


POSITIVE BEHAVIOUR FOR LEARNING POLICY

DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit:**

- ✓ To build **Strong Foundations for Character Development** that:
Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
Provide a broad and varied range of experiences and learning opportunities;
help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:
Become responsible and confident citizens; make a positive difference;
commit to charitable endeavours; become effective contributors towards Britain's future.

Reviewed by	Position	Signature
Afsana Khanam	Deputy Head / DSL	
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DATE PALM
PRIMARY

Building foundations for life

Positive Behaviour for Learning Policy

Introduction

Date Palm Primary School is an inclusive school. We expect positive behaviour for learning, and we are committed to supporting the emotional health and wellbeing of the school community. We promote restorative and emotion coaching principles, which encourage the development of emotional regulation through supportive relationships. We foster these principles using Personal, Social, Health, Citizenship and Economic (PSHCE) Education, and throughout the rest of the curriculum. We believe praise is the most powerful form of influencing a child's behaviour and we are committed to creating an environment where positive behaviour is at the heart of productive learning.

Intentions

- That every member of the school community feels valued and respected. We are a caring, inclusive community, whose values are built on mutual trust and respect for all.
- To promote an inclusive environment in which everyone feels happy, safe and secure.
- To support good mental health, putting wellbeing at the heart of our school community.
- To foster good relationships, so that we can work together in an effective and considerate way, with the common purpose of helping everyone to learn, both in and out of the classroom.
- To help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To ensure that all children attend school free from fear of bullying (please see the anti bullying policy).
- To ensure that all members of staff are consistent in their expectations of children's behaviour and are consistent in the way they manage children's behaviour.
- Encourage a shared responsibility to maintain a safe and tidy centre.
- Ensure that equal opportunity is available to all children regardless of race, gender etc.

Guidelines

Golden Rules

- Be **ready** to learn and show pride and perseverance in your work.
- Be **respectful** to yourselves, others and the school.
- Be **responsible** and make the right choices, both in and out of school.

The Golden Rules are consistently applied to all situations, in which the calm and consistent adult approach separates the distressed behaviour from a child. This promotes our high standard of expectations from all, at Date Palm Primary School.

Core Values:

All students must abide by the following expectations and values. These are displayed in every classroom and around the school.

D – determination: resolving to try our best, despite difficulties

A – ambition: aspiring to be our best

T – teamwork: cooperating and working together for excellence

E – equality: providing each and every individual the same rights and opportunities

P – presentation: displaying ourselves and our work in the best possible way

A – akhlaq & adaab: striving to perfect our character and mannerisms

L – leadership: leading and guiding a group of people confidently

M – mutual respect: treating others as we wish to be treated

Four Pillars of Pivotal Practice

1. Consistent, calm adult approach.
2. First attention to best conduct.
3. Relentless routines.
4. Scripted interventions.
5. Restorative follow up.

These 5 pillars allow us to develop behaviour, which in turn supports the learning for the children. Each pillar layers on top of each other; it is therefore important that the first pillar is established in order to build a culture of calmness and consistency across the whole school.

Recognition and Reward System

It is our belief that continual praise and recognition of each child's effort for positive behaviour for learning is fundamental to encourage the behaviour we want to see. We routinely notice positive behaviour at every opportunity and praise children to nurture our positive relationships.

We enthusiastically recognise all learners who display effort to demonstrate our expectation of positive behaviour through continuous verbal praise and non-verbal cues, including advertising these learners on the traffic light system. The purpose of the traffic light is to foster a positive interdependence within our classrooms, where all learners are collaborating to achieve the golden rules.

Furthermore, we reward learners who go 'over and above' our standards of positive behaviour and / or display these consistently on our silver and gold traffic lights.

Bloomz Points

All children begin at the 'green' traffic light at the beginning of the day.

- If they remain on green until the end of the day they receive 1 bloomz point.
- If they do one exemplary action, they move to silver. If they remain on silver until the end of the day, they receive 5 bloomz points.
- If they do another exemplary action, they move to gold. If they remain on gold until the end of the day, they receive 10 bloomz points.

