



DOHA ACADEMY (SALWA) BEHAVIOUR POLICY

PROCESS OF POLICY DEVELOPMENT

In Service training is planned regularly to keep staff updated. All staff use the positive behaviour approach which supports the school policy on behaviour. This policy should be considered alongside the following policies: - Anti-Bullying, Citizenship and PHSE policies and Child Protection procedures. These documents are kept in the Headteacher's office and available to all staff.

OBJECTIVES AND PRINCIPLES

All staff shall work together to improve the quality of behaviour in our school. Children will be encouraged and praised for good behaviour rather than being reprimanded for bad behaviour.

RIGHTS AND RESPONSIBILITIES

Rights of Pupils Responsibilities of Pupils

- To know what is expected of them
- To be able to learn without threat
- To feel safe
- To be treated fairly, with respect
- To ask for help if necessary
- To listen to others
- To treat others fairly
- To follow directions from staff

Rights of Staff Responsibilities of Staff

- To be able to teach/work
- To be treated with respect
- To be supported by parents
- To make a safe learning environment
- To treat pupils with respect
- To communicate regularly with parents

Rights of Parents Responsibilities of Parents

- To know that their children are safe
- To be treated with respect
- To be able to share concerns
- To get children to school on time
- To treat people with respect
- To tell teachers if their child is upset
- To talk to their children about what they do at school
- To collect on time



RECOGNITION OF APPROPRIATE BEHAVIOUR

Positive behaviour, good work and effort are actively sought out by all members of staff. This strategy promotes positive behaviour by:

- Reinforcing the behaviour we expect by focusing attention on those who are behaving and working appropriately
- Enhancing pupils' self esteem

The school has adopted the principles of Positive Behaviour Management to manage behaviour in school.

We will:

- Actively teach good behaviour
- Ensure that every child is successful
- Have a clear framework for behaviour, realistic goals and high expectations
- Communicate the framework clearly to all concerned
- Involve pupils in understanding rewards and sanctions
- Help pupils understand good behaviour by providing good role models
- Recognise and celebrate good behavior
- Promote self-discipline by increasing awareness of the link between actions and consequences, and personal responsibility for behaviour
- Work in partnership with parents
- Not accept negative behaviour but accept the person
- Ensure that all of our efforts are directed to preparing the pupils to be good citizens of the world

Good behaviour management is:

- Being effective – having a positive attitude
- Accepting responsibility for doing your job
- Being in control – not tolerating misbehaviour
- Speaking clearly with firm directions that are not hostile
- Interruptions during teaching should be kept to an absolute minimum

STRATEGIES:

School Rules: In each class, there is a plan displaying the following school rules:



Class Rules:

- We are gentle
- We are kind
- We listen
- We are honest
- We work hard
- We look after property

Playground Rules:

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules?
- We are honest with everyone

Rewards:

- Dojo Points
- Notes to parents
- Report to Headteacher who will give reward sticker
- Weekly celebration assembly

Children are given clear guidelines of the appropriate behaviour and expectations in all areas based on our School/Class rules and our Good to be Green scheme.

Good to be Green Behaviour Scheme

The 'Good to be Green scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a Dojo Point.

If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Cards will be displayed over the top of the Green card.



The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card and they have to be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes off playtime (mainly for Level 1 and 2 behaviours- see Behaviour policy and table below).

Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed. Persistent Level 2/ level 3 behaviour (see table below) would equate to a red card which would then have a consequence of loss of playtime of lunchtime. Persistent Level 3 or Level 4 behaviour could result in a temporary/ permanent exclusion. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified.

Teachers and staff respond to inappropriate behaviour using the 'Good to be Green' scheme. The table below gives examples of some kinds of behaviour which are levelled according to 'severity' (taken from the School's Behaviour Policy).

Level 1	Range of Possible Sanctions
<ul style="list-style-type: none"> • Out of seat • Rocking on seat, slouching • Calling out • Not listening/ paying attention • Pushing, shoving in line • Running indoors • In wrong place • Not working • Not clearing up 	<ul style="list-style-type: none"> • Informal gesture: eye contact, frown, gesture. • Moving the child to a different seat. • A private reminder about the behaviour we wish to see- inviting them to make the right choice. • Repetition of task/ completion of work in own time. • Movement down the 'ladder'.
Persistent Level 1 & Level 2	Range of Possible Sanctions
<ul style="list-style-type: none"> • Distracts others • Throws small objects to distract – not to hurt • Inappropriate physical contact, e.g. poking, flicking, pulling hair, • Complains or mutters disruptively/persistently • Talking at an inappropriate time, or asking inappropriate questions to disrupt • Hides work or resources • Interferes with other's property • Minor deliberate damage (pencils) • Leaves the room without permission • Lies(older pupils) • Telling lies to get others into trouble • Persistent rough play 	<ul style="list-style-type: none"> • 5 minutes off playtime or lunch time. • Sent to DHT • Missing whole/ part of a breaktime or lunchtime • Write letter of apology
Persistent Level 2 & Level 3	Range of Possible Sanctions



<ul style="list-style-type: none"> • Encourages others to misbehave • Uses obscene words to offend • Causes hurt intentionally • Verbal abuse of adults • Answering back or constantly questioning adults decision or request • Refuses to obey instruction • Destroys own work • Destroys others' work • Insulting, name calling including racist language • Petty theft • Damage to property or equipment (including play equipment). • Threatens violence • Bullying • stealing 	<ul style="list-style-type: none"> • Parents informed- meeting with Class teacher to discuss • Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in. • Sent to HT- recorded in Behaviour Book/ • Child put 'on report' for a period of time • Loss of whole of Playtime or Lunchtime • Follow up letter sent home to parents. • Child uses 'time' to try to make amends e.g. repairing property; re-doing work; apology • Lunchtime exclusion
Persistent Level 3 & Level 4	Range of Possible Sanctions
<ul style="list-style-type: none"> • Physical or violent assault causing injury, or persistent violent behaviour • assault • Serious damage to property (e.g. vandalism) • Carrying a weapon with the intention to wound (e.g. knife) • Persistent Bullying 	<ul style="list-style-type: none"> • Meeting with parents/and HT with follow up letter home • Lunchtime exclusion

SPECIAL EDUCATIONAL NEEDS

Where necessary children with Social, Emotional and/or Mental Health Needs (SEMH) may have individual Pastoral Support Plans with additional support to support them in managing their behaviour.

