



# **BEHAVIOUR MANAGEMENT POLICY**

Date of last review: July 2024  
Date of next review: July 2025

It is widely recognised that excellent teaching and learning is a way of improving behaviour in schools and, at Dar ul Madinah, the highest regard is given to the quality of relationships between teacher and learner.

Under section 89 of the Education and Inspections Act 2006 every school must have a behaviour policy. The Education Act 2011 also strengthened the authority to school staff when handling matters of discipline and the DFE issued updated guidance on behaviour in January 2016.

This document is a statement of the principles, practices and procedures that the school has set in place in order to ensure a safe and caring environment for pupils and staff alike. The policy is set within the aims and values we teach. The policy also sets out the sanctions that will be taken against pupils who are subject to disciplinary action and those who are found to have made malicious accusations against school staff. It also states what action the school will take after items have been confiscated from pupils.

All parents can access this behaviour and discipline policy on our website and are asked to support the school over its application.

## **Objectives and targets**

The aim of this policy is to ensure that the school offers a happy and caring environment in which all children have the opportunity to achieve the very highest standards. A calm school, in which children are behaving well and showing respect and consideration for others, will provide the right atmosphere for high levels of achievement. At Dar ul Madinah we believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach in the long run. This does not mean that bad behaviour is ignored, simply that the positive aspects of children's behaviour should be highlighted whenever possible. Dar ul Madinah is not a place where teachers shout, this is not accepted in any instance other than a pupil or member of staff being in immediate danger.

It is discouraging and disheartening to be told constantly that we are doing something wrong or badly, and we all like to be praised and encouraged for the things we do well. For children this might mean being praised for working hard, being polite or showing consideration towards others. In fact, any situation in which they have made an effort or a significant achievement. Spoken praise is a very powerful reward that should be used whenever possible and whenever appropriate. Other ways to show children that their efforts and endeavors are valued include stickers, certificates or postcards home. But whatever the reward, the aim will be to acknowledge children's achievement and excellence in a way that others will be able to share.

## Action plan

It is important that clear expectations for behaviour exist, and that the children understand these. So, at the beginning of each year, and at regular intervals during the year, classroom rules may vary slightly from class to class, but the following Golden Rules will always be included:

- We care for each other and be kind
- We respect our school and each other's belongings
- We show good manners at all times
- We follow instructions straightaway
- We tell the truth at all times

### General rules

We have a few school rules for the safety and comfort of all. These are:

- We treat others and speak to others in the way that we like to be treated and spoken to.
- We say 'please' and 'thank you' to each other.
- We walk around the school quietly and calmly, opening doors for anyone near.
- If we have a problem, we speak to a grown-up and trust them to sort it out.
- We show good sitting, have good listening, good looking, good thinking
- We put our hands up if we want to speak
- We take turns to speak
- We do not bring things into school that are dangerous and not needed for our work, play or at lunchtime.

## **Corporate Punishment**

Corporal punishment (slapping, smacking, or shaking) will never be acceptable practices and will not be used. It is an offence to give corporal punishment to a child and will not be tolerated in any circumstances. The directors will automatically suspend a staff member who is found to have given corporal punishment and report the member of staff to the police and local authorities.

Staff must not threaten corporal punishment, and must not use or threaten any punishment which could adversely affect a child's well-being.

## **Physical Intervention**

Physical intervention is where teachers use force to prevent children from injuring themselves or others or damaging property.

Staff is only permitted to use physical intervention for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

Each time physical intervention has been used a record must be kept and logged in the incident record sheet. Parents / Carers must be informed on the same day or as soon as reasonably practicable.

Parents / carers should feel free to discuss any concerns they may have with the Headteacher. All matters will be treated in the strictest confidence.

## **Dealing with the child who has been bitten**

- The child who has been bitten should be comforted and a cold compress immediately applied to the wound.
- The Head teacher will be consulted to ascertain if further medical treatment is necessary. Staff members should ensure their own appropriate vaccines are up to date.
- The parent/carer should be contacted to advise them of what has happened as soon as practicable.
- The member of staff who witnessed the incident should fill out an accident/incident form.
- When the child is collected the Key Carer or room lead should explain to the parent/carer the procedures that will be taken to minimise the risk of this happening again.
- The name of the child who bit should not be disclosed to the parents/carers of the child who has been bitten.
- Staff should be aware that if the child is old enough, they are likely to tell their parents/carers who is responsible for biting them.

## **Dealing with the child who has bitten**

Immediately following the biting;

- The member of staff who witnessed the incident should clearly show the child their disapproval by the manner and tone of their voice.
- This should be done quickly and not be drawn out as in other disciplinary situations.
- In order for the child to understand that the behaviour is not acceptable it is important that the member of staff does not respond in an amused, approving or neutral way.
- The child should be encouraged to say 'sorry'.
- The child needs to understand what they have done wrong and how they have made the other child feel. After dealing with the child who has bitten
- An incident form needs to be filled in by the member of staff who witnessed the incident, if the Head teacher thinks this is appropriate.
- The Key Carer will immediately take responsibility for close observation of this child and share relevant and up to date information with the team.
- The Key Carer should approach the parents/carers. This should lead to an ongoing, concerted and co-operative effort between home and the setting.
- This should be done in a tactful, sensitive and supportive way.