Bloomz points are accumulated every half term. The children who acquire their bloomz flower receive a small prize.

Rewards

There are a number of ways children are recognised for going 'over and above' our expectations, at Date Palm Primary School.



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Daily:

- Bloomz points are allocated daily based on where the child is at on the traffic light system.

Weekly:

- Class teachers choose one child every Friday morning who are 'Stars of the Week'. Teachers will record the names of their 'Stars of the Week' in a communal area.

Termly:

- Certificates based on our ethos are given to 3 children from each class during an achievement assembly along with a big prize.
- Punctuality certificates are awarded to children with 95+% punctuality for the whole term during the achievement assembly.
- Top bloomz earner in each class receives a 'well done' badge from the Head Teacher.

Additionally:

- Children have the opportunity to become Playground Leaders, members of the School Council, as well as roles and responsibilities within classrooms.
- Pen licenses are awarded for children who have achieved a high standard in their joined handwriting.
- Class teachers can also award additional playtime or visits out-of-school for exceptional 'whole class' positive behaviour for learning.
- Headteacher's Award for children making exceptional effort in their learning. Children who achieve 10 stickers on their award card receive a day out with the head teacher.

Consequence System

- Superb effort/motivation in classwork
- Displaying genuine generosity and honesty
- Helping members of class or teachers without being asked
- Good adaab and akhlaq
- Taking care in the presentation of work
- etc

Reward System

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- If they do another exemplary action, they move to gold. If they remain on gold until the end of the day, they receive 10 bloomz points.

Bloomz points are accumulated every half term. Two children from each class who have the most bloomz points at the end of the half term go out with a member of staff for a treat. The children who reach their class target at the end of the half term get to enjoy an afternoon of golden time doing a fun activity of their choice e.g. playing in the ICT room, arts & crafts, bringing their tablets in, extra play at the park etc.

If a child misbehaves:

Examples of Misbehaviour

Category 1: The following unacceptable behavior will be verbally reprimanded. The child remains on the green traffic light at this stage.

- **Speaking to an unacceptable level without permission in lesson time**
- **Not putting hands up and calling out**
- **Getting out of seat**
- **Making comments about that which does not concern them**
- **etc**

Category 2: The following unacceptable behavior will result in the misbehavior steps being followed (see below).

- **Continuous category 1 misbehaviour**
- **Refusing to cooperate**
- **Talking deliberately when the teacher is talking**
- **Disrupting others**
- **Disrespecting other children**
- **Backbiting/slander**
- **Bad language**
- **Unsafe behavior causing harm to oneself or others e.g. tripping someone on purpose**
- **etc**



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Category 3: The following unacceptable behaviour may result in immediate suspension or report; this is at the teacher's recommendation with approval from the Head teacher after hearing the details.

- **Violence**
- **Bullying**
- **racism**
- **Sexism**
- **Homophobic abuse**
- **Discrimination**
- **Stealing**
- **Destroying school property**
- **Bringing weapons/drugs/cigarettes/obscene pictures and literature into Date Palm**
- **Disrespect towards adults (e.g. calling names or being abusive)**
- **Touching or showing ones private parts intentionally**
- **etc**

Behaviour Procedure



After 2 suspensions any unacceptable behaviour could result in expulsion – child taken off Date Palm’s register. Notice will be given to parents of decision in writing and any appeal can only be made to the Date Palm governors thereafter. The child will not be allowed in school during the period of any appeal.

