

Tarbiyyah Primary School

Behaviour Policy Early Years

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Prepared by: Headteacher & Assistant Headteacher

Agreed with: Chair of Trustees

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Behaviour Policy EYFS

Rationale

Tarbiyyah Primary School (TPS) believes in establishing and maintaining a positive learning culture, whereby every child has the right to work purposefully, diligently, securely and confidently.

At TPS we understand that we play a significant role in a child's academic and social development. Therefore, TPS has a set of **five core values** that are at the **core of the school**.

These core values are to be applied and acknowledged by management, staff, children, parents and guardians.

These are the **five core values**:

- **We respect ourselves, others and our environment, as all life comes from Allah (swta)**
- **We use our best manners at all times, following the best of examples, Prophet Muhammad (may the peace and blessings be upon him).**
- **We help those in need and share what we have.**
- **We are patient and persevere when things do not go as we want them to.**
- **We expect the best from ourselves and aim to achieve excellence.**

These core values have been translated into simpler words, making it easier for the children to remember and adhere to:

- **Patience**
- **Excellence**
- **Resilience**
- **Kindness**
- **Sharing**

These are known as the **PERKS** of being part of the Tarbiyyah family.

They also form the expectations we have of all our children to take personal responsibility for their behaviour, attitude towards themselves and others and learning. **Please refer to Strands of Expectations.**

These intentions and core values are to be applied and acknowledged by management, staff, children, parents and guardians.

Staff Code of Conduct

Staff are expected to demonstrate high levels of personal and professional conduct.

Staff are expected to uphold this trust within this profession and maintain high standards of ethics and behaviour, within and outside of TPS, by:

- Treating children with dignity, building relationships rooted in mutual respect.
- Observing the proper boundaries appropriate to a teacher's professional position.
- Having the need to safeguard the children's well-being.
- Showing tolerance and respect for the rights of others.
- Having a proper and professional regard for the ethos, policies and practices of the school.
- To maintain high standards within their own practices, attendance and punctuality.

Staff are expected to use positive language that encourages and reinforces behaviour that children are constantly reminded of the values and the intent of TPS. Thus, a set of questions are used by staff to prompt and aid children. These are known as the **ARE YOU & YOU CAN** questions & prompts:

- **Are you** showing me that you can be **patient**? **You can** be **patient** by waiting for your turn. I won't be long Insha'Allah.
- **Are you** showing me **excellence** in your behaviour/manners/work? **You can** show me **excellence** in your manners by using your indoor voice. I would really appreciate it. Jazaak'Allahu Khayrun.
- **Are you** showing me **resilience**? **You can** be **resilient** today by trying to attempt ALL your questions in mental maths Insha'Allah.
- **Are you** being **kind** towards each other? **You can** be **kind** by making sure you ask each other how they are feeling today Insha'Allah. I know it makes me feel good when someone asks me how I am feeling, Alhumdulillah.
- **Are you** showing me good **sharing**? **You can share** by taking it turns to play the game. It makes me feel so happy when I am sharing with my friends. Jazaak'Allahu Khayrun.

High Expectations

Within the Early Years we aim to:

- maintain a happy, secure, calm, orderly environment in which effective learning can take place
- teach the children to become self-disciplined
- cultivate an ethos which supports the children so that they accept and recognise responsibility for their own decisions and actions, together with the consequences of these actions
- encourage the children to develop their own strategies to manage different situations
- encourage all children and adults to respect the feelings, needs, interests and opinions of others and develop a positive approach towards everyone involved in the life of our school
- recognise the role of all adults in the school in modelling good behaviour

· use teaching methods that engage the children and are well matched to their needs and provide a curriculum which excites and challenges.

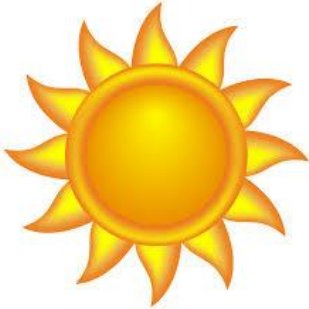

Agreement and acceptance of this policy is implicit.

At TPS we aim and will work in partnership with parents and guardians in assisting and maintaining high expectations and standards of exceptional behaviour.

