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<h2 style="text-align: center;">BEHAVIOUR POLICY – PRIMARY</h2>			

“The best of you is the best among you in conduct.” (Al- Bukhari)

At Paradise Primary we believe that every child has a right to have their educational and spiritual needs developed to their full potential in a warm, safe, caring, and stimulating environment.

Underpinning all our work is the Islamic ethos which runs through the entire school from nursery to children in their final year of school. We endeavour to develop their religious, moral, and social values and integrate a solid Islamic criterion to promote discipline, behaviour, excellent personal manners and mutual respect for all.

This is reflected by the cultivation of respect for all and by a substantial programme of investment in pastoral pupil care whereby we have a behavioural system that is based on the values of justice, forgiveness and responsibility, and which encourages ethical and emotional growth, and development in children, staff and parents / carers.

Knowing what causes challenging behaviour in children is crucial for dealing with behaviour appropriately.

At Paradise Primary School, we have a culture of preventative work. We take the time to get to know which one of our pupils and the background they come from.

We understand that conflicts can take place between 2 pupils or groups of pupils. We work quickly to identify where the issues could possibly arise and have conversations with pupils and parents at an early stage.

We take seriously inappropriate behaviour by any child towards other children, members of staff and the setting. Children need to learn to consider the views and feelings, needs and rights of others and the impact that behaviour has on those around them.


Parents are expected to take responsibility for their children’s behaviour and we encourage two-way communications with parents so that together we encourage and nurture children.

This policy reflects the values of our school. It sets out the principles, routines and procedures, and is a working document where our practice is constantly developing and will be updated at regular intervals to reflect these developments.

To achieve our aims a clear agreed behaviour management policy must be implemented fairly and consistently by all members of staff and volunteers.

All adults in the School are required to:

- Take active responsibility for children’s behaviour around School, in the classroom and playground;
- Ensure pupils have full access to the curriculum and all aspects of school;
- Ensure pupils are free to learn without disruption, are safe from threat and harm in the classroom and in the playground;

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- Take the initiative in establishing a positive ethos, communicating in a clear and friendly manner; and giving and expecting respect.


To achieve this, children must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

Underlying Principles for Managing Behaviour at our School

- The enhancement of self-esteem and the development of self-discipline;
- Positive relationships are crucial to behaviour management;
- We should manage children positively whenever possible;
- We should have high expectations of our children's behaviour;
- We should teach and model "good" behaviour;
- We should reward good behaviour and sanction poor behaviour;
- We should be consistent and fair;
- We should balance the needs of most children who are able to manage their behaviour positively and the needs of those children who find it more difficult to do so;
- We are most effective when there is a close professional relationship between staff, children and parents.

All staff will:

- Provide a positive model of behaviour by treating children, parents / carers and one another with respect, friendliness, care and courtesy;
- Work in partnership with children's parents / carers by ensuring that they are regularly informed of their child's behaviour by their key person. Where there is recurring inappropriate behaviour parents and staff will work together to decide jointly how to respond appropriately;
- Never use physical punishment, such as smacking or shaking. Children are **NEVER** threatened with these;
- **NOT** shout or raise our voices in a threatening way;
- **NOT** use techniques intended to single out and humiliate individual children;
- **ONLY** use physical restraint, such as holding to prevent physical injury to children or adults and / or serious damage to property. In the event that this action is taken, it will be logged, and the parent / carer will be informed on the same day about the incident;

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Managing Behaviour in the Classroom

Essential to good classroom management is the quality of relationship between the class teacher, and the children in the class.


A positive classroom

- Always use positive statements - **Give Plenty of PRAISE!**
- Use their names;
- Have a seating plan – and keep changing till it works;
- Criticise the behaviour not the child;
- Try and model the behaviour you would like to see in children;
- Be consistent in what you say – **If you say you are going to do something – DO IT!**
- Negotiate classroom rules and display them clearly where everyone can see them;
- Talk quietly whenever possible to establish an atmosphere of calm;
- Be assertive without raising your voice – **DON'T SHOUT!**
- Have clear routines that you have explained to the children;
- Teach routines for certain activities e.g. story time, meal times, tidying up, getting ready to go out, and sharing toys;
- Use stories as a strategy for encouraging/supporting positive behaviour;
- Be clear about jobs and responsibilities – display them if possible;
- Try to stay calm and positive and fair;
- Encourage children to listen to others and to take turns in speaking;
- Encourage children to learn to share and take turns in all activities;
- Encourage children always to be considerate towards other children;
- Everyone is of equal importance and all should be encouraged to take a pride in their work.

