

Achieving positive behaviour

Policy statement

Leicester International School (LIS) supports the work of the staff to promote good behaviour at all times. It recognises that good behaviour needs to be taught and does not necessarily come naturally. LIS will adopt a proactive solution focused approach where ever possible and explore a range of strategies that will address behaviour problems, not simply wait for problems to occur. This includes striving to help the child understand the others viewpoint and to provide opportunities for reparation and forgiveness.

The ethos of LIS revolves around the faith of Islam. Pupils, staff and parents are expected to reflect that fact in their behaviour at all times. The intention is to nurture children, remind adults and develop all in matters of self-discipline, self-esteem and respect for others, Muslim and non-Muslim alike. Good manners are the duty of all Muslims and everyone attached to or involved with the school should reflect this at all times.

Behaviour in class is judged by the extent to which the attitudes and actions of the pupils contribute to, or restrict, effective learning in the classroom and to the quality of life and functioning of the school as a caring and involved community.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

Purpose

Our school believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for behaviour.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

It is our aim as a school to create a positive environment, so that the children and staff are able to work together in harmony. The rights and responsibilities of individuals are recognised and respected, to establish discipline and boundaries by implementing a set of rules and establishing a clear set of consequences for when rules are broken and when responsibilities are not accepted.

Expected Code of Conduct

In response to this the following Code of Conduct has been developed for pupils and is clearly displayed in each teaching area:-

- Respect others
- Respect the school environment
- Care for equipment and resources
- Be prompt for lessons
- Use learning time effectively by being prepared to join in and listen to others
- Seek help when needed
- Aim to achieve your potential

To achieve the above we:

Must set clear limits for behaviour, referenced wherever possible to the Quran and Sunnah (example) of Prophet Muhammad (peace and blessings be upon him); be positive in teachers approaches to pupils, without nagging or making them feel inadequate; establish classroom rules through discussion with the class, for example:

1. Keep your hands and feet to yourself;
2. Try to follow instructions the first time they are given (Listen to the teacher and do as you are asked, please);
3. If you wish to speak or ask a question, please raise your hand;
4. Use inner (quiet) voices in class;

5. Finish given work in the time allotted;
6. Call everyone by their proper name;
7. Speak politely and clearly, good manners are noticed!

Methods

All staff have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.

We require all staff to:

- Use the words Alhamdulillah and Astaghfirullah praise and reward system daily and weekly;
- Ensure that more children are praised for doing right than are reprimanded for doing wrong.
- Constant and/or regular disruptive behaviour must be dealt with quickly and effectively to ensure that disruption for the rest of the class is kept to a minimum.
- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development
- The office ensures that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance on this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of- and respect-those used by members in the school.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the school's behaviour policy and its guidelines for behaviour.
- We work in partnership with children's parent. Parents are regularly informed about their children's behaviour by their child's key person/ teacher. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Responsibilities

The Principal shall ensure this policy is communicated to all staff, children's parents and ensure this policy is implemented.

The Teacher's role is to:

- Develop and maintain a positive classroom environment.
- Consistently apply the school's behaviour management policy.
- Document student misbehaviour and correctional strategies, including communication with parents when appropriate.
- Contribute to the review of this policy.

Display and Discuss:

- Right and responsibilities of students.
- Playground rules.
- Classroom rules.

These rules are to be shared with the children and an expectation of classroom behaviour.

Classroom rules (ten commandments)

- I must sit in my place as soon as I enter the classroom.
- When the teacher is talking, then I must listen and stop everything.
- When I need to speak, I must put my hand up and wait.
- I must work quietly.
- It is bad manners to talk and play when I supposed to listen to others.
- I must walk inside the classroom and in the school.
- I must ask for permission before I leave the classroom.
- I must ask for permission before I use others belongings.
- I must keep the classroom clean.
- I must look after books and equipment, and put them away neatly in their place.

The School Management's Role is to:

- Provide a link between parents and staff.
- Support teachers with behaviour management

- Ensure consistency in the implementation and maintenance of the behaviour management policies throughout the school.
- Facilitate parent/teacher conferences.
- Assist with designing programs for individual children with behaviour difficulties.
- Provide supply teachers with guidelines pertaining to this policy.
- Monitor the implementation of this policy.
- Facilitate the review of this policy at regular intervals.