Rewards

As a school we believe strongly in the role of rewards in promoting and rewarding exemplary behaviour. Our staff are encouraged to recognise and reward students, so they can develop a positive image of themselves and nurture a self-confidence to feel responsible and committed towards their learning. These are achieved by using the following strategies:

- Verbal recognition
- Class or individual dojos- each week the class with the most dojos are announced in assembly and have the privilege of sitting on the bench during assemblies for the whole week.
- Star of the week- based on individual dojos awarded, and they are announced in assemblies.
- Class based reward chart:

Step	Behaviour	Reward
	Any behaviour that is spontaneous, or otherwise, acts of good and consideration of others, their environment, and their work.	<ul style="list-style-type: none"> ● Golden Time ● Treasure Box! ● Dress up Day! ● Pizza with Umm Zayn
	Any behaviour that shows TPS's five core values, in an exceptional manner: <ul style="list-style-type: none"> ● Patience ● Excellence ● Resilience ● Kindness ● Sharing 	<ul style="list-style-type: none"> ● Class party

- Good News Postcards
- Commendation letters from the head of Early Years (Umm Zayn)
- Formal certificate assemblies held on a termly basis

For exceptional and outstanding achievements and behaviours, TPS teachers hand out to the child/ren 'Golden Tickets'.

These are then taken to Umm Zayn/ Umm Ruqayyah to be logged into the 'Golden Folder'. The folder is displayed in a central place, on view, for staff, children and parents.

The child/ren with the most 'Golden Tickets' will receive a shield (name engraved and the year group they are in), to be received in half term assemblies.

Formal letters will be sent out to parents/carers, notifying them of their child's exemplary and outstanding behaviour/achievements.

Please note: Every child starts each day on the sun.



Sanctions

Whilst we recognise that it is very important to highlight the positive, we recognise that there is a need for dealing with poor and unacceptable behaviour.

The table and pictures below explain what is deemed as unacceptable behaviours.

Non- verbal cues should be used to correct any unacceptable behaviours before a verbal reminder is given.

Verbal reminders are given before steps are actioned.

Step	Behaviours EYFS
	Unkind words or unkind actions. Not following instructions. Not walking safely around EYFS. Not taking care of our things in our class and in the playground.
	Physical Abuse including biting , hitting, punching, pinching, scratching, kicking and pushing. Verbal abuse including racist and name calling. Persistent name calling, minor harassment (such as taking things, toys etc away from someone) and more major incidents involving physical violence or a group of children picking on one child. Spitting Screaming, shouting, running inside EYFS. Destructive (improper) use of toys, equipment or materials.

If a child's behaviour continues to persist, then a **Thinking Time** can be taken by a teacher's side, wherever they are at that time, inside or outside:

- The teacher will speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and is not the correct choice. For example: "was unkind and a sad choice. You are now going to be with me until you are ready to join in sensibly."

- The child holds the teacher's hand and stays by their side for a few minutes (3 years old= 3 minutes). **No talking:** they need to know that they are missing out on whatever they were doing before.

- Once Thinking Time is finished, the teacher needs to restore and repair the relationship and enable the child to apologise and recognise that their actions affect others and may have hurt them. The teacher, therefore, models the apology with the child: "I am very sorry that I hurt you. I was angry/upset/sad when I hurt you." Or the child may draw a picture to show they are apologetic.

- Teachers should look for any opportunities for the child for behaving appropriately and praising them for it.

Biting can be common amongst children in EYFS and can be a painful and frightening experience. Biting happens for different reasons:

- Exploration- mouthing and tasting an object is something all children do. Young children don't always understand the difference between gnawing a toy and biting a person.
- Cause and effect- sometimes children bite as they know they will get a reaction.
- Attention- children may bite to get attention even if it is of a negative kind.
- Imitation- children love to copy others. If they see a child bite, they may copy the behaviour.
- Independence- children are trying hard to become independent. Biting can be a powerful way to control others.
- Frustration – children do not always have control over their bodies and cannot always express themselves so hitting, biting and pushing becomes a way to express upset.
- Stress – biting is a way of relieving stress and expressing feelings.

If a child continually bites staff will carry out observations to determine a cause for the situation in the hope that the cycle can be broken. Discussions will take place between staff and parents to help identify any underlying causes.

When the incident occurs:

- 1) The biter will be removed from the situation whilst the child who has been bitten is dealt with.
- 2) Staff should talk to the biter, telling them how it is not nice to bite and that their friend is very sad. They will be encouraged to apologise or to write/draw a picture to show they are remorseful and apologetic.
- 3) Time should be spent comforting the bitten child whilst the biter receives no special treatment to show that biting is not rewarded.
- 4) The incident will be recorded on an accident and incident sheet (ensuring confidentiality by not including the child's name) and these will be signed by both children's parents once the incident has been discussed with them in private.

