

KADER ACADEMY
POSITIVE BEHAVIOUR
and RELATIONSHIPS
POLICY
INCLUDING
ANTI- BULLYING
POLICY

Kader Academy

Positive Behaviour and Relationships Policy including Anti- Bullying Policy.

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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 Head Teacher 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. In relation to the development of this policy, Kader Academy has considered the 54 articles from UNICEF Rights of the Child <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

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:

- Say “please”, “thank you” and “excuse me” when appropriate.
- 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 when inside and use appropriate words.
- Look after the classroom and everything in it.
- Settle disagreements by talking and not resorting to violence.
- Hold the door open when appropriate.

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 indoor 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 on 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. 2024)

Adherence to School Values

At Kader Academy, we expect all children to consistently demonstrate and uphold our core values of Kindness, Ambition, Determination, Excellence and Respect in their behaviour and interactions with others. These values are fundamental to creating a positive, inclusive and supportive learning environment.

- **Kindness**: Students are encouraged to show empathy and consideration towards peers, staff and the wider community by offering support, listening actively and promoting a culture of care.
- **Ambition**: Pupils should set high personal and academic goals, embracing challenges with enthusiasm and striving to reach their full potential.
- **Determination**: We expect children to persist through difficulties, showing resilience and a growth mindset when facing obstacles in their learning or social interactions.
- **Excellence**: Students should take pride in their work and behaviour, aiming to consistently produce their best efforts and contribute positively to the school community.
- **Respect**: Every child must treat others with dignity, valuing diversity and differences, and following school rules and routines to maintain a safe and orderly environment.

Failure to adhere to these values will be addressed through our behaviour management procedures, which aim to guide students back onto a positive path while maintaining the integrity of our school ethos.

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

- At the beginning of each year talking about the classroom and school rules
- Regular discussions about the rules
- Displaying the rules
- Using drama and role play
- Using PSHE lessons
- Using whole school and class assemblies

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
- Coloured tokens given in recognition for displaying the KADER values of Kindness, Ambition, Determination, Excellence and Respect- these are entered into a prize draw in Celebration Assembly.
- Certificates for specific achievements or for good behaviour
- Celebration assemblies will be held weekly for children who have demonstrated personal achievements in terms of growth mindset
- Children's tokens will be chosen, 1 child per phase group, for children to choose their own prize reward.
- Responsibility e.g. A monitor for certain areas
- Smiley Face charts for individual children
- Postcards to parents/phone calls home informing them of their child's positive behaviours

Children may be sent to a colleague or to the Head teacher 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.

6. Responses to Disruptive Behaviour

We believe that the rights of the individual should be respected but not at the expense of the needs of the class or school group. 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. In cases of misbehaviour of a serious nature, parents are informed and if necessary invited to school in consultation with SLT to discuss the situation. Every day is a fresh start and children should be given every opportunity to put their difficulties behind them.

At Kader Academy, we believe in a restorative approach to behaviour management that helps children understand the impact of their actions and encourages positive resolution. When issues arise, staff engage students in **WARM** conversations — a structured dialogue that stands for What happened? Who was affected? How can we resolve and reflect? How do we move on? This process supports children in taking responsibility, repairing harm and learning from their experiences, fostering a respectful and caring school community where everyone feels heard and valued.

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 re-join the 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 if the behaviour persists or is deemed 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 Head/ Deputy Head Teacher.

Parents will be contacted using a telephone call home if deemed appropriate by the Head/ Deputy Head Teacher.

This will be recorded on CPOMS.

If the problem persists, the Head Teacher 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 signatures by all relevant parties.

