



*Nourishing the fitrah of each unique child*

## Behaviour Policy

*"Nothing is heavier upon the scale.... than good character." (Tirmidhi, 2002)*

Updated: December 2021	Review date: December 2022	Behaviour Coordinator: Hawwa Mbombo
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Adopted: December 2021

Review date: December 2022

## Behaviour Policy

***“Nothing is heavier upon the scale.... than good character.” (Tirmidhi, 2002)***

The policy is based on the good practice outlined in DfE guidance on behaviour and discipline and is in line with the duties set out in the Education & Inspections Act 2006 as well as Schedule 1 of the Independent School Standards Regulations 2014.

At Unique Academy, we believe that good behaviour is part of the values of being a Muslim and is important for development of good Islamic character and personality. This policy sets out our expectation of acceptable behaviour for inside and out of school and sets the standard for behaviour far beyond, thus preparing children to be responsible local and global citizens.

The policy takes a consistent approach to behaviour management which we see as essential to enable effective teaching and learning to take place. We seek to establish a nurturing environment which will encourage acceptable behaviour and conduct.

The promotion of good behaviour is the collective responsibility of the whole school, working in partnership with pupils and parents and led by the senior leadership team and we expect our staff to be role models of good behaviour and maintain high standards.

Behaviour will be monitored, and we expect full corporation from parents in managing and maintaining acceptable behaviour.

### Aims

Our aims are:

- To ensure all members of the school community can learn and function together in a safe, secure, and Islamic environment
- To empower children with values that will build their character as well as knowledge and reflective skills needed to understand when their behaviour is inappropriate and how they can make improvements
- To foster positive behaviour by providing praise and encouragement to pupils
- To communicate with parents about their child's behaviour and ensure that school and home are working in partnership to nurture good behaviour
- To ensure that behavioural management support is available to staff as part of their continued professional development (CPD) and that they are well informed of the boundaries when it relates to discipline of unacceptable behaviour
- To communicate the school's code of conduct (**Appendix 1**) and school rules (**Appendix 2**) with all members of the school community

### Standards Of Behaviour

Discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering special educational needs and disabilities as well as the additional challenges that some pupils may face. Standards are embedded in our values and aims to include:

- Building an inclusive curriculum that meet the needs of all children
- Encouraging open and honest communication with parents to help them understand their children's behaviour in conjunction with behaviour boundaries and sanctions
- Creating a good support system which offers, praise, and rewards for good behaviour to build an effective learning community.
- Regular report to parents about negative as well as positive behaviour,
- Actively promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.
- Staffs having a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

## Consideration to Equality Act 2010

As part of our mental health and well-being policy, we recognise that continued disruptive behaviour can be as a result of unmet needs and will follow the guidelines of that policy to identify support and meet needs of individual children. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities.

Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require additional support or in a different form and we will utilise an Individual Behaviour Support Plan for those who display challenging behaviour.

Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's [special educational needs policy/ SEN Information Report] for more information.

## Classroom Management

Staff are encouraged to adopt effective classroom management strategies to ensure that children feel safe and have clear rules, routines, and boundaries, in order to promote learning and discipline and to minimise classroom disruption.

1. Each classroom should also promote the following rules, which are:

- Good sitting
- Good looking
- Good listening
- Good thinking
- Good speaking

2. Clear consequences must be communicated, fairly and consistently to all pupils

3. Procedures and routines must be consistent and communicated clearly to pupils

4. Organised resources, as well as a safe and stimulating learning environment

5. Using positive language and positive Islamic praise vocabulary as a primary way of communication to encourage good behaviour, rather than negative phrases

6. Giving children classroom responsibilities

7. Each member of staff should build rapport with each individual pupil

10. Being assertive and have a positive presence.

## The Role Of Pupils

Unique Academy expects pupils to make every effort in their schoolwork, to respect staff and each other as well as members of the wider community, bullying or any type of harm, including harm to property will not be tolerated. Pupils are ambassadors to our school and even when outside are expected to act accordingly. We expect pupils to obey the school rules including accepting sanctions received. This extends to any arrangements put in place to support their behaviour, such as home – school agreements or parenting contracts, which are given to all parents upon admission and annually thereafter.

