



BEHAVIOUR FOR LEARNING POLICY

2024-25

Principal: Ms. Sadia Wajid

Behaviour for Learning - Our Approach

We at Al Sadiq Islamic English School have unshakably high expectations in all that we do and believe that readiness to learn starts when pupils enter the school gates at the start of the academic day. We ensure that our approach to behaviour for learning is in line with our school ethos, our personal values and our community beliefs. We ensure pupil safety and wellbeing promote an environment where pupils are alert and consistently ready to commence learning at any point during the school day.

On arrival at the school all pupils will

- a) Be in full uniform
- b) Arrive punctually, ready to be in class by 07:25 and have their uniform checked in
- c) Expect to be sanctioned if not wearing the correct uniform
- d) Answer questions in full sentences
- e) Be mindful that fizzy drinks, candy/sweets and chewing gum are banned

Our Environment

- a) Follow instructions from any member of staff or adult first time
- b) Speak quietly
- c) Allow any member of staff or adult to pass through a doorway before them
- d) Hold doors open for others
- e) Never run
- f) Walk on the left-hand side of the corridors and stairways
- g) Stay silent on corridors and never shout
- h) Maintain a quiet and orderly atmosphere

All pupils will follow the same routines when entering the classroom

- a) Pupils will stand in silence behind their allocated seat in the morning and have their books and equipment out, ready to begin the lesson
- b) The teacher will check uniform is correct
- c) The teacher will greet the pupils warmly
- d) All pupils will respond appropriately. The lesson begins

During a lesson all pupils will

- a) Put their hand up and wait for permission before asking or answering a question
- b) Always speak in full sentences
- c) Be an active listener
- d) Celebrate the successes of others
- e) Be resilient - See mistakes as steps on the road to understanding
- f) Help maintain a supportive culture based on respect and teamwork

Code of Conduct

The school provides a well ordered and disciplined environment in which teaching can flourish. The Pupil code of conduct supports the ASIES learning behaviours as well as the Rewards, Consequences and Behaviour Policy.

We expect pupils to:

- ✓ Have a positive attitude to learning and peers
- ✓ Take responsibility for their actions
- ✓ Respect other people's cultures, feelings and beliefs, as well as their property
- ✓ Be an ambassador of the school by being honest, polite helpful, co-operative and show consideration to others at all times
- ✓ Be punctual at all times
- ✓ Always wear the school uniform, in the correct way

As a responsible member of the community parents must ensure that they alert a member of staff if they are aware of any contravention of the following:

- × Do not fight, bully or be unkind to others
- × Do not use bad language
- × Do not eat during lessons or chew gum at any time
- × Do not smoke
- × Do not bring mobile phones, other valuable items or large sums of money into school

Care for the School building and environment by

- Walking around the site, calmly and quietly
- Holding doors open for others
- Not creating litter and picking up litter if requested. Food and drink is not to be consumed walking the site
- Being proud of and respecting displays

Outdoor Area Expectations

- Respect all lunchtime staff
- Show good manners – 'Please' and 'Thank You'
- Leave table areas clean and tidy as well as surrounding areas after break

As a responsible member of the community students must ensure that they alert a member of staff if they are aware of any of the following:

- Fighting, bullying or any unkindness to others
- The use of inappropriate, derogatory, or threatening language
- Any concerns related to other pupils
- Eating during lessons or chewing gum at any time
- Smoking
- The use of Mobile Phones or any other banned/dangerous items

Pupils who fail to follow the Code of Conduct will be subject to consequences in line with the school's behaviour policy.

Behaviour and Attitudes (FS2 – Year 6)

Rewards

The role of rewards in recognising and promoting our values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking pupils. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within this guiding principle.

The Golden Rules:

We have a set of well-established golden rules, that all of the children are expected to follow. Time is taken to understand what each one means and why it is important that it is adhered to.

