



Introduction

The aim of this policy is to provide a clear guidance to all staff at Tanzeel of the expectation and therefore the standards of behaviour we aspire towards. The staff places strong importance on the need to be fair and consistent. It is our intention to provide children an atmosphere that is secure and conducive for learning and one that fosters respect for all.

Staff recognise that children will make mistakes and sanctions will be implemented if behaviour is persistently unacceptable. However the overriding principle is to provide positive encouragement in achieving a calm working environment.

All staff will periodically be informed of any updates made to the policy.

Our aims

- To foster an atmosphere of respect for all.
- To ensure that all members of staff are consistent in their expectations of children's behaviour and are consistent in the way that they manage children's behaviour.
- To encourage a shared responsibility and to provide and maintain a safe, clean, tidy environment.
- To ensure that children who need specific support are identified and appropriate support is given to staff, parents and children.

- To ensure that an equal opportunity is available to all children regardless of race, gender, religion or disability.
- To ensure a calm atmosphere that is conducive towards learning.
- To praise more than reprimand.

Classroom code

Teachers will reinforce the rules by establishing a clear routine for the children to adhere to.

Teachers will encourage good behaviour and praising hard work (effort) and achievement.

At the START of the lesson all pupils:

1. Will have their bags and coats off, unless advised otherwise by the teacher
2. Have correct stationary (pencil, pen, ruler, and eraser, etc.)
3. Have correct books (Quran, exercise books, text books, etc.)
4. Seated in silence waiting for the teacher to start the lesson.

DURING the lesson all pupils:

1. Will be cooperating with the teacher
2. Listen to instructions carefully
3. Stay focused and on task
4. Put their hand up for the attention of the teacher
5. Do not shout out
6. Avoid all unrelated discussion
7. Show respect for all

8. Will be at best behaviour at all times

At the END of the lesson all pupils:

1. Wait for the teacher's instruction to pack up
2. Place all rubbish in the bin
3. Put all books and equipment away as appropriate
4. Remain silent for the teachers last instruction
5. Push chairs under the table before leaving the room

Mobile phones, ipods, or any similar instrument are strictly not allowed in the classroom. They must be turned off or switched on to silent mode (non-vibrating), and must not be answered during lesson time.

In case of emergency you need to seek the permission of your teacher, stay in view and answer/make the call outside of the classroom.

Rewards and Sanctions

When children misbehave staff emphasise that it is the behaviour that is unacceptable, not the child, and explain how this could have be avoided in the future.

Rewards

It is essential that we reward achievement, good behaviour and effort of the pupils as they act to reinforce high standard and encourage positive outcomes. We give out sticker/stamps, similar to a merit system. Pupils are verbally reward and they are rewarded with the stickers/stamps provided on their homework diaries as a sign of recognition and encouragement. Pupils will be accumulating stickers

in the 'pupil diary' for a certificate or prize at the end of each term.

There are summative certificate of achievement effort attendance that can/should be awarded towards the end of each term and definitely at the end of the year.

- Verbal rewards
- written rewards
- Reward in pupil Diaries
- End of term certificates
- Positive encouragements on pupils' work accumulative recognition

Sanctions

This section deals with disruptive behaviour, confiscation of items, reprimand, detentions, etc. This is one area that most school fail under. There is ample evidence that poor behaviour management leads to poor learning environment. TANZEEL runs on a zero tolerance policy to negative disruptive behaviour.

There is no allowance given for bad or disruptive behaviour. Pupils are dealt with appropriate and proportionally. Remember a sanction is designed to discourage inappropriate behaviour. To be effective however, it must also protect the teacher's relationship with the child and protect the child's self esteem.

For disruptive behaviour the classroom teacher should adopt the 'gradual model' to curb the bad behaviour. Always try to avoid confrontations. Obviously, every situation is different and therefore would demand different approach. Below is an example of how things can gradually escalate.

- 1) At the first instant, with a firm voice, remind them of what they should be doing. Then remind them of the rule.
- 2) Second time round, give out warning (be firm with your voice). In the warning give them a choice; “either choose to stop and behave or I will move you from that seat.”
- 3) Move the child to another (appropriate) location in the class
- 4) Time&out –this will vary; send them to the reflection corner, or send outside the classroom, but only briefly, go out and talk with them... get an agreement on good behaviour then reintroduce into the class.

5) If all strategies fail get management involved

If the situation is very serious to the level where the staff must get management (CM) get involved. An ‘incident report slip’ must be filled in with the details of the situation.

Management may choose a range of strategies depending on the nature of the incident but the recording on the report slip is crucial information to avoid the same situation arising again.

TANZEEL may choose to put the child in temporary isolation, call the parent, send a concern letter home, or even consider suspending the child in question.

Mobile phones, ipods, or other similar instrument are not allowed in the classroom. If any child listens to any one of these items then staff must follow the above 5 steps as appropriate. If the child fails put the item away, warn them of confiscation. Remember: avoid confrontations. If they do not heed to the warning then we confiscate the item. Staff may choose to give it back to them at the end of the session or pass it on to the Management who will pass it on to the parents.

Unacceptable Behaviour

Procedures in the event of a severe pupil assault or series of incidents towards other children or members of staff:

Where a child causes injury to another, or repeatedly acts aggressively in what appears to be a calculated way and when there is no change despite the use of consistent warnings and sanctions, the following action will be taken:

1. The poor behaviour is document on the incident report slip.
2. The CM will call the child's parents, if it is agreed by all those working with him/her that the behaviour has reached unacceptable levels.
3. Invite the parents to school to discuss the situation, including the class teacher and support assistant in the meeting if they wish.
4. Discuss with the family what action should be taken to prevent such an incident reoccurring and what action should be taken in the event of a repetition.
5. If necessary ask the parent to take the child home to convey the gravity of the situation.
6. Should the behaviour be repeated, the procedure will be repeated. The intention is to develop the child's understanding that their actions are unacceptable and that alternative ways of expressing upset feelings must be found.
7. If all the above fails then we precede to suspending the child for a two week period.