Teachers should be aware of the behavioural traits of such students and use professional judgement when administering sanctions.

Behaviour Management

Every teacher must explain the rules to the children and the rewards and the consequences. Rules, rewards and consequences must be written clearly displayed in: CLASSROOMS CORRIDORS, HALLS and PLAYGROUNDS. This should be shared with all staff and parents.

Use of equipment or tools in school Curriculum activities requiring use of equipment or tools come with a set of directions that are set out carefully at the beginning of the year. Children need to be reminded regularly and praised immediately for correct use, and given merits that lead to rewards.

STARTING THE YEAR

The year should start with a week of establishing expectations of behaviour for all children. All members of the class community must be shown how to access all the equipment needed to start work without fuss. Class teachers should establish good systems and structures to encourage good behaviours



for learning. Assemblies at the beginning of the year should reflect the work going on in classes to reinforce the expectations of good behaviour. Children should know how they should treat members of staff and all staff should be responsible for behaviour in the school at anytime, anywhere. All staff should be patient with children, so that they can sort out problems. All activities should be introduced with clear directions that all members of the class community hear and understand.

SUPPORT FOR STAFF

Regular training for all staff on positive behaviour strategies. Support from Phase leaders and other senior members of staff.

INFORMING PARENTS

Parents need to be informed of behaviour concerns at the earliest opportunity. Teachers need to:-

- Share concerns
- Share solutions with the parent
- Tell the parent that you will keep them informed
- Keep the meeting as positive as possible If necessary set up weekly meetings with class teacher

BULLYING

Bullying will not be tolerated at our School. Parents should contact the school if they have any worries about any possible bullying of their child. The school will outline action to be taken if any bullying is reported. Bullying is the systematic targeting of a child by one or several children. It is often secretive and indictable. Staff should treat any assertion by parents that a child is being bullied seriously, but should also be aware that children sometimes want to stay at home for family reasons and use bullying as an excuse.

STRATEGIES FOR DEALING WITH BULLYING

- Staff should investigate any concerns regarding bullying thoroughly.
- Staff to ensure details are clear when bringing any serious concerns to SLT.
- Staff can help pupils to find strategies for dealing with these feelings and for avoiding the circumstances that lead to the problem.
- PSHE can be used to help the whole class to manage their feelings.
- Staff will listen to children when they tell us there is a problem and help children to sort the problems out.

THE ORDINARY VIGOROUS PLAY AND GIVE AND TAKE THAT CHILDREN EXPERIENCE IS NOT BULLYING. CHILDREN SHOULD BE TAUGHT HOW TO MANAGE SOCIAL INTERACTION AND AVOID CONFRONTATION THROUGH EXAMPLE, DISCUSSION, DRAMA, CIRCLE TIME AND ASSEMBLIES.



Positive Handling

The judgment on whether to use positive handling and what strategy to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff need to make the clearest possible judgments. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. If a member of staff decides that the use of positive handling is appropriate then they should always:-

- Give a warning to the pupil that restraint may have to be used.
- Suggest how the child is to be handled ensuring that no form of positive handling is used that could constrict breathing.
- Appropriate means are passive physical contact from standing between pupils or blocking a child's path, leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform.
- Try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance.

Examples of situations that particularly call for judgments of this kind include: a child attacks a member of staff or other child, children are fighting, causing risk or injury to themselves or others, a child is causing or on the verge of committing deliberate damage to property, a child is causing or is at risk of causing injury or damage by rough play or use of an object, a child absconds from a class or leaves school at an un- authorised time (this would mean that the child would be putting themselves in danger), a child persistently refuses to follow an instruction to leave a classroom, a child is behaving in a way that seriously disrupts a lesson, a school event or school visit. In these examples use of positive handling would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the nature of the child and its age and understanding of the situation. Any situation resulting in the use of positive handling, must be referred to the Deputy Headteacher who will immediately ensure that parents are informed of the situation.

RECORD KEEPING

Staff will keep records of any incidents on the Incident Record Form found in the Salwa Staff group on MS Teams. The Deputy Head will keep a record of all actions taken and transfer any recorded incidents to the child's personal file on ISAMs. Whenever pupils are experiencing difficulties managing their own behaviour or with their learning, we will seek to support them.



SUCCESS CRITERIA

- Staff and children are safe in school.
- School is orderly because children are responsible for their own behaviour, understand what is expected of them and are in agreement with our aims.
- Standards will rise because children will be on task and able to learn.

ROLES AND RESPONSIBILITIES

- All staff and children are responsible for their own good behaviour.
- All staff should remind children of their responsibility to follow rules and instructions.
- Teachers are responsible for maintaining good behaviour in class.
- Teachers should empower and help Support Staff in behaviour management.
- The SLT are responsible for supporting all staff in managing behaviour and in ensuring that children understand that good behaviour is expected and that all staff are empowered to support the policy.

TRAINING

All new staff will have induction into the way behaviour is managed in the school.

Last Reviewed / Updated: November 2021