Our Golden Rules:



- 1) We listen to all staff
- 2) We are polite and respectful
- 3) We walk in silence
- 4) We use kind words
- 5) We keep our hands and feet to ourselves
- 6) We look after property

SLANT

To further support pupil behaviour and attitudes, we use the acronym SLANT. Again, time is taken for pupils to understand what each letter means and how they can demonstrate it. Below is the pictorial representation of it that is displayed in each classroom.



In Class Rewards

Positive reinforcement is intrinsic to pupils achieving their very best. Recognising this, it is engrained in our culture at ASIES that this is the first step to promoting expected behaviour. This is ongoing and may take the form of positive praise, stickers, or a celebratory comment.

Each class has an in-class reward system using Class Dojo. This is a visual aid for children to be able to monitor and therefore regulate their own behaviour. All children can work hard to earn positive behaviour points and to develop their learner attributes.

Each week we celebrate a Star of the Week from each class, which is awarded to an individual who has received the highest number of Class Dojo points for that week. Each term we then have a “Star of the Term” awarded to an individual from each class who has worked hard throughout the whole term and achieved the highest number of Class Dojo points.

Primary Awards

- ★ ***Superstars for Excellence, Persistence and Participation*** - 1 per half term
- ★ ***Principal's Star of the Week*** - 1 child chosen every week
- ★ ***Key Stage Star*** - chosen by SLT 1 every week
- ★ ***Excellence, Persistence and Participation*** - 1 every week by teacher

Sanctions (FS2 – Year 6)

It is a basic requirement for learning that pupils are well behaved. We have high expectations of our pupils' behaviour. Pupils must treat each other and their teachers with respect and act appropriately in learning environments. We maintain high standards of behaviour by ensuring we are being consistent about routines and detail. It means addressing pupils' actions when they do not meet expectations, whether this concerns the way uniform is worn, equipment, promptness to class, or actions or language to one another. This firm approach to behaviour will be supported by the strong nurturing relationships between teachers and pupils, which will include:

Consequences Chart

While we always focus on promoting and celebrating positive behaviour, we have a clear procedure in place for addressing behaviour which are less desirable. Below is our behaviour stages to deal with such behaviour.

- **Stage 1:** 1st Verbal Warning
- **Stage 2:** Time out space in the classroom; Class Dojo points lost for not following positive behaviour
- **Stage 3:** Sent to Supervisor; Sent to School Counsellor or SENCO (if relevant). Miss playtime to make up learning time if appropriate. Behaviour Form Completed
- **Stage 4:** Phone call home
- **Stage 5:** Sent to Senior Leaders

Behaviour and Attitudes (Year 7 – Year 11)

SLANT Learning

S

Sit up: In order to develop attentive listeners, it is essential that pupils sit up straight with their back against the seat, feet placed firmly on the ground and hands on the table. This is the optimal position to ensure good learning and processing of information.

L

Lean forward: Another position that is critical to promote active listening is leaning forward. Pupils should be taught to lean forward during a lesson. It may also help teachers understand the interest level of the class and fine tune their presentation to make it more interesting for the pupils.

A

Ask and answer questions: This component will ensure an engaged classroom and will encourage pupils to be active in their learning process. Questions will allow pupils to clarify their doubts, ask questions, and discuss or debate on ideas. These question and answer sessions can help activate pupils thinking, encourage critical analysis of the content and strengthen pupils understanding of the lesson.

N

Never interrupt: Pupils should never interrupt a teacher or their peers when they are talking. This shows both a lack of courtesy and may disrupt the learning within the class. Pupils must either await a teacher's direction to ask questions or engage with the teacher when they move throughout the classroom.

T

Track the speaker: The attention span of every pupil is different. Tracking the speaker is a visual cue to be attentive. Pupils will be encouraged to track both the teacher and other pupils who are presenting in class. The conscious effort to track the speaker will help pupils to be attentive at all times and prevent them from getting distracted or disengaging in class.

Rewards System

The role of rewards in recognising and promoting our values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well-behaved and hardworking pupils. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within this guiding principle.

