



Behaviour & Discipline Policy

Approved by:	The Directors'
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INTUEducation

Behaviour and Discipline Policy

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”

(Education Observed D.E.S)

Introduction

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the organisation’s problem not an individual teacher’s problem.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils’ self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To promote children’s education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in an organisation is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Organisations - Elton Report)

Our purpose is:

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Assertive Mentoring

Behaviour, Effort and Attainment needs to be carefully monitored.

Each pupil will receive a weekly report card which the teacher needs to complete at the end of each lesson (see appendix 1). Pupils will be rewarded either of the following grades for Behaviour, Effort and Attainment (B E A);

1 – poor

2 - good (as expected)

3 – excellent

Targets and support will be agreed where necessary.

Rules

Our rules are kept to an essential minimum. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

If damage or loss is caused by a pupil through repeated carelessness or vandalism, parents will be asked to reimburse the organisation.

Our Code of Conduct is:

1.	Take Care of Yourself
Never	<ul style="list-style-type: none">• Do anything silly or dangerous where you might be hurt.• Leave the club without permission.• Talk to strangers in the building unless they have a visitors' badge.
Always	<ul style="list-style-type: none">• Tell someone if you are unhappy, being picked on or bullied.
2.	Take Care of Others
Never	<ul style="list-style-type: none">• Do anything to hurt others (such as hitting/name calling).• Distract others from working.• Be cheeky or rude to adults.
Always	<ul style="list-style-type: none">• Be friendly to visitors, newcomers and other children.
3.	Take Care of your Organisation
Never	<ul style="list-style-type: none">• Steal or deliberately damage equipment.• Drop litter or deface the building.• Give the organisation a bad name.

2. Our Listening Code*When I am asked for my attention I:*

- Stop what I am doing
- Empty hands/show me five
- Look at the teacher
- Keep quiet and still
- Listen to instructions

3. Our Line up Code*When I am asked to line up I:*

- Walk to the end of the line
- Leave a person space
- Keep my hands and my feet to myself
- Keep quiet and still
- Listen to instructions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Persistent incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

It is important that pupils learn that one person’s good natured teasing may, to another person, be unkind and even cruel bullying. **It is not necessarily the way that behaviour is intended, but the way it is received that is important in identifying and tackling instances of bullying.** It is understood that children can both bully and be bullied at the same time. Although some children are vulnerable to bullying because of physical or social characteristics, anyone can be bullied for any reason or difference. Individuals may resort to bullying for a range of reasons and the organisation will seek to support the bully as well as the bullied with support from the school.

We would like to create an environment in which students feel safe and comfortable. An environment in which we can encourage and teach our students and staff to show kindness, consideration and love towards one another, in the way that we have been commanded to by Allah and His messenger Muhammad (PBUH). There is absolutely no place for bullying in Islam and we aim to teach our children to treat all whom they come into contact with, whether they be Muslim or non-Muslim in the same way as they themselves would like to be treated.

We have specific rules being enforced on the grounds of health, welfare and safety

a. Food and drink

Other than fruit and packed lunches, no food of any kind should be brought into the club (unless on medical grounds) including sweets, biscuits and soft drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around organisation would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Drinks were frequently spilled and bottles smashed, spoiling other packed lunches and presenting an unacceptable risk of cuts and food contamination. Children have regular access to water and can drink from their water bottles.

b. Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at the club. Teachers are not to assist children with the removal of jewellery. Any articles removed should be stored in the pupils school bags or can be given to the teacher to look after.

Reasons: Rings, necklaces, bracelets etc can turn a minor incident into a major accident. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

c. Organisation Clothing

The organisation expects school pupils to remain in school uniform. However, if they choose to wear more comfortable clothing, they must cover their body.

No skirts, shorts and t-shirts are allowed to be worn.

e. Personal property

The organisation cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to the club (except on special occasions when the teacher gives permission). Any money brought can be handed in to your teacher and never left in trays, bags or coats.

Reasons: Unsuitable equipment may present a risk to children and present the potential for theft.

f. Mobile Phones

Pupils may bring their phones to the club (school policy overrides our policy) as many pupils require a mobile phone to contact parents/carers to and from school. However, mobile phones must be switched off during the club. Further details are set out in the safeguarding policy.

Reasons: They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Behaviour Guidelines	Procedures
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A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. We expect that the behaviour is dealt with by the organisation – INTUEDUCATION. Misbehaved children will be sent to the appointed manager of that day. It may be that an immediate sanction or outcome is not achievable and the behaviour will be addressed at a more appropriate time e.g. a child refuses to leave the class. Physical intervention is never a solution and staff will be reprimanded and the organisation will follow the safeguarding policy.

