

Date Valley School

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Behavioural and Discipline Policy

This policy has been drawn up after discussion with parents and staff as to what they feel is required. School rules were decided upon by the children in class time and assembly time.

Aims:

- To establish and maintain approaches in behaviour management that is consistent throughout the school
- To focus on positive relationships and positive classroom management
- To ensure that behaviour within the classroom facilitates the delivery of the school's curricular aims and the development of positive attitudes
- To ensure that every member of staff behaves with consideration and concern for others
- To ensure that parents are supportive of the school's policy and that they are directly involved in the implementation wherever this is appropriate and necessary

Objectives:

The children at Date Valley School will:

- Observe high standards of behaviour always, as indicated by the school rules
- Understand the need to move around the school safely and quietly
- Be considerate of the needs of other people
- Develop a sense of responsibility for one's own behaviour
- Understand that actions and choices have consequences
- Be given the opportunity to draw up rules / codes of conduct for their own classes
- Be aware that good behaviour is appreciated and valued
- Follow the school behaviour traffic lights system

Reasonable behaviour is expected from all our children always. It is our aim to provide a happy and friendly environment where all children in our care can be safe and comfortable in the company of the other children. Behaviour is discussed with the children and their opinion and cooperation sought in the implementing and agreement of rules of good behaviour. All children are encouraged to observe the benefits to themselves and to the school when good behaviour is observed.

We try to create an environment where:

- All our children are encouraged to play and work together, be kind and honest to each other and learn to share
- Children are independent and confident to talk to adults about any concerns
- We do not accept unreasonable behaviour which is disruptive to the other children, for example, biting and hitting others
- Bullying is unacceptable and will not be tolerated
- Children are encouraged to be without prejudice, to be tolerant of others and not to use offensive language
- Good manners are encouraged always with children being encouraged to be aware of behaviour that goes against the teachings of Islam
- Whenever behaviour is discussed, children are encouraged to think about what type of behaviour is pleasing to Allah, and we expect all our children to learn to use this as their guide when realising that certain behaviour is unacceptable
- The school rules drawn up with the children and the staff will reflect this, Insha Allah.

The staff at Date Valley School will:

- Try to set a good example for the children by making sure that their behaviour can be used as a role model for the children
- Staff must always be gentle, kind and loving, making sure that they try to follow the example of Prophet Muhammad (SAW) who always showed mercy to children
- Avoid using language that damages the child's self esteem. The child must always feel valued and behaviour that is negative focused on rather than the child
- Treat all children fairly and equally
- Give children interesting and responsible jobs around the school
- Reward for good work and good behaviour in a manner appropriate to their development needs. Rewards will include stickers, certificates, whole-school awards and class 'good deeds' leading to 'golden time' and special assemblies sharing achievement
- Golden behaviour is rewarded with golden stickers from the head teacher/ managers. Each child will have a booklet to collect golden stickers. Children will be able to cash in golden stickers for rewards at stages.
- Consistent methods must be followed when dealing with a child with behaviour problems. Although these methods will vary, depending on the child, some methods that can be used in the initial stages are:
 - Trying to distract the child and change their behaviour by giving them alternative choices
 - To praise the child for positive behaviour, focussing more on the good than the bad. When praising, staff are encouraged to use descriptive praise so that the child is aware of the positive behaviour displayed
 - To reassure the child and giving them the opportunity to work through their emotions in a constructive manner
 - To empathise with the child by acknowledging their feelings
- Inform parents when a child's behaviour has caused concern or has been disruptive.
- Follow the school behaviour traffic lights system where a child will be encouraged to be 'keen to stay on green'. Any child displaying yellow behaviour will be put onto yellow and is allowed 3 warnings from the teacher. If yellow behaviour persists or red behaviour is shown the child is on red and must be sent to the manager's office for a red card infringement slip. Usually leading to a lunchtime or after school detention.

The management team at Date Valley School will:

- Make sure that all staff are given the opportunity to participate in appropriate training that will help them to deal effectively with any behaviour issues
- Try to be supportive if any member of staff is having problems and try to guide them through these problems
- Have designated people responsible for behavioural issues who can then be consulted by all members of staff when they have a problem on which they need guidance and advice
 - Designated person for behavioural issues is Sister Erum Jaffri
- Make sure that all parents have understood and signed the Home-School Agreement
- Ensure that all children are treated equally

We try to create an atmosphere whereby agreed unacceptable behaviour does not occur. However, at times this is unavoidable.