Homework is an important part of learning and we expect that this will be carried out within the limits set out by the teacher.

**(See the Homework Policy)** where pupils are struggling to meet the requirements of their workload, parents should discuss this with their class teacher who will work with them to draw up a support plan.

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- theft
- serious actual or threatened violence against another pupil or a member of staff

- supplying an illegal drug or other substances
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- malicious allegations against staff
- racist, sexist, homophobic, or other forms of discriminatory behaviour
- persistent lateness
- possession of items prohibited under the school rules as set out in section 4

## The Role Of Parents

Parents have first accountability in maintaining good behaviour and parents are expected to support the school in ensuring that their children are responsible for their behaviour in school. Parents are asked to sign the **home – school agreement** to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

Parents have a responsibility to be involved in their child's learning and support the school, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. Parents are also expected to attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, parents are expected to provide appropriate supervision for their child for the duration period of the exclusion, ensuring that their child is not present in a public place during school hours without reasonable justification and, if invited, to attend a reintegration interview at the school with their child.

## The Role Of Teachers

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- ensure the school code of conduct, school rules, class rules and expectations are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- arrive to class on time
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- work with parents and seeking their support to reinforce expected behaviour
- avoid the use of confrontational language – see Appendix for Emotional Containment Phrases
- use praise to reinforce expectations
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
- organise the classroom in a way that encourages successful learning by giving attention to:
  1. space for working and movement
  2. seating arrangements
  3. access to materials and equipment
  4. noise levels
  5. routines
- plan activities appropriate to the ability, maturity and special educational needs of the children
- be aware of safety issues when planning activities
- establish procedures for giving directions about tasks
- plan and respond to individual needs to learn behaviour skills and self-regulation
- provide opportunities for children to develop different kinds of relationships with one another
- allow children to express their views and feelings and seeking to extend their understanding of relationships through supporting the school's PSHE curriculum
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- liaise with external agencies, support teachers, parents, SLT/ the Headteacher as necessary to support and guide the interests of the child

## 'We' Script

When working with challenging behaviour staff should use the 'we' script reminding pupils of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce. For example, "*Abdullaah, we expect*

*everyone to speak politely to one another, JazakaAllaahu khairan, thank you.” Or “Amatullaah, we expect everybody to line up quietly, Jazaakillaahu khairan, thank you.”*

## The Role Of Trustees

- Responsible of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Trustees support the Headteacher in carrying out these guidelines
- the Headteacher has the day-to-day authority to implement the school behaviour policy
- be involved in the development of the policy in accordance with the stated aims of the school
- be informed about the successes of the policy in maintaining high standards of behaviour
- support staff in implementing the policy
- monitor and evaluate the effectiveness of the policy

## Bullying

**Unique Academy** wants to make sure that all pupils feel safe at school and accepted into our school community and will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. To combat bullying and other harmful behaviour using, we will have in place preventative strategies to actively development of pupils’ social, emotional and behavioural skills.

Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or electronically by cyber bullying, on-line or written means and can be directed at both staff and pupils. **(Please see our Anti-bullying Policy for details)**. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will follow our anti -bullying procedure.

## Disciplinary Sanctions: Stepped Approach

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. **Unique Academy** has adopted the following categories of behaviour types and the appropriate disciplinary measures to tackle each different category of behaviour:

### Disruptive Behaviour

Disruptive behaviour involves behaviour that affects the learning environment so that others are distracted examples are:

- Not following instructions (which have been clearly given and understood)
- Not sitting properly on their chair
- Fidgeting repeatedly
- Disturbing / distracting others from their work
- Calling out
- Bickering with peers
- Playing with objects or furniture during lesson time
- Talking/whispering to other children during lesson time
- Crying for no reason (this may need to be investigated first)