### **E.G.**

1. First, tell the parent/carer something positive about their child's day.
  2. Then mention that their child was involved in an incident with another child and explain what happened.
  3. Then explain that this is a phase child go through and how we deal with this type of behaviour.
  4. Reassure the parent/carer that this is not a problem and ask them to let us know if their child does this at home.
  5. Tell them that we will let them know if this happens again.
- Should the child continue with this behaviour the Head teacher will need to be involved in discussions with the parent/carer.
  - The child should be shadowed on a daily basis by either the Key Carer or another member of staff.
  - During this time daily records and observations must be kept so that the possible reasons for biting can be identified.
  - Shadowing should continue until the child has not bitten or attempted to bite for several weeks and all adults concerned are satisfied that the child has overcome this phase and no longer poses a threat to other children.

## **Where biting recurs**

If there is more than one child biting the following needs to be applied by the Head teacher:

- Ensure the children's routine is not overly disrupted.
- Ensure the children have sufficient supervision and stimulation.
- Ensure staff are fully aware of this policy and how to interact with the children who are biting.

**The following may help to identify why the child has bitten and how the child can be helped: -**

- Biting may happen impulsively through lack of self-control, almost as if it is done because there is something there to bite. A kiss or a cuddle can quickly turn into a bite and even though in this situation the biting is unintentional, it is still appropriate for the adult to show disapproval.
- Teething may increase a child's urge to bite.
- Children tend to explore everything with their mouths, both inanimate objects and people. This may increase when teeth are coming, since applying pressure on the gums through biting may be comforting.
- Excitement and over stimulation often create tension and excess energy which unfortunately some children 'get out of their system' through biting. This can be dealt with best by knowing who these children are in advance and channelling their happiness and exuberance when it cannot be contained. This case of biting often eludes staff as the child may appear to be and actually is happy before they bite. Time to calm down and get back in control, offered as help and not a punishment may be valuable in this situation.
- Children like to create an effect, to make something happen and some children discover that biting accomplishes this. Biting another child is usually followed by a spectacular reaction. The very young child, who cannot understand how much it hurts the victim, finds the response rewarding and interesting and may repeat for this reason.

- Toddlers experience a great deal of frustration and sometimes express this through biting.
- There is often an upsurge in biting just before toddlers are able to communicate with words
- Children who spend much of their time cowed into small spaces with other children may bite.
- Children faced with too many challenges and pressures may bite.
- Children whose play is interfered with constantly by other children may bite. Altering the situation or the physical environment can reduce the occurrence of biting. If a child has bitten another child on more than 2/3 occasions, the parents/carers of the child who is biting must be invited into setting for a conversation with the Head teacher. The Head teacher needs to discuss with them how best to work together.

**The Head Teacher needs to:**

- Reassure the parents/carers that this is a phase child can go through and with the right intervention can be minimized until the child has grown out of the phase.
- Ask if there have been any changes at home that have not been brought to our attention.
- Ask the parents/carers if they are experiencing the same at home and if so, have they noticed any patterns.
- Agree the most appropriate action going forward and time scales for a review.
- Make notes of the meeting and the agreed time scales. In extreme cases If the child continues to bite and despite every attempt by setting to prevent this it does not stop, then the parents/carers need to be advised that it may be appropriate for the child to be taken out of school for a short period of time. Sometimes this change of environment and routine can break the cycle.

### **Attendance and Punctuality**

We believe that the good habit of punctuality needs to be started early in life. At Dar-ul Madina we expect parents to be helping children to be punctual to the School. Regular lateness is very disruptive to the routine of both the child and the class generally. If your child is late for any reason, please ring the buzzer and he/she will be welcomed by a member of staff on their arrival and marked on the class register.

Record of lateness is kept and parents are contacted if this becomes a concern.

We discourage family holidays during term time and they can only be authorised the Head teacher.

We encourage any appointments to be made after the school day; however, we do understand this is not always possible.

### **Consultation with parents**

At Dar-ul Madinah we have an 'open-door' policy regarding day-to-day issues. Parents are very welcome to come in, any day, before or after the school, to talk to particular teachers; however, they will be encouraged to inform the teacher before they come in as, teachers may be having meetings, preparing and work, or putting up displays. If discussion requires privacy or a longer meeting, parents will need to make an appointment with the class teacher that is suitable for both.

Each term more formal consultation or 'Open Evening' will be arranged as opportunities for parents or carers to discuss the child's work with the class teacher.



