



**KADER ACADEMY
BEHAVIOUR POLICY**

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1 Introduction

- 1.1 It is the aim of this policy to maintain and improve the standards of behaviour of pupils in school.

2 Scope of the Policy

- 2.1 This Policy will apply to all pupils and will be implemented by all staff employed by Kader Academy.
- 2.2 The Principal will report to governors on the operation of this policy. The document is subject to review as required.

3 Aims of the School

- 3.1 At Kader Academy we aim to provide a broad and balanced curriculum where the children have equal opportunities to develop their knowledge, skills and understanding in a happy, safe and caring environment.
- 3.2 We will endeavour to prepare the children to become responsible adults, help them to build on self-esteem, develop confidence and achieve their full potential. We aim to encourage respect for others, a desire for knowledge, and an enthusiasm for lifelong learning.
- 3.3 In school we endeavour to:
- develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
 - develop self-respect, mutual respect and tolerance between pupils and respect for adults with whom they come into contact.
 - develop care and concern for the environment in which we work and live.
 - create the conditions for an orderly community in which effective learning can take place.
- 3.4 The children must take responsibility for their actions by choosing to behave in an acceptable manner or accepting the consequences.
- 3.5 We praise and reward acceptable behaviour rather than focusing on undesirable behaviour.
- 3.6 We emphasise fairness and will not accept bad behaviour. We allow children a new start after they have done something unacceptable.

4 Expectations

4.1 At Kader, we consider that children can expect

- to be respected and valued, both as an individual and as a member of the school community.
- to work in an atmosphere conducive to learning
- to be safe
- to be looked after by caring adults who make them feel welcome and equally important.
- to equal entitlement of the curriculum and every aspect of school life.

4.2 Teachers have the right to expect children to behave and work positively and to have the support of parents in their efforts to ensure that children do so.

Classroom Rules

4.3 The children will be expected to:

- follow instructions the first time that they are asked
- pay attention when other people are talking
- stay on task in order to complete work
- use a quiet voice and appropriate words
- look after the classroom and everything in it
- settle disagreements by talking.

Rules for Moving Around School

- 4.4 The children will be expected to:
- walk at all times
 - walk downstairs holding the bannister
 - walk up stairs carefully avoiding people coming down the stairs
 - use a quiet voice
- 4.5 Classes shall be escorted by an adult and no child shall be left in a classroom without an adult present.

Playground Rules

- 4.6 The children will be expected:
- to stay inside the boundary line in the playground
 - to ask an adult on duty if they need to go inside
 - to not intentionally hurt people
 - not to fight or play rough games
 - to use acceptable language

5 Encouraging Desirable Behaviour

5.1 It is essential that pupils understand what is required of them. Their attention shall be drawn to the rules and notified of the consequences of breaking them by

- talking about the rules
- displaying the rules
- using drama and role play
- using PSHE lessons

5.2 Children shall be praised for desirable behaviour.

5.3 Desirable behaviour shall be reinforced with rewards such as those listed below:

- verbal praise
- stickers and/or charts
- certificates for specific achievements or for good behaviour
- responsibility e.g. A monitor for certain areas
- star of the week certificate assemblies will be held weekly in whole school assembly for children who have demonstrated personal achievements
- Smiley Face charts for individual children
- Letters to parents informing them of their child's good behaviour
- structured activities of their choice in "Golden Time"
- Trophies are awarded in assembly to one class per key stage on a weekly basis for excellent behaviour around school
- On completion of successful behaviour charts and bronze, silver and gold behaviour certificates are awarded to individuals as necessary.

5.4 Children may be sent to a colleague or to the Principal for praise.

5.5 Clear routines shall be established and consistently followed.

Golden Time

- 5.6 Through the reinforcement of desirable behaviour classes earn Golden Time during the week. This time is then allocated as a reward to the pupils on a Friday afternoon and is used for structured activities of the pupils' choice. Children, who have had a warning and then placed in "Time Out", because they have repeatedly disobeyed the school rules, are not entitled to the reward of "Golden Time". These children will be required to carry out other tasks and will be sent to the dining hall on a Friday from 2.30pm – 2.50pm. A member of staff will supervise these children and record their names in the "Time Out" file. The Vice Principal will monitor the children and letters will be sent to parents informing them of their child's unacceptable behaviour (Letters will be sent at the teachers' discretion).

Responses to Disruptive Behaviour

- 5.7 When a child misbehaves, action shall be taken by the appropriate member of staff. As part of their pastoral duties, staff will deal with minor incidents at their discretion. Other incidents shall be dealt with in the order listed below.

Warning to pupils

- 5.8 The teacher shall establish whether the child was aware that their behaviour was unacceptable and why.
- 5.9 The child shall be made aware of the consequences of their unacceptable behaviour.

Removing privileges

- 5.10 There may be times when it is necessary to remove privileges from children. This shall be decided at the discretion of the teacher and/or team leader.

