

## **Behaviour Policy**

This policy sets out the expectations of behaviour at IRIS Primary and Secondary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout school and at all times during the school day. This is closely linked to the vision statement of our school. This policy also links to the school's Anti-bullying policy.

The school behaviour policy is designed to encourage the way in which all members –pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals are paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on **positive behaviour management**, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management (See also Learning and Teaching Policy)
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision (structured playground games, lunchtime)
- Personalised programmes/support from outside agencies
- Observing the Islamic morals and values of showing respect and behaving in a good manner.

### **Aims**

- To promote a positive ethos in the school through encouraging a shared understanding of the values.
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts ourselves and others
- To encourage the partnership between home and school

### **Curriculum and Classroom Management**

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their

efforts are valued. Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials. Displays aim to be current, and lively and help develop self-esteem through demonstrating the value of every individual's contribution.

### **Our Responsibilities**

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly, therefore the following responsibilities will assist in doing so:

#### **Children**

- Follow the school rules
- Understand what good behaviour means
- Learn to care for themselves and each other
- Will develop the concepts of good citizenship and learn the value of friendship
- Be punctual and on time for the start of the school day.
- Aim to have 100% attendance

#### **Teachers**

The teacher (or responsible adult) is specifically responsible for the behaviour of the children in their class. They will ensure that:

- They regularly discuss the class rules and the school's expectations around behaviour.
- Their teaching is organised and in keeping with the statements in the learning and teaching policies
- The teacher is fully familiar with the children's needs and has made every effort to be positive, motivational and inspiring – thus minimising the risk of poor behaviour during lessons
- The teacher, when necessary, will be involved with any outside agencies working with families in his/her care in consultation with Headteacher
- The teacher carries out the contents of this policy in a fair and consistent manner

#### **Teaching Assistants**

Teaching assistants will support the children's behaviour by ensuring that they are:

- Fully aware of children's needs
- Follow the assertive discipline stages using rewards where appropriate
- Have high expectations of behaviour
- Support the children and staff with behavioural issues
- Model good behaviour
- Have a consistently and firm approach to behaviour.

#### **Lunch Supervisors**

- To follow the Staff Handbook that outlines their roles and responsibilities.

- To follow the Behaviour Policy.
- Supervisors are responsible for the behaviour of pupils at lunchtimes.
- To liaise with class teachers regarding lunchtime behaviour.

### **SLT**

- Will ensure that the members of their team are following the learning and teaching policies and the behaviour policy
- Will help and advice members of their team with the delivery of the contents of this policy
- Will ensure that all staff are following the contents of this document
- Will help, support and advice staff as and when necessary
- Will ensure that all resources are available for the running of this policy

### **Parents**

- To have regular discussions with the class teacher and other appropriate school staff about their child's behaviour.
- To work in partnership with the school and support the systems and structures related to behaviour management.
- To attend parents' evenings, and activities that support their child's learning.
- To be aware of the events taking place in school via the website and any correspondence from the senior team.
- To ensure their children are punctual and have good attendance

## **Behaviour Management Plan for Primary Section**

Our behaviour management plan has three key aspects: **rules, rewards and consequences.**

### **Rules**

Everyone is expected to follow these whole school rules which are displayed around the school and in the classrooms:

- Say Thank you, Shukran
- Say AsalamuAlaikum to everyone
- Start every good deed with Bismallah
- Respect everyone and everything
- Be hard working and proud of your work
- Listen and follow instructions
- Be a good listener
- Never forget: You are smart, Kind and Important
- Work hard and have fun!

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

### **Rewards**

We aim to create a healthy balance between rewards and consequences with both being clearly explained and specified. Pupils should learn to expect rewards for positive behaviour and

consequences for inappropriate behaviour. The emphasis is on positive behaviour management through Rewards and Praise, which should be given whenever possible for both work and behaviour. Rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group rewards
- Stickers – either worn by child, or collected on a chart or card
- Each child having a '**Merit Books** and will receive stars daily.
- Positive recognition to parents at the end of the session/ day
- Showing work to another adult/ class/ Headteacher
- Certificates (presented in achievement assembly)

### **Consequences / Sanctions**

Experiencing the consequences of children's choices is one of the most effective ways to shape their behaviour because they can learn self-discipline. These lessons really last because they come from real life. Most success in life depends on making wise choices. Being able to think ahead about the positive or negative consequences of an action and choose accordingly is a skill we want our children to learn.