Teachers may use the sanction of asking an individual or group of children to 'stay in' at a playtime or lunchtime if they have behaved unacceptably. The responsible adult will supervise the class or group. We would never want to do this more than once and ideally not for the whole playtime.

### **Lunchtimes**

It is essential that standards of behaviour are consistent throughout the day. Therefore, the same expectations of behaviour apply at lunchtimes. These additional rules will support this:

- We always Clean up after eating
- We always join the end of the queue for lunch.

### **Rewards**

Good behaviour will be rewarded by:

- Being praised for working hard, being polite or showing consideration towards others.
- Being praised for making a significant achievement.
- Stickers or certificates.
- Headteacher Awards are given to children who have showed great determination, compassion or achievement.

### **Sanctions**

All staff will have their own techniques for maintaining a good working environment in the school. The Golden Rules are displayed in each classroom.

If a child doesn't behave appropriately, we adopt the below system:

- If a child misbehaves, s/he are spoken to and reminded of the appropriate behaviour.
- If a child has to be spoken to again, a warning of Play Time minutes being removed is issued.
- On the third time, an appropriate number of Play Time minutes are removed.
- On the fourth time the child will be sent to another class for 15 minutes with some work
- If the behaviour continues, the child is sent to the Head Teacher with their work and their parents are spoken to.

Incident forms are filled in for any behaviour where a child is hurt, it is a repeated behaviour or a parent is spoken to. These are filled in the same day and given to the Headteacher that day. These are then filed in a central folder so that any patterns of behaviour can be identified and tracked.

Records of unacceptable behaviour will be kept in order to monitor behaviour and identify any patterns. These records will also be helpful in highlighting individual emotional and behavioral difficulties which need to be addressed further.

All children will start each day with a clean slate.

### **Bullying**

Bullying occurs **extremely** rarely and when it does, it is picked up quickly and dealt with effectively. Bullying can take many forms and may include intimidation, being 'excluded by peers' and, in some cases, physical aggression and violence. We encourage children to tell a teacher or another member of staff as soon as possible if they are being bullied or they know someone who is. This aspect of discipline is covered fully in the school's Anti-Bullying Policy.

### **Exclusion**

The school endeavors to avoid both fixed term and permanent exclusions. However, the possibility of exclusion will be discussed and may have to be implemented if the behaviour is serious and/or persistent.

If any pupil's behaviour has to be dealt with by the Headteacher or the Assistant Headteacher, a phone call home will be made asking parents to come and discuss the problem. If this fails to resolve the matter and bad behaviour continues, the Headteacher may exclude the pupil concerned for a fixed term or permanently. The latter will normally be the case where there has been a serious unprovoked attack on another pupil or member of staff, or where illegal substances and/or weapons have been brought into the school.

### **Staff guidance and training**

Where unacceptable behaviour occurs at any time during the school day, the following procedures will be followed:

- A member of staff, through discussion, will investigate all incidents with the children involved. The class teacher will always investigate first and then seek additional advice/support from other adults as necessary. Headteacher will meet children with the class teacher for more serious behaviours.
- Strategies to encourage positive behaviour will be given.
- Those at fault will be reminded that their behaviour is unacceptable and a suitable apology required. Their behaviour will be monitored
- Removal from planned curricular activities, such as PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity.
- Children will NOT be sent out of class but they may be sent to the parallel class for a short time or to work in the shared area for a short time. Children will not be sat out of class on their own or outside the door.

INSET training is given, as required, to newly-appointed staff, and to all staff as changes are made by legislation. Pupils causing concern is a weekly item at full staff briefings. Where there are particular problems, guidance is given to a teacher and support staff by the relevant member of staff (SENCO, SLT, previous class teacher etc.).

It is important that all children have equal access to rewards within our behaviour management practices. It can be easy to overlook the majority of children who work quietly and conscientiously all the time. We also need to acknowledge the high achievers on the same basis.

Pupils with special needs, especially those with Individual Education Plans (IEPs) that include Statements about behaviour, will often need a programme of additional strategies to meet their needs. These children's rewards will need to be channeled into this system.

Those children with particular behavioural difficulties may have agreed additional procedures and strategies in place for them, but where possible, the above procedures will apply.

The SLT are responsible for coordinating matters related to behaviour. If any member of staff has a problem or concern in this area, they should raise it with the appropriate member of the SLT. Where there may be a question of Child Protection, these concerns must be reported to the Headteacher (Designated Safeguarding Lead) or the Inclusion Manager (Deputy Safeguarding Lead), immediately.

#### **Monitoring and evaluation**

The policy will be monitored regularly in the light of incidents related to pupil behaviour and will be evaluated:

- Each term by the Headteacher.
- Once a year by the SLT.

#### **Reviewing**

The policy will be reviewed annually by the Head Teacher and altered in the light of any concerns brought by any of the above, and where changes in legislation make it necessary.

Reviewed July 2024

Next school review due in July 2025