and individually. Collated by house teacher and captain.
- Goodness cup – Values based award given for (Kindness, respect, honesty and generosity)
- Star of the week Award
- Star stickers
- Golden Time
- Extra Play
- Popcorn Parties
- End of Term Class Awards
- Excellent attendance certificate
- Treats for Star of the week child
- Beautiful Recitation Award

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. These sanctions work within the use of the Traffic light system.

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|----------------------------------|--|--|---|
| <b>Displaying good behaviour</b> | <b>Amber Level 1</b><br>Behaviour on its own does not warrant moving child up onto the red Traffic light signal<br>Teacher should: Move child onto orange. | <b>Red Level 2</b><br>Teacher should: Move child up on red on the Traffic light signal | <b>Level 3</b><br>Teacher should: Work with SLT, child and parent to devise targets for behaviour booklet. Identify appropriate behaviour choices and direct child towards actions to redeem themselves |
|                                  | Not on task  | Persistence of Level 1   | Persistence of Level 2  |
|                                  | Disrupting or talking in class   | Incomplete tasks   | Constant disruption of class activity   |
|                                  | Answering back   | Defiance that persists and results in incomplete work                                  | Persistent defiance and disruption that impacts severely on work of others in class   |
|                                  | Telling lies / getting others into trouble   | Minor vandalism  | Vandalism<br>Theft  |
|                                  | Inconsiderate behaviour or careless actions  | Threatening behaviour<br><br>Low-level bullying  | Persistent bullying<br><br>Violence<br><br>Abuse / threatening behaviour towards an adult<br><br>Peer on peer abuse   |

### Peer on peer abuse

Fig Tree primary will not tolerate any kind of Peer on peer abuse (Bullying, cyber bullying, physical abuse such as hitting, kicking, shaking, biting or pulling, otherwise causing physical harm sexual violence or harassment). Staff will deal with any peer on peer abuse through giving the child time out and involving the Behaviour Co-ordinator and the Headteacher in extreme circumstances to ensure the child understand their actions are unacceptable behaviour and deemed inappropriate.

### Level 3 disruptive behaviour will lead to either one of three outcomes

1. Reflection time with SLT (using restorative conversation) Pupil thinks of strategies to repair situation and reports back to the head at the end of the day. Pupil returns to class to aim to correct their behaviour and earn positive Dojo points.
2. Phone call or letter home or message sent on Class Dojo Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour.

3. Parent / Carer meeting This may include reviewing and developing pupil targets and placing the child on a 'Behaviour Booklet' with the support of all staff working with the child. For unacceptable behaviour such as fighting and racism, the child should be sent straight to the head or deputy.

### **Behaviour booklet**

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases then the child will be put on the behaviour booklet. The child, parent and class teacher will work together to set specific targets which will be monitored for all daily lesson for a period of one week. The behaviour will then be reviewed by the class teacher, pupil and Head Teacher. The parent will be informed of the final decision.

Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Head Teacher.

### **Fixed-term and Permanent Exclusions**

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a student for one or more fixed periods. The Head teacher may also exclude a student permanently in relation to school-parent contract.

Fig Tree Primary School has a right to terminate contract if school feels;

- Lack of parental support from home
- School cannot support child's needs
- Any form of abuse or threatening behaviour from child or parents
- If behaviour endangers safety of the child, other children and staff members (relate to safeguarding policy)
- Damage to children's or school property

If the Head teacher excludes/terminates a student, s/he informs the parents immediately, giving reasons for the exclusion/termination. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Chair of Governors. The school informs the parents how to make any such appeal. The Head teacher informs the Chair of Governor's about any permanent exclusion/termination, and about any fixed-term exclusions beyond five days in any one term.

### **Appendix**

- Behaviour Tracking Form
- Behaviour Booklet