Parents Role:

- Ongoing open communication about the social and emotional development of their child's behaviour.
- Ensure that their child/ren attends school on a regular basis. Absent children to bring in a note or parent's to phone in to let the school know, why their child's absent.
- Ensure that their child/ren is/are provided with appropriate materials to make effective use of learning environment.
- Support the school in efforts to provide a learning program for their children.

Strategies with children who engage in inconsiderate behaviour.

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share
- We support each child in developing a sense of belonging in our school, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult interaction only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to communicate more appropriately.

- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader/ class teacher and are recorded in the children's personal file. The child's parents are informed on the same day.
- In cases of serious misbehaviour such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Hurtful behaviour

- We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying' for children under five, hurtful behaviour is momentary, spontaneous and without cognisance of the feelings of the person whom they have hurt.
- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for them.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger and fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his/her own feelings.

- We do not engage in punitive responses to young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'when you hit Adam, it hurt him and he didn't like that and it made him cry'
- We help children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - They do not feel securely attached to someone who can interpret and meet their needs- this may be in the home and it may also be in the setting;
 - Their parents, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;

- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
- The child has a developmental condition that affects how they behave.
- Where this does not work, we use the code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support team where necessary.

General

Developing a supporting culture

Weekly assemblies where PSHE is promoted.

End of term awards for achievement

End of year achievement awards for first, second and third places

Gold certificates for children achieving 90% and above

Effort certificates

Sports Day medal

End of term class group attendance awards

100% attendance awards

Renaissance reading awards and certificates

House Point Awards

Break time tokens

Playground/ lunchtime procedures

Organise playground activities; hopscotch, ring games etc.

Break time Clubs

Encourage children to throw rubbish in the bin.

Children to line up, in a quiet orderly manner, without shouting. Adults lead the children to the class.

Procedure

Rewarding positive behaviour:

Acknowledges when children make a good choice about their behaviour.

Builds the children's self-esteem and positive relationships.

Children feel good about themselves and promotes good behaviour.

Positive recognition can include low-key personal interactions: a smile, a thumbs-up sign, praise/acknowledgement

More tangible/concrete rewards: stars/stickers

Certificates in assembly.

Further Guidance for Staff

Inappropriate behaviour will be dealt with in the following order of;

Least to most intrusive interventions:

Non-verbal messages:

The look, visual prompts such as fingers to lips, frowning, hands up.

Tactical or planned ignoring:

The teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will be aware that the behaviour will be discussed with the child later, at an appropriate time.

Simple direction:

Clear statement of required behaviour. 'Ahmed, turn around, thank you'. Sarah, give Mohammed his pencil, thank you' The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.

Rule reminder:

Restate the relevant rule. 'Mohammed, Our rule is that we put our hands up to answer.' 'Adam, remember our rule about lining up.'

Question and feedback:

Asking a prompt question to show that you have noticed inappropriate behaviour. 'What's happening here, boys? This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour.

Expressing disappointment or disapproval:

'Umar, I am disappointed that you've forgotten our rule about putting things back.'

Blocking or assertive statements:

Where the least intrusive interventions do not seem effective, it may be necessary to insist firmly on what is required. Acknowledging the child's point of view but reiterating your instruction can be effective. 'Ahmed, put your pen down, thank you. I understand that you haven't finished but I need you to put your pen down now and listen, then we can talk about when you can finish.'

Choices and consequences:

Enabling a child to take responsibility for his/her actions. 'Ahmed, I have asked you to move away from Muhammed. If you continue to sit there you are choosing to stay in at playtime.' The adult then moves to give the child thinking or 'take up time' before using the consequence if they continue to behave inappropriately.

Exit procedures- On rare occasions, when none of the strategies or other adult has used has been effective, it may be necessary for the child to be removed from the classroom. At this point, the sanctions will apply as below;

The general rule is that there is a progression from non-verbal through minimal verbal to verbal exploration and then to physical such as moving seats or being sent to the Head teachers office.