There may be occasions when a sanction has to be given to a child; Sanctions are likely to be most effective when:

- The child cares about what is being done;
- The child cares about their relationship with the person imposing the sanction.

In the case of more serious breaches of discipline, a more formal sanction may be considered. These should be used sparingly and not as a substitute for verbal discussion and negotiation. Consideration should always be given to circumstances surrounding the behaviour and a specific behaviour should not necessarily earn a specific sanction as a matter of course. Before a sanction is imposed three factors should be considered:

- Does the child realise what he/she has done wrong?
- Does he/she accept the need for a sanction?
- Will the sanction be of benefit or will it just make the adult feel better?

### **Individual Rewards and Sanctions Plan**

The aim of the STARS system is to allow children to take more responsibility for their own behaviour. Children will feel more responsible and take ownership of their given stars and will work hard in keeping them.

How does it work?

Every day each child is given **5 stars** – which suggest that we expect all children to behave well for that day. These are stamped into their **Merit Books**. The teacher will explain that no one will take these stars away from them unless they break the school rules. Teachers will aim to help all children keep all 5 stars every day.

### **Rewards**

At the end of the **week** children who keep **22-25 of their stars** will get **golden time**.

### **Golden time:**

Golden time will be a special treat every week - activities which are suited for both boys and girls – e.g., Lego building, board games, football etc. and will take place throughout the school on **Friday at 2.30- 3:00pm**. Children can bring in items as a treat for golden time.

Every 2 weeks children with 50 stars will be awarded a certificate at achievement assembly.

At the end of each half term children with 2 certificates and have kept all their stars will go on a reward trip somewhere local e.g., Queen's Park, Ice Skating centre, cinema and so on.

This cycle will be repeated every half term.

At the end of a term, children with 3 certificates and have kept all their stars will go on a trip to a place like Kidz Space or South End, and so on.

Children who miss out on the 1st trip will be able achieve the end of term award if they demonstrate they can keep their stars.

End of Year Awards will go to the children who have kept their full stars throughout the academic year and achieved between 4 certificates.

Teachers will be keeping a record of Merit Stars awarded and these will be checked by SLT every half term.

### **Sanctions – Traffic Light System**

Before a star is taken away the teacher will use the traffic light system as a warning.

**Warning 1:** the adults will state that the behaviour could lead to the child's name being taken off green

**Warning 2:** child's name taken off green.

Opportunity for improvement and self-correction is given. (Child comes back to green)

**Warning 2 again:** Child moved onto amber.

**Warning 3:** If inappropriate behaviour persists, name moved onto red.

Any child whose name is moved to the red loses a star. (Teacher will put a cross through one of the stars) This will also apply while walking around the school, in the corridors, during playtime and lunchtime. The class will decide what happens when a child loses a star, i.e., misses minutes from break time/ golden time and so on. Children who are late to school with an unauthorized lateness and arrive after 9.00am will lose 1 star.

### **Behaviour outside the classroom**

Lunch time supervisors and any staff who will be with the children will give red cards for major incidents (listed in card) and amber cards for children who have had a warning and green card for children who have behaved well during lunch times. These will be handed over to the children themselves.

Three lunch time warnings (amber cards) will result in losing a star. Teachers will encourage their classes to do the right thing and help them to be responsible for their own behaviour. Children should also use positive encouragement to help one another to do what is right. This will enable behaviour to be self-checked instead of constant monitoring.

A **note** will be sent home informing parents when **3 stars** have been removed.

### **Trips**

If a pupil's behaviour before a trip is consistently unacceptable, they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct.

### **Whole School rewards and House Points System**

The purpose of house points is to encourage positive behaviour and team work through giving children an instant reward for their behaviour and attitude.

- Pupils at Primary are split into two 'houses' and Secondary into another two 'houses' at the start of each academic year. Class teachers are responsible for ensuring that the houses in their class are balanced between gender and ability.
- Any member of staff can award house points.
- House Points are badges which are awarded to children for any of the following reasons:
  - An outstanding piece of work
  - Demonstrating good effort when encountering a challenge
  - Following a school rule
  - When a learning target has been achieved
  - Supporting other pupils in their learning
  - Demonstrating that a school rule has been followed
  - Promoting good behaviour in others
  - Improving their behaviour
  - Taking responsibility for their learning
  - Carrying out extra responsibilities in class
  - Answering a question well
  - Developing confidence in an area
  - Up to three house points can be given at a time.
- House point charts are then counted by student councils every two weeks.
- The winning house will be announced in the Monday assembly and the chart will be updated.
- At the end of the term, the house with the most points are awarded in a house party and the pupils will go on a reward trip somewhere local e.g., Queen's Park, Ice Skating centre, cinema and so on.