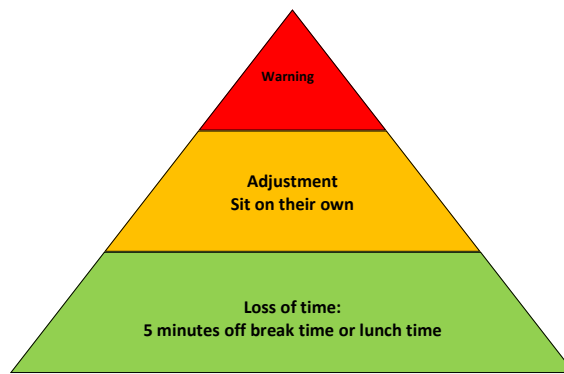
This type of behaviour should be dealt with by the following consequences:

**Step 1 - Warning:** Give the pupil one calm and clear warning and explain to them why their behaviour not acceptable behaviour. Inform them that they have a choice between staying where they are and abiding by the rules or being sent to sit alone, away from other pupils to complete their work.

**Step 2 - Adjustment:** If the child repeats the behaviour, explain to them that because they have chosen to ignore your warning, they will now need to sit on their own to complete a significant amount of work before they can re-join their peers.

**Step 3 – Loss of time:** If the behaviour happens again after re – joining the class, inform the pupil that they will have 5 minutes taken off their break or lunch time on that day.

The teacher will need to complete the ‘**Sanctions Log**’ which will need to be shown to the Headteacher. Parents will also be informed about persistent disruptive behaviour.



**Figure 1: Sanctions Traffic Light For Disruptive Behaviour**

### **Unacceptable Behaviour**

Unacceptable behaviour involves an attitude of disobedience and disregard for the teacher and other pupils. This may include:

- Refusing completely to do the work
- Arguing
- Inappropriate language
- Whining continuously
- Being uncooperative with the teacher
- Being malicious to other children
- Hitting another pupil (unintentionally)

This type of behaviour should be dealt with by the following consequences:

**Step 1 - Warning:** Give the pupil one calm and clear warning and explain to them why their behaviour not acceptable behaviour. Inform them that they have a choice between staying where they are and abiding by the rules or being sent to sit on the 'reflection chair'.

**Step 2 - Adjustment:** If the pupil repeats the behaviour, inform the pupil that because they have chosen to ignore your warning, they will need to sit at the 'reflection chair'. They should only sit in this chair for the minutes according to their age (e.g. if they are 5 years old, they sit in the reflection chair for only for 5 minutes).

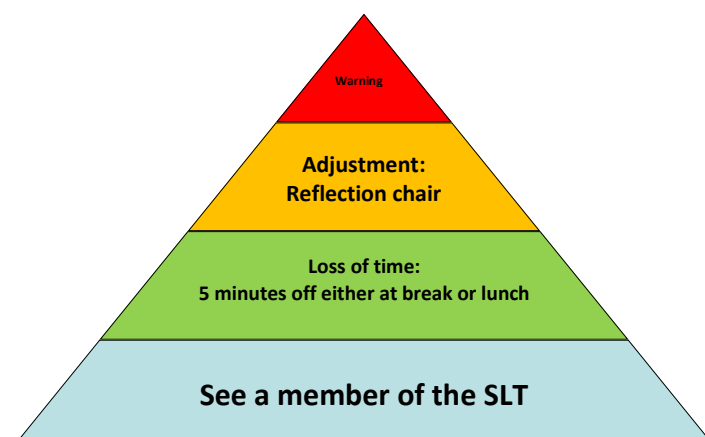
After the reflection minutes are completed, the teacher gives the pupil the 'self-reflection' form to complete (with support, if required) , then has a discussion with the pupil about the answers that they have written on the form and reinforces our school rules (e.g. we treat others how we would like to be treated – with respect and kindness etc) and thereafter, they can re - join the class.

**Step 3: Loss of time:** If the behaviour happens again after re – joining the class, inform the pupil that they will have 5 minutes taken off their break or lunch time on that day during which time they will need to see the Headteacher.

