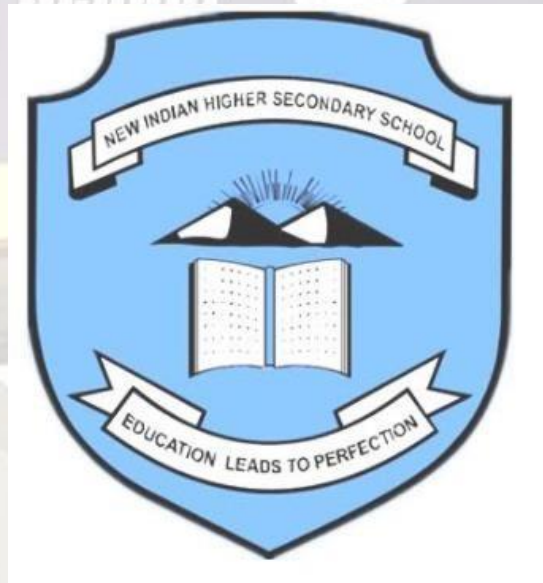


NEW INDIAN SCHOOL RAS AL KHAIMAH



STUDENT BEHAVIOUR MANAGEMENT POLICY

Signed:

Principal:

Date:21/09/2020

ICT Co-Ordinator:

Date:21/09/2020

STUDENT BEHAVIOUR MANAGEMENT POLICY

Aim

It is the primary aim of NEW INDIAN SCHOOL that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Staff Responsibility

Behaviour Management is the responsibility of all staff at NEW INDIAN SCHOOL.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low-level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the supervisor, then the head of the department and if necessary the Headteacher

The Learning Mentor is employed by the school to support children who, for a variety of reasons, find the school environment challenging. The Senior Management Team, agree with staff, those children who need to be supported and the Learning Mentor reports progress to the class teachers and the Senior Management Team.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Inclusion Manager and the Headteacher) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the supervisor and head of the department.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home

and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Organisation

School Rules

The six main school rules were generated by the children for everybody. The school rules are put up in each classroom. They should be revisited with the children at the beginning of each term and at other times when necessary.

The School Rules are as follows:

Class Rules

- Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Rules should be written up neatly and prominently displayed in the classroom.

Circle Time/SEAL

- All classes use Circle Time and SEAL sessions as a tool for promoting positive behaviour. Circle Time and SEAL sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards agreed through phase team meetings. FS – Praise (individual and whole unit) KS1 – Rainbow, Sun, Cloud (individual) Marble Jar (whole class) Year 3 and 4 – Top Banana (individual) Monkey Golden Time (Whole Class) Year 5 and 6 – Star Chart (individual) and Compliment of the Day (social attitudes)
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- Each week two children from each class are nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement.
- Postcards are sent home to parents/carers each week to celebrate positive behaviour and achievements.
- Positive playtime behaviour is rewarded by a raffle ticket which is placed in a draw at the end of the week. These tickets are also added up each term to present children with small prizes.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.
- NIS expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- There are Time Out tables in every classroom where a child can be placed in order to reflect on his/her behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Deputy Headteacher or Headteacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Deputy Headteacher or Headteacher. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Racist incidents will not be tolerated in any form.

Age Appropriate Sanctions

- All classrooms in the school have a behaviour log that is kept in the classroom to record negative behaviour.
- Teachers need to ensure all staff, particularly SLTs and midday meal supervisors know that a child is under sanction or has behaviour targets.

Foundation Stage

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to another carpet in Foundation Stage.
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out.
- Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Headteacher or Deputy Headteacher or spend time out in another classroom.
- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with NIS , Head, Deputy and Parents/Carers.

Key Stages

- Teachers warn children verbally if their behaviour is inappropriate.
- Second warning and the child's name is moved to the 'cloud'
- If behaviour does not improve they are sent to time out for 4 minutes. If calm and returned to expected behaviour name moves to 'sun'. The time out table is where a pupil can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or the Deputy Headteacher.
- If there are persistent behaviour issues or incidents with a child the class teacher will speak or send a letter to the parents/carers with the Headteacher or Deputy to talk through ideas for a solution.
- Try to diffuse the situation
- Teachers warn children verbally if their behaviour is inappropriate.
- If their behaviour continues the child receives a second warning and the child is placed on the time out table where they can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the same Key Stage or the Deputy Headteacher.
- If a child is sent out of the class twice in one week a phone call is made to the parent then a letter is always sent home to invite parents and carers in to talk through how we can work together to change the behaviour.

- The teacher might also decide to make the child stay in at playtime or give them lunch time detention as punishment. Lunchtime detentions are recorded in the Detention book. Detentions are only issued by class teachers.
- If a child continues to not follow the behaviour policy an internal exclusion may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged in the incident book.
- In extreme cases each teacher has an SOS card which a child will present to a senior member of staff to signify that the teacher needs immediate assistance.
- In cases of extreme violence the parents are always informed either verbally, by letter, or phone call.
- Children that are identified, because they regularly display negative behaviour, may be referred to the Learning Mentor and the Inclusion Manager to identify problems and support them with a programme of strategies to manage their behaviour.

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class has a behaviour log. A record of parental contact is included within the log. This log is to be kept in the classroom.
- Children who are involved in incidents will have the incident recorded in the log detailing the incident, the child's response and action taken.
- Class teachers will have copies of letters that they can send home to parents/carers if they want to discuss a child's behaviour. If a letter is sent home, this needs to be recorded in the log and the letter sent to the office for posting. The headteacher must be informed if a letter is sent home. Any phone calls must also be logged.

- If a teacher sends a letter home and receives no response from the parent/carer within two school days, the Headteacher or Deputy Headteacher should be informed. A second letter will then be sent to the parent/carer from the Headteacher or Deputy Headteacher or a phone call will be made.
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.
- Serious incidents are recorded in an incident log in the Headteacher's office.
- Behaviour Triggers where children are immediately sent to Headteacher or Deputy Headteacher
- The following behaviour triggers a child being sent immediately to the Headteacher or Deputy Headteacher:
 - physical violence or threatening behaviour
 - swearing intentionally to cause offence
 - racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
 - repeated disobedience
 - continued inappropriate behaviour after returning from Time Out
- If a child refuses to go to the Headteacher or Deputy Headteacher, the class teacher will send the SOS card to the office. In the playground a Midday Meal supervisor will send another child to inform the Deputy Headteacher or the Headteacher of the situation.
- If sent to the Headteacher or Deputy Headteacher, a phone call will be made to parents/carers as soon as possible.
- The Headteacher or Deputy Headteacher will log parent contact/incidents in the school behaviour log.

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

REVIEW DATE: AUGUST 2020