Time out

- 5.11 When children have misbehaved, they may be asked to:
- Work on their own for a short period (5 mins) at a desk separated from others.
 - Work on their own for 15 minutes.
- 5.12 Once the child has settled, he/she shall be allowed to rejoin main class.

Sending to the Team Leader

- 5.13 There shall be a named person for each key stage (EYFS/KSI and KS2). When children are sent to the team leader,
- The child will be escorted and take an independent work pack. Packs shall contain work, lines, pencil, ruler etc.
 - The length of time spent there will be at the teacher's or Team Leader's discretion.

Formal Reprimand

- 5.14 Children will be sent with a written explanation of their misdemeanour or accompanied by an adult to explain the problem to Principal or Vice Principal.
- 5.15 The incident shall be recorded in the Principal's Incident File.

- 5.16 Parents will be contacted using a standard letter and a copy kept by the Principal and classroom teacher.
- 5.17 If the child has left the premises a telephone call shall be made to the parents and a record made of the conversation. A copy shall be kept by the Principal and classroom teacher.
- 5.18 If the problem persists, the Principal shall contact the parents to arrange a meeting to discuss problems and find solutions. An individual Contract of Behaviour may be drawn up if considered necessary for signature by all relevant parties.

Exclusion from school

- 5.19 If the child's behaviour does not improve after the above actions have been carried out, exclusion will be considered.

Examples of behaviour which would warrant the following actions:

Immediate Time out

- Hitting, Kicking or Pushing.
- Swearing or spitting.
- Damaging work or property.

Formal Reprimand

- Threatening adults.
 - Fighting.
 - Leaving the building without permission
 - Stealing
 - Blatant defiance
- 5.20 Staff shall always refer to I.E.P's for behaviour targets.
- 5.21 Should a child leave the school grounds without permission the Principal or the Vice Principal shall immediately arrange for the parents to be contacted.

6 Role of the Staff

6.1 The role of the staff is:

- to praise the children to reinforce good behaviour
- to implement and reinforce the agreed procedures.
- to make sure that the children understand the rewards and punishments and that they are used consistently and fairly.
- to set a good example with regard to punctuality, dress, good manners, care and regard for individuals and the environment.
- to listen and take time to find out why there is inappropriate behaviour.
- to establish positive relationships with children and parents
- to send letters or make calls to parents emphasising concerns regarding particular incidents.
- to set high standards and offer encouragement.
- to regularly review teaching methods and resources, curriculum delivery and differentiation.
- to stay calm and avoid confrontation.

6.2 The role of the Team Leader is:

- to ensure proper standards of discipline and behaviour are maintained in accordance with the school policy
- to set a high standard, provide a role model for the team and when necessary, take the initiative with all the children in the team.
- to provide support for team colleagues

6.3 The role of the Principal is:

- to reprimand for serious misbehaviour.
- to send letters or make calls to parents following a formal reprimand to emphasise concerns regarding particular incidents.
- to meet with parents as necessary
- to initiate involvement with agencies in partnership with Senco eg CPS.
- to make exclusions.

7 Lunchtime Rules

7.1 The school expects all pupils to comply with the following rules during lunch times:

- line up smartly, quietly and without pushing.
- stay in their seat in the dining hall.
- raise their hand for help in the dining hall.
- use a quiet voice in the dining hall.
- use good table manners in the dining hall.

8 Lunchtime Procedures

8.1 The following procedures shall be adopted by staff who are undertaking supervision at lunch times.

- The Lunchtime Supervisors should deal with inappropriate behaviour by following school procedure.
- The Lunchtime Supervisors should report repeated inappropriate behaviour initially to the Senior Lunchtime Supervisor who will report to the class teacher or Teaching Assistant in the office as appropriate.
- If a child's behaviour is a great cause for concern the Senior Lunchtime Supervisor will immediately report the incident to the Principal.
- If a child repeatedly uses inappropriate behaviour a letter will be sent to parents and copy of this letter and other necessary information will be given to the child's class teacher.

8.2 Advice for lunch time supervisors is contained in the appendix.

9 Appendix

- Advice for lunch time supervisors

ADVICE FOR SUPERVISORS

- Give pupils the chance to take back what they have said or to apologise if they have been rude.
- Control your anger and irritation.
- Be polite at all times even if you are very cross.
- Avoid being drawn into arguments.
- Find out the facts before jumping to conclusions.
- Don't threaten disciplinary action at the first sign of trouble.
- Treat each pupil fairly.
- Stick to the point: do not get drawn into side issues.
- Avoid patronising and sarcastic remarks.
- Don't shout at pupils.
- If you have to reprimand pupils take them to one side away from their friends.
- Try to repair relationships.
- Avoid assuming that children who are regularly in trouble are always to blame.
- Speak to the child(ren) and establish whether the child is aware that their behaviour is unacceptable.
- Make a Judgement

Does the unacceptable behaviour warrant:

 1. Time out – child to walk around with Lunchtime Supervisor (5-10 minutes). Away from their friends.
 2. Refer the matter to the Senior Lunchtime Supervisor for further advice on consequences of the inappropriate behaviour.