### **Behaviour Management Plan for Secondary Section**

The school aims to set explicit standards for all students. It covers expectations of attendance, punctuality and behaviour around the school and in the community before, during and after school whilst wearing the school uniform.

At all times students will:

- Be respectful and polite: swearing, bullying, rudeness, discrimination of any kind (homophobic, transphobic, racist, sexist) is not acceptable and will not be tolerated.
- Be considerate and compassionate.
- Be trustworthy and take responsibility for their own actions.
- Be punctual for school and lessons.
- Be prepared to learn and arrive for lessons with the correct equipment and homework.
- Do the best they can to try and achieve their maximum potential in school.
- Consider with compassion and respect, other people's views and opinions.
- Allow others to learn in peace.
- Classroom Expectations
- To listen carefully and follow instructions.
- To respect others' learning and property.
- To take care of our learning environment.
- To always arrive on time wearing the correct uniform.
- To bring the correct equipment to lessons.
- To always work to the best of my ability.
- To complete all homework on time and to a good standard.

### **Rewards**

IRIS School seeks to actively promote and recognise positive attitudes, achievements and behaviour. The following list of rewards is not exhaustive as the school constantly strives to pursue new and innovative ways in rewarding students.

- Simple praise and recognition in the classroom and beyond;
- Merit cards, certificates and badges;
- Subject badges and certificates;
- Letters of commendation;
- Thank you letters from Senior Staff;
- Reward and achievement stickers;
- Celebration Assemblies – receiving certificates of achievement;
- Post cards sent home
- Golden time
- Attendance rewards
- Formal School Prizes on celebration of Achievement Evenings

### **Unacceptable pupil behaviour**

- Interrupting the teacher
- Arguing
- Teasing other students
- shouting out
- Chatty
- Not listening at the appropriate time
- Eating in class
- Avoiding work (off task)
- Uncooperative/rudeness

### **Sanctions**

IRIS School places high expectations upon students concerning attitude, achievements and behaviour. Where pupils fail to meet these, a variety of sanctions may be applied such as:

- Loss of break and lunchtime breaks;
- Break time/lunchtime detention;
- Lunch time detentions for lateness.
- After school detentions for Senior Leaders (these usually begin with 30-minute detentions up to 2 hours).
- Internal isolation and internal exclusion.
- Permanent exclusion from school
- Students being located in other classes/year groups for a temporary period;
- Students paying for repairs if causing deliberate damage;
- Behaviour monitor cards;
- Confiscation of inappropriate items (e.g., make-up, jewellery, mobile phones, MP3 players and lights etc.) where the pupil is using this in contravention of the school rules and Rights and Responsibilities document. Confiscated items will be kept secure.
- Loss of privileges e.g., removal from ICT network for a fixed period or permanently if used inappropriately;
- Possible Police involvement for serious issues of physical harm, threat, theft or damage.

Wherever possible, the purpose of sanctions is to address the negative issue and constructively rectify it. It is the Headteacher's decision on whether individual incidents are excludable. In all excludable episodes, the type of behaviour/offence, the severity of the incident, the number of repeat exclusions and the effect on other pupils/staff and our school community will be taken into consideration regarding the length of the fixed term exclusion or to whether the exclusion is permanent.

### **Correction System**

Teachers can place students in correction. Correction may be set at lunch time or at break time. If an after-school correction is set by the classroom teacher, this will be recorded in school office and parents will be notified via e mail and via text message in consideration of health and safety issues. The student will also be able to view the correction notification.

The Senior Leadership Correction will run up to two hours on Friday after school from 15:30-17:30. The purpose of the two-hour Senior Leadership Correction is to provide a positive educational experience and a meaningful deterrent for students who have violated school rules/policies. This option keeps students from losing valuable learning time. It will be used only when other sanctions, presently available, have failed or when the Headteacher considers it to be the only relevant sanction available. Students who attend will have the opportunity to do homework, catch-up or remedial work under the supervision of a member of the Senior Leadership Team including the Headteacher. Refusal to attend or lateness without an acceptable excuse may result in an additional Senior Leadership Detention, isolation or exclusion from school.

Students will be expected to arrive with relevant work provided by staff. Computers will not always be available and this should be borne in mind when selecting suitable work.