Kader academy's Path of Consequence:

- Step 1. 1st Verbal warning – “ Your teacher has given you a verbal warning because you are not making the right choices with your behaviour”
- Step 2. 2nd Verbal warning – “ You are still not making the right choices and your behaviour is unacceptable. Your teacher will have a WARM conversation with you.”
WARM= What happened, who was Affected, Resolution, how do we Move on?
- Step 3. 3rd Verbal/ non-verbal warning – “ Unfortunately, you are still not learning you're your mistakes and you are making poor behaviour choices. You need to have a WARM conversation with a member of SLT.”
- This could result in Time out within class - child moved to a quiet space to continue working and resume good behaviour (maximum 10 minutes) Sanction –loss of playtime (stay in classroom)

- Step 4. Visit to the Head Teacher- “ You need to have a WARM conversation with the Head Teacher who will also contact your parents to let them know that you have had 3 prior warnings and you are still choosing to behave inappropriately.”
- This could result in Time out to partner class with work taken by an adult- remainder of the session Sanction – loss of lunchtime (Sent to Head Teacher at 12:00/12:20)

All step 4 incidents to be recorded on CPOMS.

3 phone calls home in a half term will result in parents being invited into school to discuss the behaviour concerns with the Head Teacher.

See Appendix A for Kader’s Path of Consequence.

Examples of behaviour which would warrant the following actions: Immediate referral to

time out and/or Team Leader

- 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.

7. 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 Head Teacher 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.

8. 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.

9. 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 Head Teacher.

Advice for lunch time supervisors is contained in the appendix.

10. Social Media

The school expects all pupils to follow the schools Code of Conduct when using social media.

- Children will not post anything derogatory about the school.
- Children will not post anything derogatory about members of staff.
- Children will not post anything on social media that reflects badly on the school.

School operates a zero tolerance and will take any incidents seriously, which may result in the child/ children being excluded.

It is expected that no primary age children should be accessing media platforms such as Facebook, Tik Tok, Instagram. However, school accepts that this is impossible to police and it is the responsibility of parents to ensure they are aware of what their child/children is accessing and posting.

11. Anti-bullying Policy

Kader Academy has a zero tolerance to bullying of any kind. We are committed to providing a caring and supportive environment for all children. At Kader academy we expect:

- No bullying, including racism, family bullying, cyber-bullying and homophobic bullying
- All to view bullying as extremely serious

- All people to feel safe and secure
- All staff, parents, pupils and governors to show respect and tolerance for all people, their beliefs and cultures
- Children's opinions to be valued and involve them where appropriate in determining policy and rules.

The school takes an active approach to bullying by organising whole school events to highlight the importance of anti-bullying and internet safety. Where bullying is suspected, or where an allegation has been made, the victim will be given time and space to talk to an adult in a safe and friendly place. Every effort will be made to establish facts. The child's feelings will be explored, as will ways of managing and overcoming bullying. A similar process will be undertaken with the alleged perpetrator(s). Outcomes and action will be monitored by senior leaders and CPOMs. All members of staff are available as a resource for children. Where there is any evidence of bullying then it must be reported to the Head teacher or Deputy Head teacher who will monitor or take over the problem. Contact with the home will normally be through the leadership team. The school submits data in accordance with LA procedures on monitoring racism.

In order to fulfil these aims we will adopt strategies which ensure that when bullying is suspected or alleged the victim can expect:

- that their disclosure will never be ignored
- that they will be listened to in an appropriate setting and that every effort will be made to establish facts
- that appropriate action will be taken to address the concerns
- that the action intended to be taken will be made clear to the child, and if appropriate, the child's parents.

Similarly, a pupil suspected of bullying another child is entitled to expect:

- to be listened to in an appropriate setting and that every effort will be made to establish facts.
- to be informed about the action the school can take.
- to be informed about the action the school intends to take.