The teacher will need to complete the '**Sanctions Log**' which will need to be shown to the Headteacher, along with the pupil 'self – reflection' form

**Step 4:** A member of the SLT will have a discussion with the pupil about their behaviour, the consequences of good or bad behaviour choices and the school's expectations of Islamic conduct at all times.

Parents will be informed about unacceptable behaviour incidents.



**Figure 1: Sanctions Traffic light For Unacceptable behaviour**

### **High level Unacceptable Behaviour**

This includes:

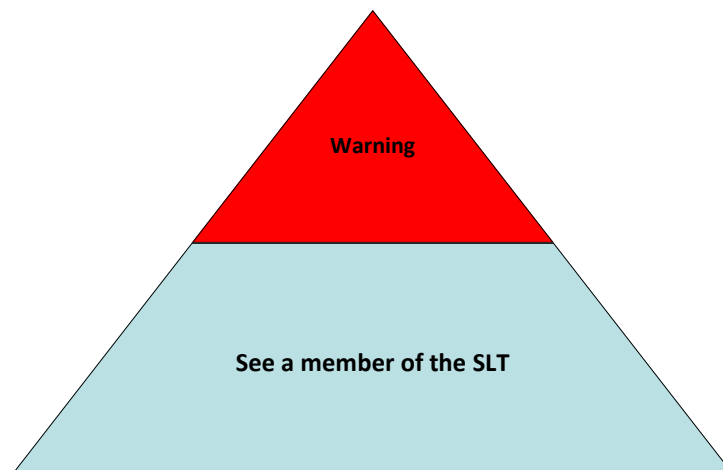
- Violence (including sexual violence)
- Fighting
- Stealing
- Cheating
- Using obscene language
- Uncovering the awrah or that which is not ordinarily apparent
- Hand gestures commonly known to be associated with swearing
- Harassment (including sexual harassment)
- Bullying (see **Anti Bullying** policy)

Refer to our **Peer On Peer Abuse Policy**

This type of behaviour should be dealt with by the following consequences:

Step 1 – Warning: One warning should be given to the pupil (s) involved.

Step 2 – See a member of the SLT: If the pupil(s) refuse to adhere to the warning, they should be sent to a member of the schools SLT who will deal with the act according to the nature of the behaviour and according to their discretion.



**Figure 1: Sanctions Traffic light For Highly Unacceptable Behaviour**

### **Interventions And Strategies For Behaviour Modification**

When engaging in conversation with a pupil regarding their behaviour, the following guidance applies:

1. Focus on changing the behaviour
2. Choose one behavioural problem at a time for change
3. Help child to understand why the behaviour is unacceptable and the appropriate consequences that may ensue
4. Identity the trigger of the behaviour-why is the behaviour being done?
5. Help the child to learn a new positive behaviour skill (e.g. thinking before they speak or act etc)
6. Positive reinforcements (e.g. Praise, Mashaa Allaah stars on chart etc)
7. Parental involvement so that they can advise the children at home as well

In the early years, additional effective behaviour management strategies can include:

- Distractions (i.e. changing the topic, drawing the child's attention to a particular activity that links to the child's interest etc)
- Offering choices
- Asking the child to sit next to the teacher for a part of the lesson
- Engaging the child with visuals and objects that they may be interested in

## Exclusions

Our school's Islamic ethos and principles determine that children are not accountable, and therefore, adults are responsible for supporting children to develop acceptable behaviour. With this principle in mind if persistent unacceptable behaviour exists, the causes must be ascertained, and then appropriate strategies employed to deal with the causes before exclusion is considered.

Examples of types of behaviour which may result in exclusion:

- physical assault
- bullying
- cyber bullying
- possession of drugs
- possession of weapons
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- Persistent unauthorised absence
- A strong and persistent violation of the home-school agreement.

Exclusions should only be considered as a LAST RESORT after all other avenues have been exhausted. Exclusions can apply in relation to persistent unacceptable behaviour as defined in the 'discipline' part of this policy. The following steps must be taken in such circumstances:

Step 1: The class teacher will employ the discipline strategies outlined above

Step 2: The Head teacher will contact the parents to arrange a meeting if the unacceptable behaviour is persistent after a month. Together they will agree strategies that the school and home can take to curb the persistent unacceptable behaviour. These strategies will be carried out for 6 weeks. The Headteacher will also inform the parents of the actions that will take place if unacceptable behaviour persists towards the end of the 6 weeks (i.e. Steps 3 to 7 below).