### **Procedure for Senior Leadership Correction**

- A letter will be sent to parents confirming details of the reasons and giving the time and date of the correction.
- Students will be expected to bring enough material to the correction.
- If a student fails to attend with no explanations, further sanctions will be considered.
- If a student finish all of his/her work, then additional work will be given.
- If a student is unable to attend due to illness, he/she will be expected to bring verifiable proof to school. Correction will be re-scheduled. Failure to comply may result in exclusion.
- Students cannot leave room without permission
- All school rules, outlined in School Policies apply to Senior Leadership Correction.



- Failure to attend the Senior Leadership Correction will result in isolation. Repeated failure to attend will result fixed term exclusion.

All students are expected to attend after school corrections when set. However, the table below shows a scale of escalation for failing to attend corrections.

Action	Duration Maximum	Responsibility	When
Lunch Time Correction	30 Mins	Class Teacher	Any Day
Senior Leadership Correction	2 Hours	SLT	Friday (15-17)

### **Confiscation**

Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy. To be lawful confiscation must be a reasonable sanction in the circumstances of the particular case. The current legislation protects school staff from liability for damage to, or loss of, any confiscated items.

Schools have the power to search without consent for weapons, knives, alcohol, pornography, fireworks, cigarettes, e-cigarettes and other tobacco products, illegal drugs and stolen items (this list is not exhaustive). Prohibited drinks such as Lucozade will be confiscated, as will items which have been brought in to sell.

Weapons and knives and prohibited substances must always be handed over to the police. Items that are not allowed in the school behaviour policy will not be returned to the students.

Pupils are not permitted to sell items, prohibited or otherwise, on the school premises.

### **Mobile Phones**

The use of mobile phones in schools affects the learning within school and they can lead to bullying and inappropriate web usage. Despite being on silent, pupils receive messages from friends during lessons distracting from learning and focus.

- Mobiles must be switched off and handed in to the School Office for safe keeping.
- All phones seen by any member of staff during the school day will be confiscated whether this is being used or not. This includes earphones and speakers. Phones must not be seen or heard during the school day.
- Any phones that are confiscated will be handed in to the School Office for safe keeping. The pupil will be sanctioned for using the phone during the school day.
- Repeat breaches of the school's policy will result in more serious sanctions being given.
- Parents will have to collect the phone from school for repeat incidences and therefore it may not be possible to return the phone on the day it is taken.
- At the end of the day once the pupil has exited the school building, the phone may be used.

### **Recording, Monitoring and Evaluating Behaviour**

The Leadership Team will monitor behaviour and evaluate the impact of this policy through the records, informal observations, comments from formal lesson observations and discussion with pupils, staff and parents. This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents.

Staff responsible: SLT

Update: September 23 Review date: Sept 24

Consequence Scale to be used by Classroom Teachers and SLT

Behaviour	Level	Action taken by member of staff	Sanction
<ul style="list-style-type: none"> <li>• Interrupting the teacher</li> <li>• Arguing</li> <li>• Teasing other students</li> <li>• Shouting out</li> <li>• Chatty</li> <li>• No listening at the appropriate time</li> <li>• Eating in class</li> <li>• Avoiding Work (Off task)</li> <li>• Uncooperative / Rudeness</li> <li>• Homework issue</li> <li>• Lack of equipment (Organisation)</li> </ul>	Warning	<ul style="list-style-type: none"> <li>• State what is happening and give rule reminder including notice of what will happen if behaviour continues.</li> <li>• Put student's name on board.</li> <li>• Redirect behaviour identifying positive aspects where possible</li> </ul>	<p>None</p> <p>Redirect behaviour</p>
	C1	<ul style="list-style-type: none"> <li>• State continued negative behaviour and progression to C1</li> <li>• Put tick next to student's name on board and give notice that they will leave the room if continues.</li> <li>• Records on OfficeChart</li> </ul>	Parent/carer are notified
	C2	<ul style="list-style-type: none"> <li>• State continued negative behaviour and progression to C2</li> <li>• Put second tick next to student's name on board.</li> <li>• Send student to colleague's classroom with work.</li> <li>• Student should return at end of lesson and detention issued parents notified</li> </ul>	<p>Parent/carer are notified</p> <p>30-minute lunch time detention.</p>
<ul style="list-style-type: none"> <li>• Persistent uniform issue</li> <li>• Persistent make-up issue</li> <li>• Persistent Lateness to lesson</li> </ul>	<p>C2</p> <p>Other</p>	<ul style="list-style-type: none"> <li>• Student issued with detention</li> <li>• Recorded on OfficeChart– parents notified.</li> </ul>	30 minutes lunch time detention
<ul style="list-style-type: none"> <li>• 2 times lunch time detention</li> </ul>	C3	<ul style="list-style-type: none"> <li>• Student issued with detention</li> <li>• Inform SLT</li> <li>• Recorded on OfficeChart– parents notified.</li> </ul>	one hour detention After School on Friday
<ul style="list-style-type: none"> <li>• Persistent disruption to learning</li> <li>• Refusal to leave classroom following</li> </ul>	C4	<ul style="list-style-type: none"> <li>• SLT called to remove</li> <li>• Student placed in ISOLATION for remainder</li> </ul>	Remainder of day in ISOLATION.