In more serious cases of bullying the following procedures should be implemented:

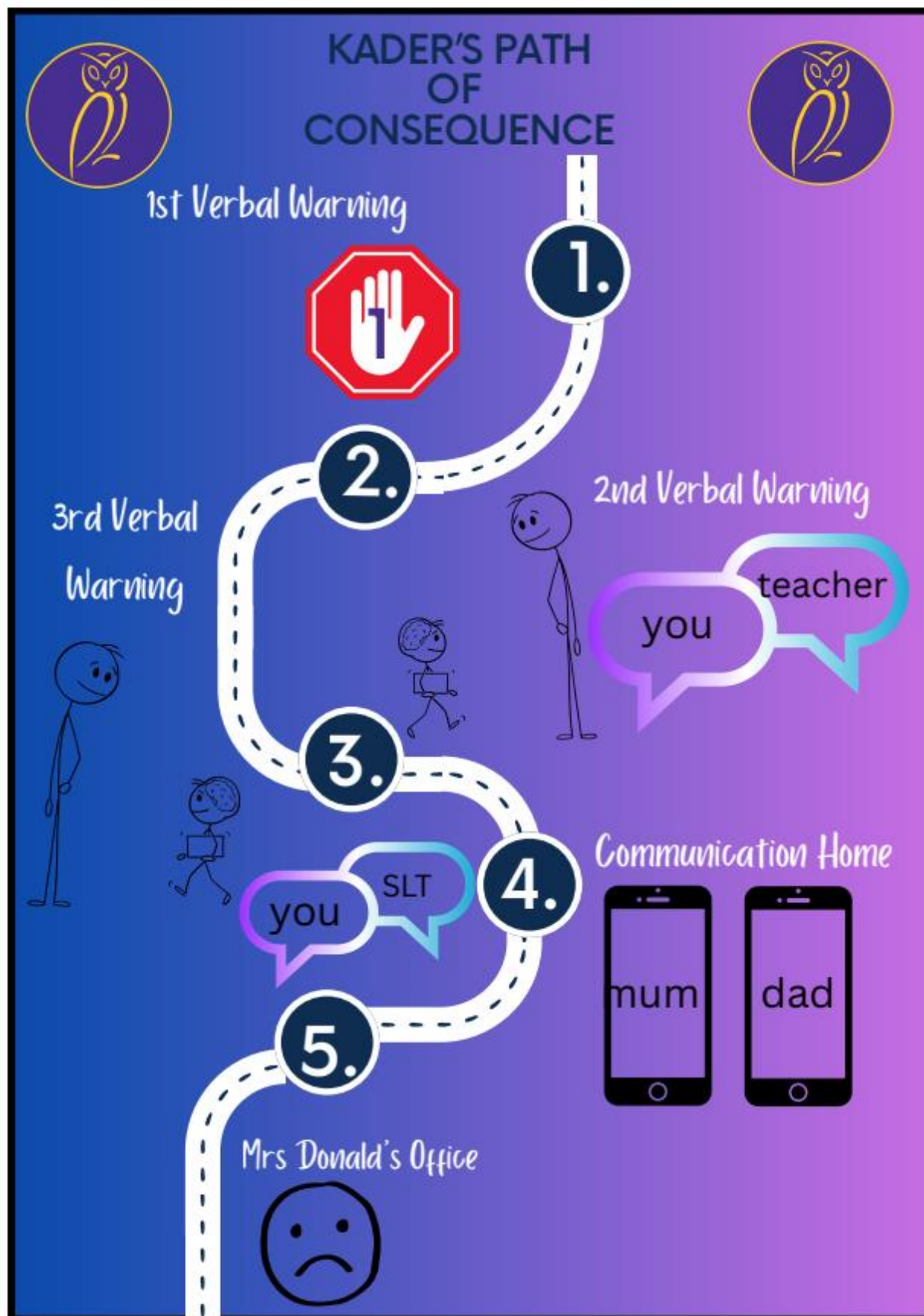
- The teacher shall make record on CPOMS of the discussions held and actions taken.
- The parents/carers of the children shall be informed of the situation and invited to contribute to its resolution.
- If the Head Teacher has not been previously involved, they should be informed of the outcome.

This policy and procedures will be reviewed annually

12. Appendix A

Kader's Path of Consequence.





12. Appendix B 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