Unacceptable behaviour:

- Level 1
 - Any behaviour that creates disruption in class, disruption being defined as children being disturbed and distracted and generally unable to work constructively
 - Refusal to comply with requests

- Answering back
- Rudeness
- Damaging property
- Level 2
 - Any of the above behaviour that is continuously repeated
 - Hitting
 - Swearing
 - Fighting physical and verbal
 - Backbiting and tale carrying
- Level 3
 - Any level 2 behaviour that is continuously repeated
 - Throwing items
 - Violence
- Level 4
 - Any level 3 behaviour that is continuously repeated
 - Extreme violence
 - Found to have made malicious accusations against school staff
- Level 5
 - Repetitions of Level 3 and Level 4 behaviour
 - Behaviour that is unmanageable on more than three occasions

Children will be made aware that sanctions will operate if behaviour is inappropriate. If a child progresses a long way up the hierarchy of behaviour management, or begins at a high level, then the behaviour chart procedures will be followed.

Sanctions:

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we must recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of discipline include:

- A focus upon the misbehaviour rather than the child. e.g 'that was an unkind thing to do' rather than 'you are an unkind girl'
- A message about what the child should do in the future. Children are encouraged to come up with their own solutions where appropriate
- Timing immediately after the misbehaviour
- Sanctions appropriate to the misbehaviour
- Looking for the possibility of praise after the sanction to encourage more positive behaviour

Level 1

At this level one person, for example, the class teacher, teaching assistant, lunchtime supervisor etc., is dealing with an incident that has happened in isolation, or with a minor concern expressed by a parent.

- They will talk to the child alone and make them aware of why their behaviour is inappropriate and what the appropriate behaviour is. If it involves another child or a group of children, their actions will be discussed with them too
- The most appropriate sanction at Level 1 is to make it clear to the child that the teacher (or other appropriate adult) disapproves, and to explain why. If there has been an isolated but serious incident, then some of the sanctions at Level 2 will be appropriate
- Staff supervising at lunchtime will be able to deal with most, if not all, minor issues of this kind during lunchtimes, but will inform teachers at the end of lunchtime so that they can follow up if necessary
- Many areas within Level 1 will involve general behaviour issues, such as talking at inappropriate times, lack of politeness, saying something hurtful to friends, minor relationship problems etc. How to behave in such circumstances can be emphasised during circle time, and during class and school assemblies

- It is important to monitor individual children to determine whether certain incidents occur more than once, and whether they are resolved easily or begin to escalate. Monitoring should take place in children's individual observation sheets
- Appropriate written notes should be kept in the child's file by the class teacher, and parents should also be made aware of any concerns

Level 2

- The child will typically not have responded to any action taken at Level 1 and their behaviour will have come to the attention of several adults
- The class teacher should now be keeping notes of every instance of inappropriate behaviour. These notes are to provide evidence of the incident – the date and time, the action taken, who else was involved and whether the action taken was effective
- Sanctions that should be used include talking to the child as at Level 1, other teachers talking to the child, time out of the classroom, letters of apology, reports to a senior teacher and the head teacher, separating them from others during breaks and lunchtime
- Behaviour logs should also be kept, if this is felt to be appropriate, as a means of formally recording behaviour over a period of time.
- Incidents at Level 2 will begin to involve the headteacher or assistant heads, although it will still be the class teacher in the main who takes the necessary actions and holds discussions with parents
- During the discussions with parents, all the school's relevant strategies will be outlined, while the parents will be asked about behaviour at home, and any reasons that they can think of for the child's inappropriate behaviour

Level 3

- Sanctions to be used should start of as at level 2. All procedures outlined at level 2 should be followed
- Further sanctions to be used are withdrawal from breaks and after school detentions
- At this level it will also be appropriate to indicate to parents that the child may be placed on the school's behaviour chart for further support

Level 4

- It is at this level, because the patterns of inappropriate behaviour are persisting, the child will be placed on the school's behaviour chart for extra support
- All the support and sanctions at Levels 1, 2 and 3 will have been used and full discussions will have taken place with the child's parents

Level 5

- At this stage the child's behaviour will be extremely difficult to manage and exclusion may be a possibility
- A child who is excluded, temporarily or permanently, does not have to go through all the school's behaviour-management levels. Sudden extremes of behaviour, such as totally unacceptable violence, can lead to exclusion without going through the various levels

Unacceptable sanctions:

- Staff must understand that harsh treatment towards children will not be tolerated. It is recommended that discipline in the school is maintained through kindness and firmness in so far as it is possible. Children should never be humiliated and sarcasm must never be used. The child should always be treated with respect
- Exclusion from the group should only be necessary in some circumstances. All staff must try to reach a solution first by talking to the child

- Although children can have time out or asked to do their work on a separate table, time out should never take the form of sitting in the corner with their back turned as this is deemed humiliating to the child and inappropriate
- Staff must not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being
- Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day

The use of reasonable force to control and restrain pupils:

The following guidelines clarify where the use of reasonable force is acceptable.

These are:

- Where a child's behaviour is at risk of causing injury to him/her self
- Where a child's behaviour is likely to cause injury to others (adults or children)
- Where a child's behaviour is likely to cause serious risk of damage to property

All staff are asked to refer the matter to the headteacher if they feel:

- That they cannot deal with the matter effectively
- That they will be putting themselves to some risk
- That the other children are in danger and they need some help
- That they do not wish to use any physical restraint for fear of dealing with the incident in an inappropriate manner

All such incidents should be reported to the headteacher and a note made in the child's records of such incidents.

