MANCHESTER MUSLIM PREPARATORY SCHOOL

FAITH • LEARNING • LIFE

Positive Behaviour Policy

Document Control

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Positive Behaviour Policy

O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily the most honoured of you in the sight of God is (he who is) the most righteous of you. And God has full knowledge and is well acquainted (with all things). (49:13)

Good conduct in all aspects of life is an intrinsic part of Islam. The Prophet Muhammad (pbuh) demonstrated the best example in terms of characters, morals and conduct and in following his teaching; we aim to model and develop these values in the pupils at MMPS, thus developing our pupils as excellent citizens.

Aims of the Policy

The policy is a means of promoting good relationships, so that we all work together towards the common aim of achieving our mission statement and nurturing the best citizens that will make a positive contribution to the global community.

Part of our mission statement involves the development of a positive and caring environment resulting in the promotion of a positive ethos so that every member of our school community feels valued and respected and that each person is treated fairly.

We aim

- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

Pupils' Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other pupils and adults.

Staff Responsibilities Are:

- To treat all pupils fairly and with respect.
- To raise pupils' self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all pupils can see that the key adults in their lives share a common aim.

- To recognise that each is an individual and to be aware of their (special) needs.
- To offer a framework for social education.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.

Encouraging outstanding behaviour for learning in school:

- We make clear our expectations of good behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage pupils to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school. As pupils within the framework of the school spend a lot of time within the classroom it is essential that well organised and delivered lessons will seek to secure good standards of behaviour. Bearing this in mind teachers should aim to:

i. Know their pupils as individuals, this means knowing their names, their personalities and interests and who their friends are

ii. plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere

iii. be flexible in order to take advantage of unexpected events rather than being thrown off balance by them i.e. visitor at the door in the middle of a lesson

iv. continually observe or 'scan' the behaviour of the class

v. be aware of, and control their own behaviour, including stance and tone of voice

vi. model the standards of courtesy that they expect from pupils

vii. emphasise the positive -Motto 'Catch Them Being Good' - including praise for good behaviour as well as good work. KS1 and KS2 are using Class Dojo for this, which is shared online with parents. Younger pupils may also receive stickers or other suitable rewards

viii. In line with the Rights Respecting School programme, class teachers collaborate with pupils to create a Class Charter. Rights are selected from the CRC. Pupils and teachers both agree what actions are needed to ensure those rights are realised. The charter is used as a tool to encourage positive behaviours and remind pupils how our actions can affect the rights of others

ix. make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats
x. make sparing and consistent use of sanctions and avoid whole group punishments, if possible, which pupils will see as unfair. This also means avoiding punishments, which humiliate pupils by, for example, making them look ridiculous; this breeds resentment

xi. analyse their own classroom management performance and learn from it. This is probably the most important message of all

All these points are interactive with all the other levels of influence highlighted before and they must be seen in that context. Everyone in the school is responsible for the behaviour and discipline of its pupils and must ensure that continuity exists between all school staff.
Where continuity exists so does security. All pupils in school need to know the rules of the school and indeed to have played a part in creating them. Ownership will bring about satisfaction and will be seen to reflect fair play by the pupils and by their parents/guardians. In focusing on behaviour and discipline, it is important that parental co-operation and support be there within the school in order that the school can move progressively forwards.

Creating the right climate within the school

All pupils who attend our school must feel wanted and that they, as individuals, have a part to play at the MMPS.

This can be realised in many ways, not least by encouraging every pupil to feel that they have a role to play within the ummah / family unit of the school and that other people e.g. brothers, sisters, peers, teachers, parents/guardians and visitors, depend on them to behave in a mature, well- mannered and respectful way. Of course, this is not a one-way process and pupils need to see adults in school as models of outstanding behaviour.

Creating the right atmosphere in school arises from good inter-personal relationships. Parents, guardians, visitors, teachers and pupils must treat each other with a level of mutual respect.

Pupils, parents and guardians should be greeted with a warm welcome (salaam) each day, setting the right tone for the rest of the day's events.

Good manners cost nothing and pupils, and grown-ups alike, should use them within the contexts of this school at all time.

Creating the right climate practical strategies:
1. Pupils should be greeted and met each morning by their class teacher upon entry into the classroom.

2. Movement from the playground to the school should be done in an orderly manner and at all times should be done quietly. Walking should be encouraged to avoid accidents and to bring a sense of calm to the start of the day, lessons should begin promptly.

3. When pupils leave the classroom to go to the assembly hall, to change rooms, to go out to play or to go to lunch, they should line up quietly and leave the classroom with a sense of respect for others around them. The teacher and, teaching assistants, should position themselves at the most suitable vantage point.

4. Play times and dinner times should be calm. Pupils should be encouraged to play and not to fight or bully others.

5. At the end of the school day all pupil should be escorted safely and in a calm manner off the premises, ending the day with the right tone. Teachers and Senior Leaders are on a rota to ensure all the pupils leave school safely, especially our most vulnerable pupils.

