

A stylized, grey owl logo is centered on the page. The owl has large, round eyes, a small beak, and large, curved wings. The entire logo is rendered in a light grey color.

KADER ACADEMY
POSITIVE BEHAVIOUR
POLICY

Kader Academy

Positive Behaviour Policy

Date reviewed:	Approved by:
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1. Introduction

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

2. Scope of the Policy

This Policy will apply to all pupils and will be implemented by all staff employed by Kader Academy.

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

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.

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.

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.

The children must take responsibility for their actions by choosing to behave in an acceptable manner or accepting the consequences.

We praise and reward acceptable behaviour rather than focusing on undesirable behaviour.

We emphasise fairness and will not accept bad behaviour. We allow children a new start after they have done something unacceptable.

To encourage parental cooperation and involvement.

4. Expectations

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.

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

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

The children will be expected to:

- walk at all times
- stick to the left when moving along the corridor.
- walk downstairs holding the bannister
- walk up and down stairs carefully, staying to the left.
- use a quiet voice

Classes shall be escorted by an adult when moving around school and no child shall be left in a classroom without an adult present.

In Assembly

- The children enter silently.
- Move in a single file.
- Sit facing the front.

Playground Rules

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
- to look after all playground equipment.
- Stop and stand still when they hear the first bell.
- Walk sensibly into line upon hearing the second bell.
- to not bring anything into school that can be termed a 'weapon', (as described in the Weapons policy. 2021)

5. Encouraging Desirable Behaviour

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

Children shall be praised for desirable behaviour.

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 in terms of growth mindset
- 'Hazel Pearson Award' for a positive attitude to learning
- Smiley Face charts for individual children
- Postcards to parents/phone calls home informing them of their child's positive behaviours
- Golden Time on a Friday afternoon.
- Classroom teachers will devise their own system to suit the cohort.

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

Clear routines shall be established and consistently followed.

Emphasis is always placed upon rewarding good behaviour. Some pupils may need extra support or encouragement to achieve awards. Staff will use their discretion for individual pupils if they need to deviate from the policy.

Assemblies are used to promote school values. Pupils are encouraged to display and develop these values at all times. As a reward for demonstrating school values, pupils are rewarded accordingly.

Golden Time

Through the reinforcement of desirable behaviour, children earn Golden Time activities on a Friday afternoon. Children can choose from a range of activities. Children, who have had a warning and then placed in "Time Out", because they have repeatedly disobeyed the school rules, are not entitled to this reward of Golden Time activities. These children will be required to have reflection time while supervised by the Principal on a Friday from 2.30pm – 2.50pm, their names will be recorded to monitor repeat offenders. The Principal will monitor the children and parents will be contacted informing them of their child's unacceptable behaviour, if persistent issues are recorded.

6. Responses to Disruptive Behaviour

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

The teacher shall establish whether the child was aware that their behaviour was unacceptable and why.

The child shall be made aware of the consequences of their unacceptable behaviour.

Use the class behaviour system to encourage the child back onto task.

Removing privileges

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.

Reflection

When children have misbehaved, they may be asked to have a short period of reflection inside the classroom. Once the child has settled, he/she shall be allowed to rejoin main class.

If the behaviour continues, the child may be asked to reflect in another classroom in school.

Timeout

In accordance with class behaviour system, time out will be used in replacement of Golden Time if the behaviour persists or deems necessary.

Sending to the Team Leader

There shall be a named person for each key stage (EYFS/ Y2,3,4 /Y5/6). 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

Children will be accompanied by the classroom teacher/ teaching assistant to the Principal/ Vice Principal.

Parents will be contacted using a telephone call home if deemed appropriate by the Principal or Vice Principal. This will be recorded on CPOMS.

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.

Examples of behaviour which would warrant the following actions:

Immediate referral to time out and/or Team Leader

7. Hitting, Kicking or Pushing.

- Swearing
- Damaging work or property.

Formal Reprimand

- Spitting.
- Threatening adults.
- Fighting.
- Leaving the building without permission
- Stealing
- Blatant defiance

For pupils whose behaviour is giving cause for concern, liaise with SENDCO to discuss potential issues. Next steps may involve registration on the SEND register and/ or support from outside agencies.

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

A behaviour plan or modifications to the school behaviour policy may need to be made for some pupils.

Incidents of significant behaviour are placed on the school CPOMS system as a log.

Staff shall always refer to SEND Support Plans for behaviour targets.

Safeguarding- if it deemed unsafe for a pupil to leave the school grounds, they will remain in school. In these circumstances, the class teacher will discuss with SLT. Decisions regarding this will be held in consultation with parents.

8. Role of the Staff

The role of the staff is:

- to establish clear classroom expectations, for all children, both inside and outside the classroom.
- 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 make calls/ arrange meetings 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.

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

The role of the Principal is:

- to reprimand for serious misbehaviour.
- to 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 e.g. The Bungalow
- to make exclusions.

9. Lunchtime Rules

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

- line up smartly, quietly and without pushing.
- sit in their designated area of the dining hall
- stay in their seat in the dining hall until told to move by a member of staff.
- 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.
- Leave their tables when instructed to by a member of staff, leaving quietly to the go outside.

10. Lunchtime Procedures

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

- Ensure that all children remain seated throughout their time in the dining hall.
- The Lunchtime Supervisors should deal with inappropriate behaviour by following school procedure.
- The Lunchtime Supervisors should report repeated inappropriate behaviour initially to a member of teaching staff who will deal with it as appropriate.
- If a child's behaviour is a great cause for concern, Lunchtime Supervisors will immediately report the incident to the Principal.

Advice for lunch time supervisors is contained in the appendix.

11. Appendix

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:

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