

BEHAVIOUR AND DISCIPLINE MANAGEMENT POLICY

THE ETHOS OF IQRA ACADEMY

IQRA means 'Read '

Improvement
Quality
Respect
Achievement

Rationale

A positive behaviour management and clear discipline procedures are essential in establishing an environment in which teaching and learning can take place and everybody understands their role and responsibility within the system. This policy is closely linked to our other policies, Safeguarding, PSHE, Attendance and Anti Bullying Policy.

To create this learning environment remember that:

You have the right and responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable pupil behaviour.

You have the right and responsibility to teach pupils to consistently follow these rules and directions throughout the school day and year.

You have the right and responsibility to ask for assistance from parents and administrators when support is needed in handling the behaviour of pupils.

Discipline is not about punishment but is concerned with:

- Instruction
- Learning
- Giving guidelines
- Helping to maintain expected and acceptable standards

Its purpose is to:

- Maintain the level of morale by making sure everyone is pulling his/her own weight
- Prevent things going wrong
- Get the job done and provide the service
- Be seen to be fair
- Keep within the rules/maintain standards
- Give guidelines
- Improve people's attitudes and performance
- Check out the facts
- Check out what the staff need
- Assist in projecting and maintaining the right image
- Protect people
- Help those who don't respond to the softer counselling approach

At Iqra Our Aim is:

- Help promote good behaviour and develop staff discipline in all our children in school.
- Improve the quality of relationships in school.
- Improve the children's ability to work co-operatively and productively.

Raise an understanding of the differences between right and wrong and the importance of honesty.

Be aware our actions can affect other people and learn to value, respect others and their property.

Ensure every child feels happy, secure and comfortable in school.

Assess record and report on children's behaviour. It is about catching them being good.

IQRA GOLDEN RULES

The golden rules help us to feel safe and secure in school as well as making learning enjoyable.

Do my best at all times.

Respect myself and others.

Be a good listener and speak clearly when communicating.

Be polite and courteous.

Look after my school environment.

REWARDS AND SANCTIONS

Rewards

Daily Dojos for obeying school rules

Highest dojo winners receives a prize at the end of the week from the class prize box

Each week top 3 dojo winners to have a text message sent home from the office

Once a half term, each key stage will have 4 names pulled out from the golden post box

These children will go with Learning Leaders on a minibus outing.

Postcards to be sent home weekly from each class

Class to regularly give out stickers, postcards and certificates

Sanctions

As with rewards, it is important that there is a range of sanctions available, varying in accordance to the seriousness of the offence. It is important that minor infringements result only in minor sanctions, and the major sanctions are reserved for major or persistent offences.

In any case it is important that when a child is being punished, he/she knows that it is the behaviour that is disapproved, not the child.

When dealing with disruptive behaviour try and understand the cause and eliminate that in the first instance. If mis-behaviour persists then the following procedure could be used:

Use of the traffic light system for low level behaviour. Once children are on red they move on to the sanctions outlined below.

1st warning:

The class teacher will move the pupil to another table and they will lose 5 dojos.

2nd warning:

The pupil will lose all their dojos and see the Head of Year.

3rd warning:

The pupil will miss break times for one day and be put on a report card for one week.

Report cards will be monitored by Learning Leaders and collected in half termly for analysis.

PLEASE REMEMBER THAT EACH SESSION AND EACH DAY IS A FRESH START

APPENDIX 1

UNACCEPTABLE BEHAVIOUR	
LEVEL 1 (dealt with by Class Teacher)	LEVEL 2 (dealt with by Learning Leaders)
Play-fighting / kicking	Fighting (as result of a disagreement)/ Being rough with other children
Being uncooperative	Constantly not following instructions
Not telling the truth	Swearing at pupils
Using inappropriate language	Persistently teasing other pupils
Teasing other pupils / name calling	Verbal abuse to pupils
Spoiling own work/property or defacing school books and folders	Swopping personal belongings without permission of parents/guardians.
Borrowing things without asking	Being disrespectful to others
Pulling faces/ Making rude gestures at pupils	Distracting other children
Bad manners	Constant telling tales/ Getting other children into trouble
Squabbling	Spitting
Not playing fairly / Spoiling other pupils' games	Repeatedly interrupting teachers
Unnecessary telling of tales	Persistent attention seeking
Not getting on quietly	Defacing school/other pupils property
Pushing in	Avoiding work
Interrupting teachers	
Attention seeking	
Being unkind	

LEVEL 3 (dealt with by Phase Managers/HOY)	LEVEL 4 (dealt with by Principal)
Fighting (unprovoked) Deliberately hurting other children	Vandalism
Vicious kicking	Bullying (refer to Ant-Bullying Policy)
Defiance	Extortion
Verbal abuse to staff	Blackmail
Abuse/harassment of pupils	Leaving school premises without authority
Persistent/malicious lying	Racial/sexual harassment/homophobic language *
Damaging school property/equipment	Physical abuse of staff *
Stealing	Substance possession/misuse
Making rude gestures at staff	Radicalisation/ extremism
Being deliberately rude	Breaking school rules whilst on educational visits.
Arguing with adults	
Disrupting other pupils' games/lessons	
Bullying (refer to Bullying Policy)	
Maliciously getting other pupils into trouble	
Biting	
Graffiti	
Persistently interrupting teachers	
Disruptive attention seeking	

Declaration of Responsibility

This Behaviour and Discipline Management Policy was reviewed and formally adopted by Iqra Academy on

..... Date

..... Signed Named Governor

..... Signed Principal

Named Governor:	Emmerson Walgrove
Monitoring the Policy:	Principal
Reporting to:	Governors (<i>LMP Committee</i>)
Next Review Date:	February 2021