Step 3. If the unacceptable behaviour is still persistent after 6 weeks, the Head teacher will arrange a meeting with the parents to issue a verbal warning to the child that if this unacceptable behaviour persists, they will be suspended for one to five days.

Step 4. During this meeting, the child must commit to desisting from such behaviour and a behaviour contract will be drawn which must be signed by the pupil, parents and Headteacher.

Step 5. The child will also be issued with a behaviour report card which will be completed daily to log behaviour and signed by the class teacher and parents to acknowledge that they have seen the report card.

Step 6. Thereafter, if the unacceptable behaviour persists for a further 6 weeks, exclusion will be considered. In such a case, the senior leadership team will convene to investigate whether exclusion should be applied. If they deem that exclusion is the only resort, the Headteacher will write a letter to the parents informing them of this, the length of time (either one, two, three, four or five days) that the child will be excluded for and the date in which the child will be eligible to return to school.

Step 7. When the child returns to school after exclusion, he/she will spend time with the Head teacher to review if the child has reflected upon his/her unacceptable behaviour and is willing to make a change in his/her behaviour. The Headteacher may assign the child some written tasks to complete to further their understanding of how a Muslim should behave at all times. After this, the child will be sent back to the class.

Step 8. The child's behaviour will continue to be monitored for 6 weeks and a behaviour report card will be completed daily, recording behaviour.

Step 9. At the end of 6 weeks, the child's behaviour will be reviewed by the senior leadership team and the Headteacher will arrange a meeting with the parents to confirm whether or not the child can be taken off the behaviour report card due to the significant improvement the child has made to their behaviour.

At each stage of the process, adults must engage in reflective discussion with the child to support them to understand why their behaviour is unacceptable and that it will not be tolerated in the school. The consequences of unacceptable behaviour through the sanctions that the school has in place, should also be communicated to the child.

All accounts of the unacceptable behaviour must be logged in the 'Incidents Form'. Each class has a copy of incident forms in their classrooms.



The incident file is a legal document, which is presented to Ofsted on request, it should not be tampered with or altered at any point.

## Use Of Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

**Unique Academy** does not encourage the use of force. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is at the school's discretion whether it is an appropriate occasion to report the use of force to parents.

Serious incidents involving the use of force will also be recorded by the school.

## Attendance

Regular attendance at school is required by law, and **Unique Academy** takes attendance very seriously. Daily attendance registers are taken twice a day and parents must contact the school on each day that their child is absent

Persistent absences will be dealt with in line with the school's **Attendance Policy**.

## Uniform And Appearance

Effective teaching and learning require proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons.

The standard uniform is as follows:

Nursery	Reception	Year 1 / 2
• White hat/khimar	• White hat/khimar	• White hat/khimar
• White polo shirt with a school logo	• White polo shirt with a school logo	• White polo shirt with a school logo (Girls only)
• Navy blue jumper with a school logo	• Navy blue jumper with a school logo	• Navy blue qamees/pinafour with a school logo
• Navy blue jogging bottoms with a school logo	• Navy blue jogging bottoms with a school logo	• Navy blue blazer with a school logo
		• Navy blue trousers with a school logo
		• <i>The school sweatshirt jumper with the school logo is optional and is not included in the free set</i>
	PE	PE
	• Taekwondo suit	• Taekwondo suit

The school uniform should be worn by all pupils in the early years and primary classes. Repeated incidences of failure to wear the correct uniform may result in further sanctions for example, being sent home to change. Please see our **Uniform Policy** for more information.

## Lunch boxes

Lunch boxes must be of a simple, plain design. As part of our healthy eating policy, children are required to bring pack lunches which do not contain junk/unhealthy food, such as crisps, sweets, chocolate, fizzy drinks etc.