Rewards and sanctions should also be explained and displayed, as children will need reminding throughout the year. “Good” behaviour has a lot to do with children’s motivation to learn and play.

Classroom Code of Conduct

- Enter the classroom with the greeting ‘As-salaamu alaykum’;
- Not come late to lesson;
- Knock on the door and wait for a response;
- Enter the classroom sensibly and quietly;
- Prepare books and equipment and follow instructions to start the lesson promptly;
- Always work to the best of ability without disturbing others;
- Show good manners and listen carefully when the teacher or another person is talking;
- Follow instructions immediately without comment or argument – first time, every time;
- Put hand up and wait for permission to speak;
- Treat the school environment and others in the classroom with respect;
- Seek the teacher’s permission before leaving the classroom;

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- Do not chew or eat anything in lesson;
- Ensure that the classroom is left tidy;
- I WILL LEARN TO LISTEN AND LISTEN TO LEARN.

Managing Behaviour Around School

After break, lunchtime and at home time, all the classes must be accompanied by the class teacher or teaching assistant.

When moving around school, the class teacher is responsible for ensuring appropriate behaviour is maintained, however, **all staff are responsible for supporting this and addressing unacceptable behaviour.** Often, speaking directly to the individual or group will correct the behaviour but if it does not, the class teacher should be informed so that appropriate sanctions may be applied.

Around school rules

- Be polite and show respect for other people;
- Wear correct uniform always;
- Look after property and put litter in bins;
- Eat and drink in the right place at the designated time;
- Walk around the school sensibly and quietly.

Managing Behaviour in the Playground


When on duty in the playground the following points will help maintain positive behaviour:

- Be outside before the children;
- Be consistent and enforce playground rules always;
- Be vigilant and intervene early if a situation looks tense
- Move around the playground
- Encourage the use of co-operative, non-equipment games and playground friends.
- Apart from balls don't allow children to throw other items unless a member of staff has given permission.
- Don't allow children to carry out play fighting.

At lunchtime the children will be supervised by lunchtime supervisors. Minor incidents will be dealt with in the playground. More serious incidents may involve children spending time in the "Time Out" room.

Serious Incidents

"One – off" serious incidents will be dealt with on an individual basis but should always involve SMT. Parents will usually be informed and asked for a response dependent on the incident. Any incidents of serious aggression, bullying or racism must be reported to the SMT straight away.

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Challenging Children

Most children can manage their behaviour positively with only slight intervention, responding well to positive management. A small number of children, however, have significant difficulties in managing their behaviour and need a more individualised approach. In these cases, class teachers, SMT and parents will work closely together on how to support the child and outside agencies will be involved when appropriate.

Rewards and Sanctions

Children must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

Rewarding Good Work and Positive Behaviour

The school acknowledges that pupils work better when their good work and good behaviour is recognised. Teachers will praise pupils on their good behaviour, enthusiasm and hard work verbally or, by writing positive comments on Class Dojo or on their work.

Work of a very high academic quality and positive behaviour will be recognised and rewarded in the form of Dojo points on Class Dojo.

Pupils will try to collect as many points to achieve gold stars and earn a £5 token. Every 15 points will earn pupils a 'GOLD STAR', and after every 10 gold stars pupils will be awarded a £5 token to spend on treats in the school reward shop.

Masjid Points


Every child will belong to a masjid, starting from Year 1 up to Year 6. Each time a child receives 10 Gold Stars they will earn a star for their masjid. At the end of the year the masjid with the most stars will receive the masjid trophy.

Points will be awarded as follows per subject:

- Good work and behaviour = 1 point
- Excellent work and behaviour = 2 points
- Teamwork/Helping others = 1 point
- 100% punctuality and 100% attendance per half term = 5 points

Also the class with the most behaviour points awarded will be given a Class Behaviour Trophy at the end of the year.

