

Iqra Learning Centre

Behaviour Management Policy

Version: 1.0

Author: Zaid Rehman

Date Created: 10/03/2016

Review Date: 06/07/2017

This Madrasah seeks to create an environment in which effective teaching and learning can take place.

The principles underlying this Behaviour Management policy are based on respect.

- Respect for self.
- Respect for others.
- Respect for the environment.
- The policy seeks to put into practice the shared values of the community.
- The Madrasah community consists of pupils, school staff and the wider community.

Respect for Self

Everybody should:

- Behave in a sensible and appropriate manner.

Respect for Others

Everybody should:

- Allow others to learn and teachers to teach.
- Treat everybody with consideration and good manners.
- Respect the right of others to hold their beliefs and opinions.
- Keep to and enforce the Madrasah rules and regulations.
- Help to prevent all forms of bullying.
- Behave with health and safety of others in mind.
- Behave helpfully and responsibly.

Respect for the Environment

Everybody should:

- Treat their own property and the property of others with care.
- Treat the Madrasah buildings, contents and grounds with care.
- The Madrasah promotes good behaviour by displaying the Madrasah Rules, agreed by pupils, parents and Madrasah staff, in all classrooms and around the Madrasah.

Rewards

Praising pupils will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement; and should be given when:

- It is above the standard for that group.
- It is above the standard for that student.
- It is of a consistently good standard – this one often gets missed

We should avoid giving rewards:

- As bribes e.g. for classroom control.
- On demand.
- In a way which causes embarrassment.
- In a way in which devalues their worth to others (e.g. over use).

Types of reward include:

- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased.
- Staff will regularly inform the pupils' parents of praiseworthy actions.
- Parents' Evenings – use these as a means of praising where appropriate.

Sanction

The Madrasah has agreed standards of behaviour with pupils and parents because it believes that good and thoughtful behaviour is essential for effective learning. Pupils do not always conform to these agreed standards and a system of sanctions is therefore required.

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- Below the standard expected by the Madrasah.
- Below the standard of that student.
- Of a consistently poor standard.

We should try to avoid:

- Negative comments – especially about the person.
- Punishing a whole group.
- Inconsistency.
- Threatening and not carrying through those threats.
- Imposing excessive sanctions.
- Aggressive shouting.
- Put downs and sarcasm.
- Ridicule or humiliation.
- Causing intentional embarrassment.

- Labelling the child instead of confronting their action and behaviour.

What sanctions can we use?

- Make our disapproval clear – by a look, by talking to the student, by showing our disapproval in front of others.
- Insisting that work is repeated/completed or that extra work is done. Always give a deadline and check.
- Pupils should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Meet with pupil and Principal to discuss future conduct.

There are higher levels of sanction, which may be imposed after consultation with the Principal:

- Place the pupil on report to monitor behaviour and progress.
- Letter home informing parents or guardians of pupils conduct.
- Ask parents or guardians to come in to discuss child's conduct.
- Internal exclusion from their class.
- After Madrasah detention.
- Temporary fixed term exclusion from Madrasah.
- Permanent exclusion.

Support for staff

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour.

Support is available at every stage and in every situation. Rather than work in isolation it is much better to seek help and use the policies, procedures and Code of Conduct that exist. A number of staff will have dealings with a pupil or group of pupils and there will be information available that could prove useful in assisting your classroom management.

Request a senior colleague or Principal to visit and observe your class. This can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the Madrasah and move us towards being an institution where all pupils know what is expected of them.

Strategies

Procedures – Strategies for promoting good behaviour

The Madrasah firmly believes in an active partnership between parents and Madrasah.

- Praising pupils for good behaviour (e.g.; letters home, notes in contact books)
- Broadcasting information about successful events via newsletter, etc.
- Regular assemblies which help to promote good behaviour.
- Staff being visible around the Madrasah, being seen to be interested in the pupils and in good self-discipline.
- Learning the names of pupils to let them know they belong.
- Displaying examples of good student work.
- Rewarding good behaviour as appropriate.
- Employing a flexible approach to the curriculum to attempt to meet the needs of all pupils.
- Pleasant Madrasah environment.
- Adults as role models (e.g. punctuality, standard of dress etc.)
- Creating calm and orderly movement around the Madrasah.
- Providing pupils with opportunities to promote the values which they regard as important.
- Use of professional and positive language when dealing with pupils.
- Aim for self-discipline. Help pupils by providing a checklist relating to positive expectations.

Procedures – Strategies for discouraging poor behaviour

There is a range of strategies used for discouraging poor behaviour.

- Using sanctions as appropriate.
- Regular assemblies.
- Staff being visible around the school, being seen to be interested in the pupils and in good self-discipline.
- Learning the names of pupils to let them know they belong.
- Directing/encouraging pupils to be involved in extracurricular activities.
- Counselling/punishing poor behaviour, not the child but their action.
- Pleasant Madrasah environment and suitable organisational strategies.
- Seeking information and support from pupils.
- Use of parents and external agencies.
- Organisational strategies.
- Adults as role models (e.g. punctuality, standard of dress etc.)
- Creating calm and orderly movement
- Providing pupils opportunities to identify undesirable behaviours
- ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy
- Daily truancy/late checks and action

Use the Minimum Effective Response:

- Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.
- Pupils displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

To counter this try:

- 1) Doing the unexpected – stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation.
- 2) Use non-verbal messages.
- 3) Discreetly, at eye level, give the student choices as to where the situation can go. Always give them the opportunity to correct their behaviour.
- 4) Offer positive alternatives to misbehaviour.
- 5) Ask the student to step outside the room to consider their behaviour and the effect on others. Ask them what they desire, require, expect from the lesson.

Remember:

- Always tackle the behaviour and not the student.
- Provide opportunities for pupils to correct own behaviour.
- No contact means no conflict.

Monitoring

Monitoring is carried out in formal and informal ways by staff:

- Record of exclusions – Principal
- Pupils on report – Principal
- Incident sheets/logs - Principal
- Phone calls/letters to parents – Principal
- Registration/late – Form Tutor
- Medical information - Principal
- After school detention records - Principal

Evaluation

The policy will be annually reviewed by all staff and pupils. Alterations will be implemented as necessary.

Criteria for evaluation will include:

- Pupils' involvement in, and commitment to, the behaviour policy.
- Effects of behaviour on the quality of learning.
- The extent to which pupils demonstrate good habits of work and behaviour.
- Pupils' self-discipline and self-esteem.
- Attitudes to one another, to Madrasah staff (teaching and non-teaching) and to visitors.
- Aggressive behaviour or bullying.

The forms in the Appendix A & B can be used to record any incidences.

Appendix A - Example Template Log Book [Overview]:

Student Name	Date of Incident	Description of incident	Follow up action

Appendix B - Example Template Log Book [Details]:

Student Name		Date of Incident	
Description of incident			
Follow up Action Point			
Owner of Action Point		Date to be completed	

Student Name		Date of Incident	
Description of incident			
Follow up Action Point			
Owner of Action Point		Date to be completed	

Student Name		Date of Incident	
Description of incident			
Follow up Action Point			
Owner of Action Point		Date to be completed	