<ul style="list-style-type: none"> <li>C3.</li> <li>Behaviour in a classroom which compromises H&amp;S.</li> </ul>		<ul style="list-style-type: none"> <li>of day- parents/carers informed.</li> <li>Further day(s) in ISOLATION arranged.</li> </ul>	<ul style="list-style-type: none"> <li>Two hour detention on a Friday night</li> <li>Parental meeting post isolation</li> <li>Pupil to remain in isolation until parents attend meeting.</li> </ul>
<ul style="list-style-type: none"> <li>Violence or threatening behaviour</li> <li>Verbal abuse towards staff or students</li> <li>Walking away from staff</li> <li>Refusal to hand over items</li> <li>Refusal to comply</li> <li>Vandalism</li> <li>Truancy</li> <li>Bringing inappropriate items into School</li> </ul>	C4 other	<ul style="list-style-type: none"> <li>SLT called to remove student if incident occurs in classroom.</li> <li>Student placed in ISOLATION for remainder of day- parents/carers informed.</li> <li>Further day(s) in ISOLATION arranged.</li> </ul>	<ul style="list-style-type: none"> <li>Remainder of day in ISOLATION.</li> <li>Two-hour detention on a Friday night</li> <li>Further full day (or more depending on incident) in ISOLATION.</li> <li>Parental meeting post isolation</li> <li>Pupil to remain in isolation until parents attend meeting.</li> </ul>
<ul style="list-style-type: none"> <li>Persistent negative behaviour</li> <li>Serious incident</li> <li>Serious disruption to learning</li> </ul>	C5 Incident	Referred to SLT for decision on Fixed Term Exclusion.	<ul style="list-style-type: none"> <li>Fixed Term Exclusion.</li> <li>Parental/carer meeting arranged post exclusion</li> </ul>

Reward Scale to be used by all Class Teachers and SLT

Behaviour	Rewards	Points	Frequency	Action
<ul style="list-style-type: none"> <li>Concentration</li> <li>Good Progress</li> <li>Good Work</li> <li>Kindness</li> <li>On task</li> <li>Sharing</li> </ul>	R1	+1	Each Lesson	Class Teacher These are allocated in class chart and should be regularly. It is very important that all staff engage with this to promote positive behaviour for learning in the classroom.
<ul style="list-style-type: none"> <li>100% Monthly attendance</li> </ul>	R2	+2	Monthly	Attendance Administrator / Attendance team
<ul style="list-style-type: none"> <li>More than 75% test score</li> </ul>	R3	+3	Each class test	Class Teacher Awarded through Class Chart by the class teacher
<ul style="list-style-type: none"> <li>Exemplary piece of work/contribution to learning over a sequence of lessons</li> </ul>	R3 Subject Star of	+4	Weekly	Class Teacher Awarded through class charts by the class teacher

<ul style="list-style-type: none"> <li>An extra-curricular contribution</li> <li>Outstanding performance</li> </ul>	the week			Choose 1 pupil from one of your teaching groups
<ul style="list-style-type: none"> <li>The sum of negative behaviour point for whole class is less than -10</li> </ul>	R4		Weekly	30 M Golden Time for whole class
<ul style="list-style-type: none"> <li>100% Attendance per term</li> <li>No Negative point termly</li> </ul>	R5	+10	Termly	Attendance Administrator / Attendance team List of pupils to be generated and centrally allocated points.
<ul style="list-style-type: none"> <li>Get More than 75% in all subject in pupil's report</li> </ul>	R6	+20	Termly	Head of year Awarded through Office Chart by the SLT
<ul style="list-style-type: none"> <li>Outstanding contribution to the school</li> <li>Outstanding subject achievement</li> </ul>	R6 Specially Endowed Prizes		Yearly (Celebration Evening)	Nominated by Departments Celebration evening invites