## Regulating Pupil's Offsite Conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying, will be disciplined by the school. This also applies to pupils who break school conduct during school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

## Rewards policy

**Unique Academy** believes that it is important to encourage good conduct throughout the school by rewarding good behaviour.

We will use a "Mashaa Allaah chart" reward system whereby the class teacher has a star chart in the class. The teacher will award "Mashaa Allaah chart" stars or other symbols as an incentive to encouraging good behaviour and good work in class. The "Mashaa Allaah chart" will also be used to enhance confidence in children giving them a sense of worth. Children can also be sent to see the Headteacher.

Children will also be eligible for certificates for academic achievement and general positive Islamic conduct and behaviour. Certificates are issued every week during Monday school assembly.

## Complaints

The school has a standard complaints procedure, which can be found on the school website. A copy can also be requested at the school reception desk; however, parents are advised to raise any concerns informally with their child's class teacher in the first instance. If the matter is not resolved, the school will do everything in its power to help resolve conflict or complaints swiftly and effectively.

For details of the full complaint's procedure see our school **Complaints Procedure**.

## Monitoring

This policy will be monitored by the Headteacher regularly.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern.

The Head teacher records incidents where a child is sent to her on account of seriously bad behaviour.

It is the responsibility of the Trustees to monitor behaviour records termly, including records on the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

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Signed by

*Hawwa Mbombo*

Headteacher

Date: 26.12.2021

This policy will be reviewed annually.



## School Code Of Conduct

- We listen to each other's point of view and try to understand each other
- We use appropriate language with each other as Allah loves the one who is best in speech
- We treat others how we would like to be treated
- We use our indoor voices and do not shout or raise our voices
- We raise our hand if we wish to comment or ask a question as seeking permission is an aspect of positive Islamic adaab
- We are all as important as each other
- We move quietly about the school and do not disturb others
- We are silent when required to be so, respecting the teacher
- We take pleasure in our work, our appearance and our school
- We do not tolerate bullying, as Muslim we are taught to never hurt another person
- We will be courteous to all guests who visit the school and extend our positive Islamic conduct when welcoming guests



## School Rules

- Be kind and respectful
- Look smart and tidy for school and wear your school uniform
- Use your walking feet indoors
- Use your indoor voices indoors
- Take care of your classroom and keep it clean and tidy
- If you need to use the toilet, ask your teacher
- Stay safe and learn with your friends



## Expected Behaviour

### Working together as a whole class

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Respect the classroom environment
- Respect other people's belongings and work

### Working together in groups

We would like children to:

- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or at the park
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say
- Try to sort out difficulties independently; seek support from and authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

### Working independently

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

### During outdoor play

We would like children to:

- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Care for people if they are hurt
- Listen to adults: respond courteously and obediently

### **In the assembly hall at lunch time**

We would like children to:

- Walk into and leave the assembly hall reciting Qur'aan
- Talk quietly
- Sit where the adults in charge allocate
- Put up a hand if help is needed and wait patiently until a member of staff to attend them
- Demonstrate good manners
- Say 'Bismillaah' before eating and 'Alhamdulillaah' when finished
- Say 'please' and 'thank you' appropriately
- Use the cutlery correctly and carefully

### **In assembly**

We would like children to:

- Enter and leave the assembly hall reciting Qur'aan and in an orderly way
- Listen to the adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or rhyme
- Accept different styles of presentation and different expectations

### **On trips or at competitive events**

We would like children to:

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly
- Stay together
- Accept rules
- Encourage and support one another
- Respond quickly to instructions



## Self - Reflection Form

Name: \_\_\_\_\_

How are you feeling?

 Happy	 Sad
 Mad	 Scared

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What happened?

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How can you fix or make things right?

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Are you calm?



Are you focused?



Are you ready to return?