Termly Analysis of Behaviour

Incidents of misbehavior are logged as shown in the following tracker:

Whole School Autumn Behaviour Tracker 2017-2018									
Class	Name	SEN	Date	Time	Location	Type	Antecedent	Behaviour	Consequence
			12/09/2017	Lunch	Classroom	Rude to others	Eating lunch	Boy's touch	Report
			12/09/2017	Lunch	Classroom	Rude to others	Eating lunch	Boy's touch	Report
			12/09/2017	Lunch	Classroom	Rude to others	Eating lunch	Boy's touch	Report
			12/09/2017	Lunch	Classroom	Rude to others	Eating lunch	Boy's touch	Report
			12/09/2017	Lunch	Classroom	Rude to others	Eating lunch	Boy's touch	Report
		Yes	12/09/2017	Lunch	Classroom	Rude to others	Eating lunch	Boy's touch	Report
			15/09/2017	Park	Park	Swearing	Playing football	Swore F***	Verbal warning
			19/09/2017	Lunch	Trip	Disruptive behaviour	Eating lunch, and after lunch	Banging equipment in museum, slapping a child across the table at lunch	Verbal warning
			20/09/2017	Lesson PM	Classroom	Disruptive behaviour	Lesson	Constant disruption and misbehaviour	Verbal warning
			26/09/2017	Lesson PM	Classroom	Disruptive behaviour	Lesson	Constant disruption	Verbal warning
			26/09/2017	Park	Trip	Danger to self	Charity walk	Not walking properly in a line	Verbal warning

Teachers record data using the ABC approach (Antecedent, Behaviour, Consequence). This data is analysed and appropriate action is put into place to ensure misbehavior is minimised.

Types of behaviour	Location	Time	SEN	Action	Parents informed	Class
Bullying	2 Classroom	117 Lunch	19 Yes	65 Verbal warning	38 Yes	110 N
Physical violence	51 Hall	3 Park	10 No	32 Verbal advice	15 No	33 R
Swearing	5 Park	8 Break	15	Report	11	Y1
Racial abuse	0 Roads	0 Lesson AM	46	Out-of-School Suspension	0	Y2
Disruptive behaviour	27 Trip	3 Lesson PM	44	Circle time	2	Y3
Damage to property	1 Toilets	6 Assembly	0	Reflection	15	Y4
Rude to others	22 Library	0 Salah	0	Loss of Privilege	50	Y5
Lack of effort	2 Other	7 Hometime	8	In-School Suspension	2	Y6
Homophobic abuse	0			Intervention	1	
Danger to self	6			Other	9	
Danger to others	9					
Spitting	3					
Discrimination	0					
Disability abuse	0					
Other	16					

Above is an example of how misbehavior data is analysed to see if there are particular times of the day when misbehavior is occurring the most, or particular locations. This data is also analysed to see if consequences have had a positive impact on misbehavior and if Date Palm needs to review its current behavior procedures.

Communicating expected behavior to children

Staff should refrain from using negative language, where possible, when explaining expected behavior to children. Setting success criteria is a very effective way to explain behaviour that it required e.g.

- ✓ If I run down the stairs, is that an expected/unexpected way to move around the school?
- ✓ If I shout across the classroom, is that an expected/unexpected way to speak in class?
- ✓ If I push other children to get to the front, is that the expected/unexpected way to line up?

As the teacher asks these questions, children are able to establish for themselves what they should do. Model acceptable behaviour and provide role-play opportunities to practice desirable responses.

When dealing with unacceptable behaviour, staff should highlight that it is behaviour that is intolerable not the child e.g.

"I am really unhappy with you because you were shouting out the answers and not putting your hand up"

When children do misbehave we explain why we were upset with them, making it very clear that such behaviour is unacceptable and explain how trouble can be avoided in future. Our tone and body language should remain calm and composed when reprimanding. Children are more likely to take advice and understand their mistakes if they feel you are being just. Shouting at children who have misbehaved is not the method to be used nor is it effective when explaining their mistake. You are expected to remain calm in tone and posture e.g. Yelling at children or folding arms towering over them can make frequently misbehaving children more insolent, or intimidate the odd mistake made by reserved children.

Derogatory terms are strictly not allowed when disciplining and a no shouting policy is expected to be adhered to by all staff members other than in cases of need or emergency during which it is an exception to the rule. Note there is a fine distinction between shouting and raising your voice which may be necessary when seeking the attention of groups of children.