If a child should run out of class for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The teacher will pass a note to another student to call for assistance from the appointed manager who will locate the pupil and encourage them to return and make a good choice.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the staff member will approach the child and calmly persuade him/her to return and continue their learning and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, then the police should be informed directly.

Upon returning to organisation it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the organisation views this behaviour.

Movement in and around the Organisation

All movement in and around the organisation should be purposeful. Staff should see that all children are suitably supervised when moving around the organisation. Expectations of behaviour of children sent around the organisation with messages or to show good work.

Children not behaving appropriately should be encouraged to do so;

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a grade 1 for their behaviour.

Movement in and around Organisation Procedures

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Choose appropriate individuals for messages
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around organisation as the children mature.

Behaviour Guidelines	Rewards
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

Students will each receive a weekly report card (see appendix 1). This is so that students can show their parents their behaviour, effort and attainment (B E A) scores.

Pupils will be rewarded on a weekly basis. Each category; behaviour, effort and attainment will be rewarded separately. For example, the student that achieves the most 3's for their behaviour will be rewarded for behaviour, the student that achieves the most 3's for their effort will be rewarded for their effort, etc. The reward system is based on progressive rewards, so if a child receives the highest 3's for behaviour, then his/her name will be announced in the class for the first week. If the same child receives

the highest 3's again, then their parents will receive an email for the second week and so on. However, if the child receives the highest 3's for Effort then the teacher will announce their name again for the second week.

Students Name	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Teacher Announcement	Email	Phone Call	Post Card	Certificate	Prize
-----	B E A	B E A	B E A	B E A	B E A	B E A
-----	B E A	B E A	B E A	B E A	B E A	B E A
-----	B E A	B E A	B E A	B E A	B E A	B E A
-----	B E A	B E A	B E A	B E A	B E A	B E A
-----	B E A	B E A	B E A	B E A	B E A	B E A

Students will need to hand in their report cards on Wednesday so the organisation can tally the students' scores and reward them the following Monday.

Class of the half term

The class with the highest number of B E A rewards combined will receive a prize or the organisation will organise an outing. This will be announced on the last day of the half term, hence report cards will need to be handed in one day before.

Behaviour Guidelines	Sanctions
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Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

- If behaviour results in physical or verbal abuse towards a teacher/adult a 'Serious Incident' form should be completed. (incident report form from the school)
- If physical intervention of any kind is required, then a 'Serious Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Serious Incident form.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents and management.

- Do everything reasonably possible to avoid expulsion from the club.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. The following sequence should be adhered to;

- 1st Warning – polite but firm request
- 2nd Warning – move the student to another chair
- 3rd Warning – ask the student to leave the class and the teacher will talk to the student
- 4th Warning – teacher asks the student to go to management

Any child that receives three warnings will receive a grade 1 on their report card for behaviour. This would most likely have an effect on their Effort and Attainment grade as all three elements are linked. The following will be adhered to by the organisation;

- If a student receives a 1 for either B E A three times in any given week, then parents will be contacted by the management.
- If this is repeated by the student in the same half term, then the organisation will set clear targets for the individual on their report card.
- If this is repeated for the third time in the same half term, then parents will be asked to come in for a meeting.
- If this is repeated for a fourth time in the same half term, then the child will not be allowed to attend the club and no refund will be given.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include: (please refer to 'serious misbehaviour' for other items not listed below)

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Carrying an offensive weapon;
- Serious deliberate damage to organisation property.

High Profile Children

The organisation acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour.

This may be especially true of children with or being assessed for EHC Plans and those Looked After (LAC). For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the organisation will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and organisation as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of the report card.

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate
- Shout
- Over react
- Use blanket punishment
- Over punish

Reason:-

- it breeds resentment
- it diminishes you
- the problem will grow
- the innocent will resent you
- never punish what you can't prove

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

The whole Organisation Review of this Policy will take place annually to ensure it is fully up to date.

Appendix 1

Behaviour, Effort & Attainment (BEA) Report Card

Student: _____

Class: _____

Targets:	Monday			Tuesday			Wednesday		
Mathematics	B	E	A	B	E	A	B	E	A
	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3
Science	B	E	A	B	E	A	B	E	A
	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3
English	B	E	A	B	E	A	B	E	A
	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3