

Safa British School

Behaviour for Learning Policy

To create a school that unlocks the potential of every child

لإنشاء مدرسة قادرة على إطلاق العنان لإمكانات كل طفل

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| Approved/reviewed by | |
| Assistant Head of Pastoral | |
| Date of review | August 2021 |
| Date of next review | August 2022 |

Rationale

At Safa British School we promote mutual respect and support for all our children. Positive behaviour is seen as an essential element of promoting academic excellence and encouraging a lifelong love of learning. Our standards of behaviour are underpinned by values such as honesty, respect, consideration and responsibility.

We expect our students to behave appropriately at all times within school and the wider community. Staff should aim to recognise, praise and reinforce positive traits of behaviour rather than focus on negatives or previous failings.

Aim

- Allow all students to make the best academic progress in a safe and well-ordered learning environment.
- Allow staff to effectively facilitate personalised and innovative learning experiences for students
- Enhance self-esteem, feeling safe within the learning environment created.
- To be consistent across all faculties and Key Stages and respond consistently and fairly to all unacceptable behavior
- To ensure all members of the SBS community adhere to, understand and respect our behavior policy.
- To facilitate a culture of praise and encouragement, along with a strong work ethic to ensure that children are confident and resilient learners, who respond to challenge and aspire to reach their full potential.
- To promote a culture of self-regulation, self-esteem and correct regard for authority and positive relationships based on mutual respect.
- To encourage mutual support amongst staff faced with challenging behavior
- To ensure that children feel supported by the policy and that they understand their own responsibilities with respect to behaviour
- To ensure that the concerns of staff and children are listened to and appropriately addressed
- To ensure consistent delivery of the policy and that there is no discrimination on any grounds, with particular reference to ethnic or national origin, culture, religion or gender.

- To encourage parents and carers to work in partnership with the school to achieve and maintain a high standard of behaviour and to provide clear systems to enable them to communicate with relevant staff and to seek and receive support.
- To ensure pupils, staff and parents know about cyberbullying and the consequences.

Policy Statement:

Guidelines for students;

- Students should move around the school in a respectful manner at all times.
- Students should understand that each member of our community has a responsibility to ensure a positive learning environment.
- All students to adhere to the guidance and authority of their teachers.
- All students use technology safely and responsibly.
- All students should wear agreed appropriate school uniform.
- Students should only be in parts of the school that are clearly visible.
- Students should only eat within the canteen and designated spaces (at permitted times).
- Chewing gum, fizzy drinks, caffeinated drinks, fast food and food deliveries are banned on school grounds.
- The cleanliness and tidiness of the school site is the responsibility of all that use it
- Jewellery should be simple and in accordance with uniform guidelines.

Behaviour Procedure:

The intention of this policy is to ensure consistency and refine the communication between all concerned. The expectation is that positive behaviour will support learning, progress and achievement for all pupils.

Recording behaviour:

Where a pupil's behaviour or performance in class is deemed unacceptable by the teacher appropriate action must follow. Communication and escalation must not be solely dependent on verbal communication; behavioural logs must be entered on CPOMs. Behaviour is largely a matter of choice, our policy should help students take responsibility for their choices so they can learn, improve and develop as individuals. To help staff understand the pathway for communication, a tiered system has been created. Positive Reinforcement of our children's learning choices are recorded on Epraise as housepoints.



BEHAVIOUR GUIDELINES

Child isn't meeting behaviour expectations with normal classroom strategies and the behaviour has become a concern.

No Improvement

Class teacher consults parents and strategies within class discussed.

No Improvement

Head of Year is informed and incidents are discussed with parents.

No Improvement

PLT informed.
Meeting with teacher & strategies discussed.

No Improvement

PLT to meet with parents and discuss concerns and next steps.

No Improvement

Behaviour Action Plan created and shared with parents, a review date set

No Improvement

Further action to be decided by Miss Davey

Improvement seen and sustained.
Case is reviewed and monitored.

Every child and context is different, therefore on occasions informed decision making may occur beyond this flowchart! Any serious incidents will be referred straight to Miss Mc Geever and PLT. The actions taken by Miss Mc Geever will be at her discretion and judged to be in proportion to the behaviour of the child.



GOLDEN GUIDELINES



Anyone who is causing a disruption to learning or play time will be reminded that this is not a good choice.



Time for to chat with your teacher and understand why your behaviour is not a good choice and how it is impacting your classmates



Thinking time will be given in an agreed space. Once you have had some thinking time you can return to your lesson and later discuss the events with your teacher.



You decide your own next steps based on your behaviour. You may need to apologise to your class mates. Your teacher will help you decide.

CHECK IN

If this happens a couple of times in a term you may need to see Miss Davey or Miss Mc Geever. We know this will be a very rare occurrence.