School Sanctions

It is a basic requirement for learning that pupils are well behaved. We have high expectations of our pupils' behaviour. Pupils must treat each other and their teachers with respect and act appropriately in learning environments. We maintain high standards of behaviour by "sweating the small stuff". This means teachers being consistent about routines and detail. It means addressing pupils' actions when they do not meet expectations, whether this concerns the way uniform is worn, equipment, promptness to class, or actions or language to one another. This firm approach to behaviour will be supported by the strong nurturing relationships between teachers and pupils. If pupils decline to meet our expectations of behaviour, the consequences will include isolation from their peers, detentions, 'community service' in the school's grounds, and missing enjoyable activities such as extracurricular learning, or school trips. In extreme or repeated cases pupils may face exclusion from the school. Our overall effectiveness is underpinned by the **clarity of our behaviour systems** and the **consistency** with which they are applied.

Sanctions (Year 7 – Year 11)

The school will impose sanctions upon pupils in response to non-criminal behaviour which is witnessed by a member of staff or is reported to us. This includes any misbehaviour when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from the school e.g., on buses
- Wearing school uniform, in whole or part
- In some other way identifiable as a pupil at the school
- Acting in an inappropriate way that could have repercussions for the orderly running of the school
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the school
- Damaging School property including ICT equipment, fire extinguishers, doors, windows etc. which will result in parents being asked to contribute to the replacement of the damaged property. Parents should be aware that the school will contact the Police if appropriate.

Therefore, pupils will be disciplined by the school for their behaviour on the bus. The school will also work alongside the police if necessary.

Behaviours that will incur school sanctions whilst travelling to and from the school include:

- Failing to respond appropriately to the driver
- Eating or drinking on the vehicle
- Smoking/E-Cigarettes
- Spitting
- Using foul or abusive language
- Making excessive noise
- Putting feet up on the seats
- Standing on the vehicle steps or in the doorway
- Leaning out of the window or door
- Harassing or verbally abusing other passengers or the driver
- Bullying
- Running around inside the vehicle or climbing on seats
- Being in possession of an item that the school has deemed banned
- Witnessing altercations either on school site or in the community. Pupils should walk away, those that do not will be subject to sanctions

Detentions

Detentions can be used at the discretion of the school as an alternative to an immediate isolation from learning.

- Class teachers may set a short, break-time detention within the classroom and this will be conveyed to the student
- A detention will be relayed to parents via telephone and students will attend an after-school detention from 2.30pm until 3.30pm, on an allocated day which is convenient to the school
- Detentions, if the incident is severe enough to warrant it, may be set for the same day and parents informed accordingly.

The school uses a range of sanctions including detentions as a consequence for any unacceptable behaviour that is included within the Behaviour Policy. All staff will use these sanctions to ensure that high standards of behaviour and conduct both within and outside the school are maintained.

Roles and Responsibilities in Promoting Positive Behaviour for Learning

The Leadership Team will:

- Implement the school Behaviour for Learning policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Train staff with behaviour management techniques and strategies via continuous professional development.
- Deliver assemblies to remind both staff and students of our vision, aims and philosophy.
- Keep records of all reported serious incidents of misbehaviour
- Report to KHDA, DSIB, Governor and Parent Council when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to and meet with parents when necessary.
- Update the behaviour for Learning Policy annually and share its contents with teaching staff.

Wellbeing Supervisors will ensure that:

- Staff deal effectively with behaviour as per the policy and will monitor how staff implement this policy
- Rewards and sanctions are applied consistently.
- The school environment encourages positive behaviour

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Recording behaviour incidents and keeping parents informed as appropriate
- Providing a personalised approach to the specific needs of particular students

Students are expected to follow the code of conduct and adhere to all school policies.