We aim to promote high standards of behaviour, self-discipline and learning through positive encouragement. Those who behave consistently well will be rewarded. Those who misbehave will face the consequences of their actions.

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These are:

Phase 1	Verbal warning x 2 (KS1) x1 (KS2)
Phase 2	Negative comment on Class Dojo
Phase 3	3 Negative comments will result in sanction 1 (S1) – miss break and lunch
Phase 4	Further 3 Negative comments will result in sanction 2 (S2) – children will be withdrawn from Enrichment activities
Phase 5	3 Sanctions within every half term will result in isolation for a day
Phase 6	2 isolations within every half term will result in 1 day suspension from school
Phase 7	Suspension from school (1-5 days depending on severity of incident) at the discretion of Governing Body
Phase 8	Permanent exclusion (decision made by Governing Body)

At any point when a child's behaviour is a cause for concern SMT may make the decision and call parents to discuss placing the child on Behaviour Report. This is at the discretion of the SMT.


Verbal warnings and written comments will be given for the following:

- Disturbing and distracting others;
- Refusing instructions;
- Shouting out;
- Talking whilst teacher or others are talking to the class;
- Leaving seats without permission;
- Rocking on a chair;
- Not paying attention in class when teaching takes place;

Written comments will be given without a verbal warning for the following:

- Shouting in and outside the classroom;
- Running in classroom and corridors;
- Pushing in line
- Dropping litter;
- Eating and drinking outside break times;
- Eating and drinking outside designated areas;
- Incorrect Uniform;
- Forgetting homework and handing in incomplete homework after a couple of reminders;
- Failure to complete and hand in 2 pieces of homework on time in any one month will result in sanction 1;
- Play fighting;
- Continuously unprepared for work;
- Repeatedly forgetting PE kit;

Sanction 1 **Miss Break and Lunch – Fill out an S1 sheet explaining their behaviour, (What did you do?) (Why did you do it?) (How could you improve?) and Parents have to sign it.**

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Sanction 1 will be given without written comments for the following reasons:

- Disrespectful behaviour towards member of staff and poor attitude;
- Foul / bad language;
- Lying;
- Dangerous behaviour;
- Fighting;
- Hitting without provocation;
- Name calling and unkind remarks;
- Using inappropriate language;
- Refusing to follow instructions and to cooperate;
- Stealing
- Chewing gum;
- Leaving class without permission;
- Graffiti;
- Damage to school Property

Sanction 2 Children will be withdrawn from enrichment activities.

If a child receives three Sanctions in a term, parents will be called into school to discuss behaviour and the child will be in isolation for 1 day.


Isolation will be given for the following reasons:

- All types of Bullying: Physical bullying, verbal bullying, cyber bullying, Prejudicial bullying, Sexual bullying
- Swearing/ using derogatory and foul language at a staff member;
- Rudeness or insolence to a staff member;
- Inappropriate/rude language and behaviour;
- Deliberate and provocative racist and homophobic comments;
- Physical violence towards an adult;
- Deliberate damage to school property;

If a child is put in isolation 2 times in any one term, then this will result in 1 day suspension from the school.

Cases of extreme misbehaviour/incidents (ie. arson, CONTINUED BULLYING, serious violence/assault towards a child/adult, inappropriate/rude language or behaviour towards a staff member etc.) may lead to immediate suspension or exclusion. It will be brought directly to the attention of the Governing Body and parents will be requested to come into school. The duration of suspension will be at the discretion of the Governing Body/ Headteacher / SMT, (1-5 days depending on the severity of each individual case).

Decisions on fixed-term or permanent exclusion will be made by the Governing Body.

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We believe that a successful partnership between parents and the School can bring out the best in children. The student planner is an effective medium to keep Parents informed of their child's good behaviour/progress and can immediately be made aware of any patterns of poor behaviour/concerns, whereby parents can work with school to improve behaviour.

Staff should be approachable and accessible, prepared to listen to pupils and Parents and ensure that pupils and Parents feel their concerns have been heard.

NOTE: Any changes to this policy must be reflected in the Staff Handbook