Earning Housepoints

| Subject / Effort | Community Awards | Peer/Friendship |
|--|--|---|
| <p>Teachers can award 'Housepoints' per lesson at their own discretion. These 'Housepoints' can be given for effort or academic performance.</p> <p>There is a choice of which housepoints can be allocated, and this is left to the teacher to decide. Staff can choose to award 3 different amounts of House points. Please see below.</p> | <p>Where students take part in ECA or community events, they are also able to earn 'Housepoints'. They can also earn community points in line with 'C Points' to reinforce the pillars of Moral Education.</p> | <p>Aimed at identifying students who embody the SBS spirit.</p> |
| <p>'Subject/effort 1' – worth 1 HP 'Subject/effort 3' – worth 3 HP 'Subject/effort 5' – worth 5 HP</p> | <p>'Community 1' – worth 1 HP 'Community 3' – worth 3 HP 'Community 5' – worth 5 HP</p> | <p>'Peer 1' – worth 1 HP 'Peer 3' – worth 3HP 'Peer 5' – worth 5 HP</p> |

The Badge Awards

| Award | Points required | Action Taken |
|----------|-----------------|---|
| Bronze | 50 | <ul style="list-style-type: none"> • Certificate presented in assembly/online. • Sticker awarded from Miss Davey • Text/postcard sent home • Accolade on Epraise |
| Silver | 100 | <ul style="list-style-type: none"> • Certificate presented in assembly/online. • Sticker awarded from Miss Davey • Text/postcard sent home. • Accolade on Epraise |
| Gold | 200 | <ul style="list-style-type: none"> • Certificate presented in assembly/online. • Sticker awarded from Miss Davey • Text/postcard sent home. • Accolade on Epraise • Photo on the sway |
| Amethyst | 300 | <ul style="list-style-type: none"> • Certificate presented in assembly. • Head teacher Certificate at assembly • Sticker awarded from Miss Davey • Postcard sent home. • Name, photo and blurb on weekly newsletter. • Choice of reward from the E-Praise Shop |

Other Awards

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|---|--|
| Award | Action Taken |
| The Class Award (Weekly) | Each year group have agreed milestones within their own class for a weekly award. |
| Safa Star | Each week a child will be awarded Safa Star to celebrate academic or personal successes. |
| Headteacher's Certificates Or Headteacher Stamp | Awarded for a range of achievements: <ul style="list-style-type: none"> • Supporting a school event – showing responsibility. • Impressive work • Huge improvement towards learning. • Outstanding contribution to the local community or school life. • Representing the school at a local/national level. • Enthusiastic participation in enrichment activities. • Awarded to the children in each year group with the most HPs at the end of the year (including subject/effort, community and peer/friendship). |

We monitor that no group of students are over or under represented in our allocation of housepoints.

Some students will get more – deservedly – some will get less, but all teachers will endeavor to award HPs consistently every day. Epraise will be checked weekly to ensure all teaching staff are awarding HPs.

How students can be awarded Housepoints?

Subject/Effort

| 1 HP | 3 HP | 5HP |
|---|---|---|
| <ul style="list-style-type: none"> • Displaying manners • Showing a kind mind to others • Collaboration and teamwork | <ul style="list-style-type: none"> • Work completed to a very high standard • Showing perseverance, grit and determination • Supporting other children with the new concepts | <ul style="list-style-type: none"> • Completion of outstanding work • Evidence of going above and beyond what is required |



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|--|--|---|
| <ul style="list-style-type: none"> Actively participating in class Showing preparedness for tasks and activities Neat work Having the correct equipment for lessons and being organized Showing good listening skills Showing role model behavior in lessons | | <ul style="list-style-type: none"> For consistently using TTRS, Century, Doodle etc When improvement is evident |
|--|--|---|

Community

| 1 HP | 3 HP | 5HP |
|---|--|---|
| <ul style="list-style-type: none"> Assisting a peer/s in an ECA/lunch time Showing manners in the community Including others | <ul style="list-style-type: none"> Helping to plan a community event Celebrating Diversity <ul style="list-style-type: none"> Demonstrating one of the '4 C's' | <ul style="list-style-type: none"> Representing the school by actively participating in an event outside of school |

Peer/Friendship

| 1 HP | 3 HP | 5HP |
|--|--|--|
| <ul style="list-style-type: none"> Showing empathy and kindness towards others Supporting others in/out of the classroom | <ul style="list-style-type: none"> Offering help when it is required Encouraging a friend to seek help <ul style="list-style-type: none"> Demonstrating one of the '4 C's' | <ul style="list-style-type: none"> An aspirational role model |

Other policies supporting this document include:

- Pastoral Policy
- E-Safety Policy