## Sanctions Log



Name of the child	
Date of sanction	
Time the sanction was imposed	
Details of the behaviour/reason for the sanction	
The nature of the sanction imposed	
The outcome or consequences of the sanction (and consideration of whether it was effective)	
The name(s) of the colleague imposing the sanction	
The child's view of the sanction	
Name	
Signature	
Date	

Appendix 6



## De-escalation Script

An emotional child who is angry or upset may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

**Acknowledge**

**Empathise**

**Reassure**

**Direct**

The following script can be used:

**A: I can see and hear that you are feeling upset right now.**

*(Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)*

**E: I would be upset too, if.....**

*(State what has happened to upset the child)*

**R: It's OK to feel upset.**

**D: When you are ready to.....**

*(State what it is they need to do)*

**I will know when you are ready because.....**

You may also go on to say:

***I need you to be safe/ behave in a safe way.***

***I am going to do..... now, but I will check to see if you are ready.***

**REMEMBER!**

**Say as little as possible!**



**(Coded messages: I am trying to understand you, I can bear this with you)**

**It's fine...**

*e.g. it's fine, you don't need to get upset, we can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.*

**It's not a problem...**

*e.g. It's not a problem we can come back to that work and complete it during finishing off time.*

**It's ok...**

*e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it Mr piper will know and he will understand.*

**You're letting me know that...**

*e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.*

**You're telling me that...**

*e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.*

**It seems that...**

*e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be...)*

**You want me to know that...**

*e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the first and then approach to their learning).*

**It feels like/as if...**

*e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?*

**...Let's sort it out/ do it together...**

*e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together*

**...We can fix this...**

*e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.*

**You can do this I believe you can/in you**

*e.g. you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.*

**I can understand that...has upset you/made you feel...because you thought/felt**

*e.g. I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?*

**...I need to keep you safe**

*e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.*

**I understand you need some space. When you're ready...**

*e.g. I understand that you need some space. When you're ready I'll be over by the printer.*

**When you're ready we can talk about it, I'll be...**

*e.g. when you're ready we can talk about it, I'll be by Mrs Smith's table sorting out the books.*