The Head Teacher and Senior Management should be highly visible around the building to ensure that all these procedures are operative.

Practical strategies to support and reinforce outstanding behaviour:

- Look for things to praise, our motto is 'Catch them being good'. Often a pupil with overt behavioural problems only gains attention by being disruptive. There is a tendency to feel relief when the pupil is behaving appropriately and to leave well alone.

- By making a positive effort to find something to reinforce, we can develop the pupil's repertoire of acceptable behaviour.
  It is often the case that the pupil who is disruptive, demands a disproportionate amount of adult time. By making the adult time positive, the pupil can feel better about themselves and so too can the adult. Time previously used for managing disruptive behaviour can then be redistributed amongst all the pupils.

- Using regular short periods of time before the pupil misbehaves gives opportunity for the adult to listen to the pupil. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the pupil is always right either but that increased opportunities for understanding each other are valuable.

- Try to reinforce appropriate behaviours in another pupil rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand" try saying "look how well Adam and Zakir are filling their buckets with sand".

- Exchange an unacceptable behaviour for a more acceptable activity, e.g. by turning out of seat behaviour into the pupil purposefully going to get something for someone else, e.g. instead of telling a pupil off for wandering around, praise him for going to get something for another pupil.

- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a pupil, do it quietly without the pupil being shown up; there is then no need for the pupil to confront the adult to save face with friends.

- Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down after an outburst. These could be books, an activity or the security of tightly structured work, and should always be particular to the pupil. It is sometimes better - both for the pupil and for other pupils - if the pupil with problems is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.

Rewards and Sanctions

Each class has a clear system in place for rewards, which is discussed and agreed with pupils at the beginning of the academic year. Class rules are to be displayed in the classroom.

KS1 and KS2 use class Dojo to reward pupils, and parents can access their pupil's points by logging on. Individual classes agree on rewards / prices they may get for having a certain number of Dojo points. Accumulative Dojo points may lead to whole class rewards or individual pupils may be rewarded for reaching target points or having most points in class.

Pupils also receive certificates during Friday assemblies, for behaviour or work.

Each class has clear procedures in place for sanctions.

In KS2, a 'demerit system' is used. Pupils who have been warned and continue with the 'undesired behaviour' will receive a demerit, which is recorded. Three demerits lead to a playtime detention where pupils are asked to complete a 'behaviour reflection sheet'. Parents will be informed if their pupil has had more than two detentions (6 demerits) in a half term.

Any pupil committing a violent act is wilfully disobedient or involved in bullying, including homophobic or racist bullying incident, will receive a detention straight away and parents will be informed by the class teacher. These incidents also need to be reported to the SLT immediately.

Any pupil, whose behaviour does not improve, will be placed on a 'Behaviour Monitoring Report', which will be monitored daily by the class teacher and weekly by the Pastoral Coordinator. The pupil's parents will be invited to a meeting to discuss their child's behaviour and 'Behaviour Monitoring Report'. The SLT must be informed. A child may also be given an IBP if behaviour does not improve. Parents will be involved in the monitoring of their child's behaviour.

If the above sanctions are deemed unsuccessful, the Head Teacher will be informed and pupils will be a given an internal suspension/ exclusion. This will include pupils working in seclusion. The number of days will depend on the severity of the incident.

Exclusion (suspension)

Good discipline in school is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports Head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusions should only be used as a last resort, in response to a serious breach or persistent breaches, of the school's behaviour policy; and where allowing the pupil a to remain in school would seriously harm the education or welfare of the pupils or others in the school.

When the Headteacher excludes a child they must, without delay, notify parents of the period of exclusion and the reasons for it. They must without delay, provide parents with the following information in writing;

- The reasons for the exclusion
- The period of the fixed term exclusion or for a permanent exclusions the fact that it is permanent,

- Parents right to make representations about the exclusion to the Trust and how the pupils may be involved in this,
- How any representations should be made,
- And where there is a legal requirement for the Trust to consider the exclusion, that parents have a right to attend a meeting

In KS1 teachers use age-appropriate sanctions such as 'time-out' for reflection.

Wilful assault, repeated bullying, racist abuse and defiance that risks safety of self or others, reported immediately to HT.

Reporting behaviour and monitoring impact:

It is all the staff's responsibility to report incidents that warrant a record on the behaviour incident logs in school. It is the role of the Deputy Head (Mrs N. Mian) to collect and report all incidents to the SLT both of actions taken and subsequent impact. All behaviour should be logged and reported to Mrs N. Mian (DH &Pastoral Coordinator) using the appropriate behaviour records. All matters are discussed at SLT meetings and shared during staff briefing if appropriate.

Links with documents and other policies

Preventing and tackling bullying (DfE, October 2014)
Anti-Bullying Policy
Safeguarding Policy
PSHCE Policy
Complaints Policy