STRANDS OF EXPECTATIONS

At TPS we will ensure that by the end of each Key Stage pupils are able to:

<u>Key Stage</u>	<u>Strand</u>	<u>Expectation</u>	<u>How</u>
EYFS	<ul style="list-style-type: none"> ➤ Respectful ➤ Looking after other those around them ➤ Looking after myself and my environment ➤ Resilience 	<ul style="list-style-type: none"> ● Saying and responding to greetings; 'As'salaamu' Alaay'kum' or Good Morning/ Afternoon. ● Saying and responding to giving and taking; 'Jazaak' Allahu Khayrun' 'Wa'iyaki' / 'Please' / 'Thank you'. ● Using kind words with my friends and teachers. ● Taking turns. ● Tidying up my classroom and the playground. ● Taking care of my things and putting them away. ● Taking care of my uniform; making sure I am wearing the right clothes for the type of weather. ● Telling adults when I don't feel safe or comfortable. ● Lining up safely; trying not to hurt myself or anyone else. ● Always trying new things. ● Always trying again; giving it another go; working it out. 	<ul style="list-style-type: none"> ● Tarbiyyah ● SMSC- social stories ● Carpet time ● Assemblies-linked to 'Themed Weeks' ● Visual reminders in the environment ● Modelling and questioning ● Communication with parents- <p>Newsletters, text messages, emails</p> <ul style="list-style-type: none"> ● Observations
KS1	<ul style="list-style-type: none"> ➤ Respectful ➤ Appreciative ➤ Resilience ➤ Becoming responsible pupils ➤ Inquisitive 	<ul style="list-style-type: none"> ● Giving and responding to greetings. ● Saying pleasantries. ● Being prepared to give your best effort. ● Speaking and acting responsibly- listening to other contributions and efforts. ● Using good language always, in an appropriate voice. 	<ul style="list-style-type: none"> ● Tarbiyyah- short stories about the Prophet (Peace be upon Him) and the companions. ● SMSC- books related to key aspects of strands such as respect, appreciating

	<ul style="list-style-type: none"> ➤ Ambitious ➤ Keeping myself safe 	<ul style="list-style-type: none"> ● Using good manners always, such as being considerate- waiting for my turn. ● Walking in the hallways always; walking on the right side as I go up the stairs. ● Being positive. ● Explore opportunities appropriately. ● Ask relevant questions. ● Dressing appropriately for the day; uniform. ● Being prepared- making sure I have my book bag, lunch, water bottle and books for the day. ● Letting my teachers know if I don't feel safe, happy or I don't understand something; in class or out of class. 	<p>differences in one another.</p> <ul style="list-style-type: none"> ● Carpet time ● Assemblies- linked to 'Themed Weeks' ● Visual reminders in the environment ● Modelling and questioning ● Communication with parents- <p>Newsletters, text messages, emails</p> <ul style="list-style-type: none"> ● Observations ● Visitors
KS2	<ul style="list-style-type: none"> ➤ Respectful ➤ Appreciative ➤ Resilience ➤ Inquisitive ➤ Ambitious ➤ Articulate ➤ Mindfulness ➤ Having acceptance & tolerance of others ➤ A responsible citizen 	<ul style="list-style-type: none"> ● I take pride in myself and aspire to do my best. ● I always show respect to others by being polite and kind. ● I work to the very best of my ability, even when I find the work challenging. ● I understand that I represent the school and I dress and behave accordingly. ● I show that I am prepared to learn by bringing the correct equipment/kit and actively taking part in all areas of school life. ● I do what is asked of me, the first time I am asked. ● I arrive where I should be on time and am always in the right place. 	<ul style="list-style-type: none"> ● Tarbiyyah- stories of the Prophet (Peace be upon Him) and the companions. ● SMSC- books related to key aspects of strands such as respect, appreciating differences in one another, adversities, triumphs- true life stories ● Assemblies- linked to 'Themed Weeks' ● Visual reminders in the environment

		<ul style="list-style-type: none"> • I celebrate my own successes and the successes of others. • I do not use language that is rude or offensive. • I am proud of our school and I help to look after the school environment. • We should all act and behave in a way that encourages and supports learning. • We should be courteous, kind and show respect and generosity of Tarbiyyah by listening, valuing and encouraging others. • We should look for the good in people. • We should be ready for learning, join in activities both inside and outside the classroom and be prepared to cooperate with others. • We should respect others, their property and the environment and accept the consequences of our actions. 	<ul style="list-style-type: none"> • Modelling and questioning • Communication with parents- <p>Newsletters, text messages, emails</p> <ul style="list-style-type: none"> • Observations • Visitors • Community trips, talks and schemes- volunteering, camping, tournaments/sporting events.
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