**Let's think of a way you can let me know next time?**

*e.g. Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?*

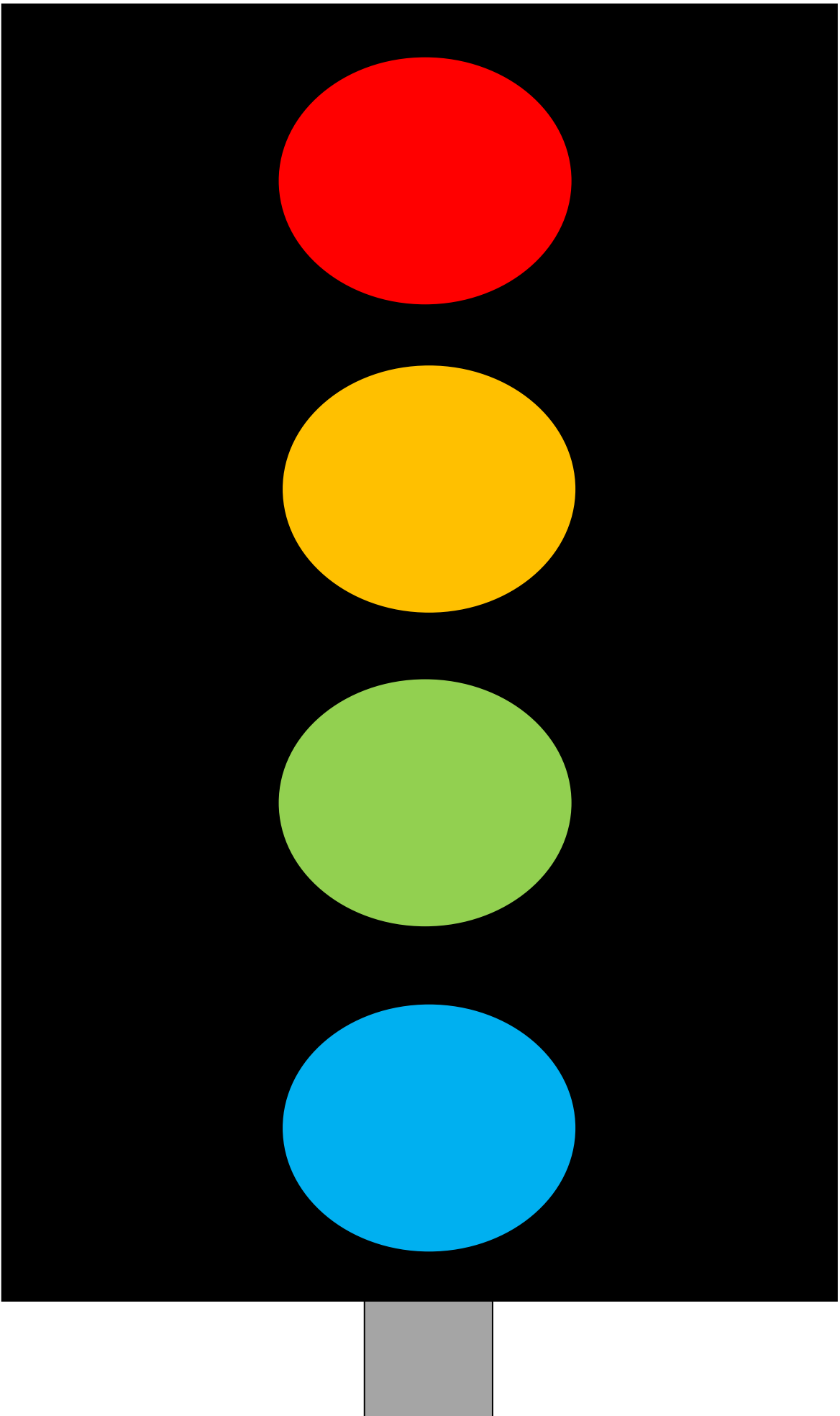
**... we just need to keep you safe.**

*e.g. You can be angry, we just need to keep you safe.*

**...It's ok you're safe.**



## Behaviour Traffic Lights





# Individual Behaviour Support Plan

Name of child: \_\_\_\_\_

Class: \_\_\_\_\_

Year Group: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Medical conditions/needs: \_\_\_\_\_

Staff working with the child: \_\_\_\_\_

Date plan starts: \_\_\_\_\_

Date of next review: \_\_\_\_\_

## Identify Problem Behaviour

- Use incident forms and report cards etc to inform this section.
- What does it look like?
- What triggers it?

## Targets

- What are we working towards?
- What will the target behaviour look like?

	Intervention Strategy	
<p><b>Proactive and Preventative Strategies</b></p> <p>How do we maintain positive behaviour? How do we support the pupil to achieve their target?</p> <ul style="list-style-type: none"> <li>• Phrases to use</li> <li>• Rewards and other motivations for the child</li> <li>• Interventions</li> </ul>	<p><b>Antecedents</b></p> <p>How do we prevent an incident?</p> <ul style="list-style-type: none"> <li>• What to look out for</li> <li>• How to respond</li> </ul>	<p><b>Reactive Strategies</b></p> <p>How do we minimise the impact of the behaviour?</p> <p>How do we diffuse the situation? Which de-escalation strategies are most effective with the pupil?</p> <ul style="list-style-type: none"> <li>• What to do and what not to do</li> <li>• Phrases to use</li> <li>• Calming techniques</li> <li>• When should another member of staff be informed?</li> </ul>

After an Incident
<p>Date of incident:</p> <p>Restorative practice or sanctions used, any contact with parents:</p>

Agreement:	Evaluation and Next Steps:
<ul style="list-style-type: none"><li><input type="checkbox"/> Parent name</li><li><input type="checkbox"/> Parent signature</li><li><input type="checkbox"/> Staff name</li><li><input type="checkbox"/> Staff signature</li><li><input type="checkbox"/> Date</li></ul>	<ul style="list-style-type: none"><li>How effective is the plan? Does it need to be tweaked or do you need to try out a new approach? Consider: rewards and sanctions, relationships, clarity and consistency, parental involvement.</li><li>Record suggestions to be considered when this plan is reviewed.</li></ul>