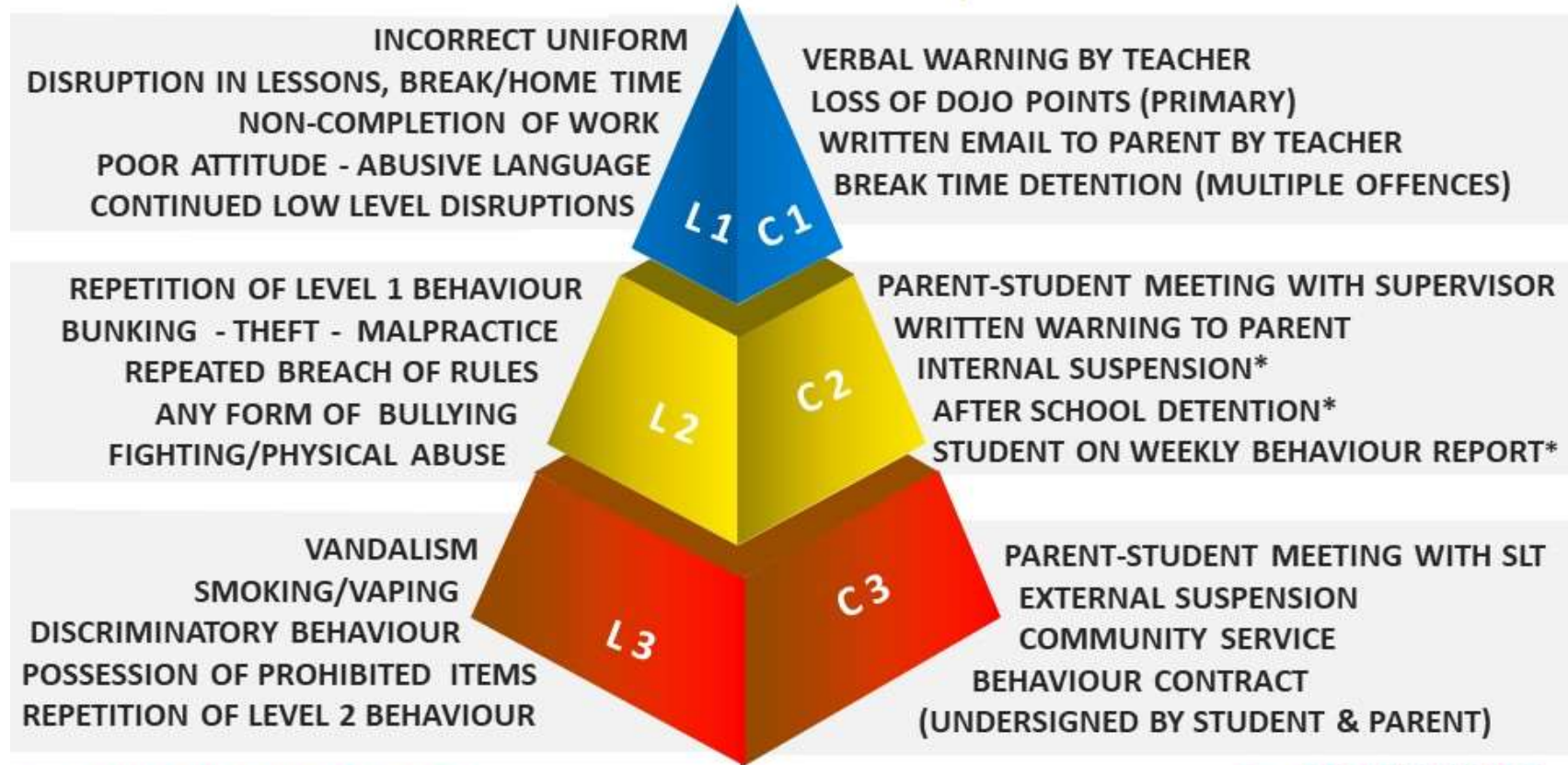
Parents are expected to:

- Support their child in adhering to the College code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with a member of staff



Behaviour Chart

Actions & Consequences



L – LEVEL OF MISCONDUCT

C – CONSEQUENCE

* Counselling – SLT referred * Exclusion from competitions, activities and events e.g trips