- Remember teachers are role models of Islamic behaviour and thus must maintain high standards of conduct at all times.
- Acting on anger is detrimental whether it is on the part of the child or the teacher
- If you feel overcome with anger and feel explaining at that point will be unjust, take a few minutes out for reflection yourself, before approaching the child to explain their mistake. This gives the child time to reflect on their mistake as well and will be better for both Insha'Allah

Rewards and Reprimands

It is important to know why we were giving sanctions and rewards.

- To teach and reinforce our agreed rules. Any staff member can give rewards and sanctions to any child. At the beginning of the academic year and at times when rules need reinforcement there will be greater emphasis on these.
- To change behaviour of individuals.
- To change the behaviour of groups or classes. This will form part of a weekly plan included in assembly as needed.

Rewards

When rewarding always explain why we are showing approval. This helps the children understand what we want them to do. Effective praise acknowledges effort, focuses attention on relevant behaviour and motivates children to maintain good behaviour. The rewards we give include:

- Smiles
- Public/Private praises
- Points on Bloomz

Staff behaviour

We recognise that the standards we expect from the children should also be applied to ourselves. We must always be an example to the children and should be fair towards all of them. The best example is our Prophet (SAW) and it is paramount that we as teachers take it upon ourselves to learn how the Prophet (saw) behaved towards the young.

It is narrated that the Prophet (SAW) has said “He is not of us, who does not show mercy to our little ones or respect to our elders.”

Searching and confiscation

At Date Palm, Senior Staff have authorisation to search a student. Any member of staff has authorisation to confiscate. We are not required to inform parents before a search takes place or to seek their consent to search their son or daughter or to keep a record of a search. However, we will inform the individual student’s parents or carers where cigarettes, e-cigarettes, alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement to do so.

Senior staff can search a student for any item which is banned or restricted by the school. This can also include a search of a mobile phone or device. They will ask the student to turn out his or her pockets, look in the student’s bag or on the student’s mobile device or phone if the student agrees.

Physical contact with students

It is not illegal for a member of staff to touch a student.

There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary include

- To demonstrate how to use tools and equipment
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To demonstrate in a practical lesson
- To give first aid
- When comforting a distressed student or when a student is being congratulated

Use of reasonable force

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good behaviour in the classroom.

Force is usually used either to control or restrain.

This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Reasonable adjustments will be made for disabled children and children with SEN.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Reasonable force might be used to

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety
- Prevent a student from attacking a member of staff or another student, or to stop a fight
- Restrain a student at risk of harming themselves through physical outbursts

Schools do not require parental consent to use force on a student. However, we would speak to parents about serious incidents involving the use of force and record the incident.

Allegations of abuse against staff

Allegations of abuse will always be taken seriously, and we will ensure that allegations are dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. However, sanctions may be taken against students who are found to have made malicious accusations against school staff. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

See safeguarding policy

Appendix to Behaviour Policy

RESTRAINT

Restraint will only be used if a child poses a threat/danger to another or him/herself. It should only be used as a last resort.

If the need does arise, then care must be taken to do it in a calm manner. The child should not be shouted at and afterwards it should be explained to the child why the adult had to do it. The child will need reassurances and careful handling. This should be provided in a quiet area if possible. Parents/ Guardians should be informed either immediately or when the child is collected.

The details of the restraining should be entered into the incident book and signed. Witnesses should sign too.

The Head Teacher should be informed.

Using Behaviour Management Tactics

Difficult behaviour often happens quickly and needs to be dealt with immediately. There may be little time to think out the best solution and your reaction to it might almost be a reflex. Nevertheless, here are a few principles and suggestions for managing, along with a

warning that the behaviour may seem to get worse at first if you change your way of dealing with it, but in the long term there will be definite improvements and benefits.

Ignore when (and if) possible. (Minor and attention-seeking incidents).

Divert and distract, especially if the child is younger, or if you catch a situation early enough and anticipate trouble ahead.

Set clear limits and stick to them. For example, if you ask child to put away some toys see it through, even if you have to give a lot of encouragement, or a little help.

Choose only the important things to correct. If you constantly tell a child off it loses effect.