THE FOLLOWING SHALL NOT BE ALLOWED IN ANY CIRCUMSTANCES

Shouting at children or using threatening tone.

Any form of physical punishment (smacking, shaking etc).

Sending out of the room

Standing or sitting in a corner or naughty chair technique

Idiosyncrasy punishments

Rewards and Sanctions

Every opportunity is taken to reward success. Assemblies are used to celebrate pupil success in wider fields, sporting achievements etc.

An Assertive Discipline Scheme has been developed consisting of clear rewards and sanctions:

Rewards

- A1** House points
- A2** Subject certificate given for **sustained** good work in one subject **or** from different departments.
Class teacher sends SIMS message to Principal and Head Teacher.
Praise letter sent home
Principal/ Head teachers' award /certificate issued.

Every opportunity is taken to reward success. Assemblies are used to celebrate pupil success in wider fields, sporting achievements etc.

We also involve parents as part of our rewards strategy to improve behaviour particularly where children need to be set smaller targets for improvement. These will generally be identified through the production of an individual behaviour plan.

Sanctions

Behaviour triggers for Level 1 sanctions - VERBAL WARNING

- Not getting on with work
- Stopping other children from working
- Talking at the wrong time
- Being cheeky to a member of staff
- Running inside the school
- Not being prepared for PE lessons
- Rough play in the playground

Behaviour triggers for Level 2

- Pushing other children
- Throwing things inappropriately
- Insolence to adults
- Name-calling
- Disobedience
- Disruptive classroom behaviour

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- Being dishonest
- Not producing expected work in class
- Running recklessly around the school
- Swearing
- Spitting
- Deliberately causing minor damage to property (first instance)
- Injuring others by thoughtless behaviour
- Unkindness to other children

Behaviour triggers for Level 3

- Throwing things in a dangerous manner
- Persistent insolence
- Using violence towards others
- Threatening or intimidating others
- Persistent name-calling or teasing, including homophobic and racist taunts
- Persistent use of inappropriate language or obscene hand gestures
- Deliberately causing damage to property
- Persistent disobedience
- Stealing
- Spitting at others
- Persistently dishonest
- Leaving school premises without permission
- Bringing anything dangerous into school

Behaviour triggers for level 4

Level 4 is the most serious and will warrant instant and permanent exclusion/ Dismissal.

- Using severe violence towards any person in the school
- Repeated behaviour after level 3.
- The school reserves the right to dismiss a child at any stage of the above levels.

The above list is not exhaustive.

Consequences

If a child is behaving inappropriately, the sanctions system is levelled as follows:

First Incident - Verbal warning:

- Behaviour is recorded on the behaviour form.
- Thinking time given.
- Letter **A** by the teacher is sent home
- Teacher to sign the letter and forward to office for scanning in child's file and posting.

Second Incident:

- Recorded in the behaviour form.
- Child is given thinking time.
- No playtime.
- Letter **B** by the teacher is sent home
- Teacher to sign the letter and forward to office for scanning in child's file and posting.

Third Incident:

- Recorded in the incident form.
- Child has a 10-minute 'Time-out' in another class.
- Letter **C** by the teacher sent home.
- Teacher to sign the letter and forward to office for scanning in child's file and posting.
- Meeting with parents and Teacher

Fourth Incident:

- Recorded in the incident form.
- Child will be sent to the Head Teacher.
- Letter **D** sent home with warning of meeting with the Head Teacher.
- Head Teacher to sign the letter and forward to office for scanning in child's file and posting.

Fifth Incident:

- Recorded in the behaviour form.
- Teacher to inform Head teacher of fifth incident.
- Head Teacher to inform Principal of fifth incident.

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- Letter to go from Principal
- Copy of letter to be filed in child's folder
- Meeting with the Principal/ Parent and Child
- Suspension/ Dismissal.

Minor Incidents

In cases of general classroom and school discipline, appropriate measures will initially be taken by the teacher or member of staff involved.

Major Incidents

2. If there is continued bad behaviour, the child will be sent to the Principal and a fix term suspension will be imposed, which may be an internal or an external suspension depending upon the circumstances.

2. The school reserves the right to expel a child at any stage of the behaviour policy.

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