Early Years Behaviour and Management

Challenging Behaviour:

Most children experience social difficulties at some time in their development. There are many ways that the teachers help children to better integrate into the early years group. They might:

- Redirect the child to a new focus or activity
- Gain the child's attention with a look, gesture or word to make her aware of our observations
- Remove the child from the situation and engage her with an adult-led task. This stops the inappropriate behaviour, refocuses the child's attention, and enables her to calm down. When appropriate the child returns to the group
- Other strategies may be employed e.g. more one-to-one, staying in, other sanctions
- The above strategies need to be consistent and practiced over days or weeks with parental consent and co-operation.
- If the behaviour of a child requires more attention than what can be achieved by the daily efforts described above, other means may be implemented to ensure a positive early years experience for the child, their classmates, and the group as a whole

Approaches for consideration when the behaviour of a child is consistently disruptive and/or there is a cause for general concern:

- Parent notification and consultation on a regular basis
- Teacher review on a regular basis (daily and/or weekly)
- Discussion with parents, teachers and child where appropriate
- Begin recording detailed records in the PSHE folder
- Implementation of an action plan to target a problem or concern
- Recommendation to consult with other professionals for help and support

Strategies used to promote good behaviour in Reception:

- Happy/Sad face – children's names are put up to keep children motivated
- Traffic lights – Names put up on to colours, as follows: Green – All, Yellow – warning and Red – continuous warnings or hitting
- Reward ladder – children climb the ladder to gain a reward, used to encourage continuous positive behaviour

This policy has been read and approved for Date Valley School, by the Headteacher and the Chair of Date Valley School Trust.

Date: April 2018

Appendix 1
Behaviour monitoring chart for children.

Stage 1: Information (dealt with in class) to be attached.
Supervised detention to take place on Fridays

Stage 2:

Name of child: _____ **Class** _____

Red Card: Management Intervention

Step 1: Supervised detention (describe what will happen)

Date:

Comment/ Reason:

Step 2: Supervised detention (describe what will happen)

Date:

Comment/ Reason:

Step3: Supervised detention (describe what will happen)

Headteacher / Assistant Head to make contact with parent/ guardian and call them in for a formal meeting on the same day (or within 24 hours of incident)

Date:

Comment/ Reason:

Stage 3:

Name of child: _____ Class _____

Red Card: Management Intervention

Step 1: Supervised detention (describe what will happen)

Date:

Comment/ Reason:

Step 2: Supervised detention (describe what will happen)

Date:

Comment/ Reason:

Step3: Supervised detention (describe what will happen)

Headteacher / Assistant Head to make contact with parent/ guardian and call them in for a formal meeting on the same day (or within 24 hours of incident)

Date:

Comment/ Reason:

Appendix 2

Behaviour traffic lights system

What does 'green' behaviour look like

- Being quiet when the teacher is talking
- Listening and sitting nicely
- Concentrating in class - trying your best not to be distracted
- Being polite and always using good manners. Eg.
 - Say please and thank you
 - Say Salaam
 - Hold doors open
 - Smile at each other
- Being helpful and working well together
- Always being where you are supposed to be
- Calling people by their given names
- Looking after school equipment
- Respecting all adults - treating them all in the same way
- Caring for each other

What behaviour might lead to a warning card?

- Choosing to talk at the wrong time
- Walking off without asking
- Spoiling other children's chance to learn
- Being cheeky (answering back)
- Rocking on your chairs
- Not following instructions
- Being "stropky" - sulking
- Having poor body language

Remember - if you are given a warning card then you are being given the chance to correct your behaviour

<ul style="list-style-type: none"> • Sharing • Walking sensibly around the building • Inviting lonely children to join in games • No speaking after Adhan 	
<p>What behaviour will result in a red card</p> <ul style="list-style-type: none"> • Hurting other children - by hitting, kicking, pushing or with words • Bullying • Being defiant - ignoring a direct instruction from a grown up • Not correcting your behaviour when you are on a 'warning' card • Using bad language <p>What should happen if you get a red card?</p> <ul style="list-style-type: none"> • Go to supervised detention • Miss out on treats • Contact parents if you have been to supervised detention 2 times 	<p>What does 'gold' behaviour looks like?</p> <ul style="list-style-type: none"> • Remembering to walk sensibly down the right-hand side of the corridors at all times • Staying in your place in your line and 'doing the right thing' when you are walking with your class • Constantly making the right choices • Paying attention to all adults • Always working to the best of your ability - doing your best • Choosing the right time to go to the toilet - break times and lunch times • Always being well-mannered - saying please and thank you, showing courtesy to each other, holding the door open, greeting people politely • Behaving beautifully on the way to and from school • Showing good learning behaviour • Following rules - inside the school building and on the playground • Showing respect at <u>all times</u> to <u>all</u> people