

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 preserve 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.


<u>Our Core Values</u>	<u>Relentless Routines</u>
Patience Excellence Resilience Kindness Sharing	<ol style="list-style-type: none"> 1. Daily meet and greet. 2. Lovely lines 3. Walking Feet/ Wonderful Walking 4. Smart presentation 5. Link behaviour conversations to our Core Values

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!

	<p>Any behaviour that shows TPS's five core values, in an exceptional manner:</p> <ul style="list-style-type: none"> ● Patience ● Excellence ● Resilience ● Kindness ● Sharing 	<ul style="list-style-type: none"> ● Pizza with Umm Zayn ● Class party
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- 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:

EYFS				
Patience	Excellence	Resilience	Kindness	Sharing
<p>I can play on my own.</p> <p>I can accept when my turn finishes.</p> <p>I can cope with small changes.</p>	<p>I can say As'salaamu'Alaaykum wa rahmatullaahi wa barakaatuh.</p> <p>I can say Bismillah when I start to eat.</p> <p>I can say Alhumdulillaah when I have finished eating.</p> <p>I can say Jazaak'Allahu khayrun/Thank you.</p> <p>I can say the dua for entering and leaving the toilet.</p> <p>I can tidy up.</p> <p>I can put things back when I have finished</p>	<p>I can have a go.</p> <p>I can show/tell an adult when things go wrong.</p> <p>I can be comforted by an adult.</p> <p>I understand that I may need to wait for my turn.</p> <p>I can accept help.</p> <p>I can keep going when things become tricky.</p> <p>I can ask for help.</p> <p>I can learn by trial and error.</p>	<p>I can play alongside others.</p> <p>I can show an interest in others' play.</p> <p>I can use kind actions.</p> <p>I can show kindness to others.</p>	<p>I can join in with others.</p> <p>I can share ideas.</p> <p>I can listen to others sharing ideas.</p>

	with them. I can keep myself clean.			
Key Stage 1				
Patience	Excellence	Resilience	Kindness	Sharing
<p>I can cope with changes.</p> <p>I can wait for my turn.</p> <p>I can take turns to talk.</p> <p>I can think before I act.</p>	<p>I can speak the truth.</p> <p>I can make the right choices.</p> <p>I can organise myself for learning.</p> <p>I can stay on task with support.</p> <p>I can follow instructions by the count of 5.</p> <p>I can follow some rules and understand why they're important.</p> <p>I can respond appropriately when spoken to by an adult.</p> <p>I can pay attention to all adults.</p>	<p>I can learn from my mistakes.</p> <p>I am able to ignore others' behaviours.</p> <p>I am able to overcome problems with some support.</p> <p>I can accept things may not always go my way.</p> <p>I can recognise my emotions with support.</p> <p>I understand when I need to ask for help.</p> <p>I can keep going when finding things difficult.</p> <p>I can make good choices.</p>	<p>I can respond to others appropriately.</p> <p>I can keep my hands and my feet to myself.</p> <p>I can use kind words.</p> <p>I can put my hand up when I need attention.</p> <p>I can say good things about myself in group situations.</p> <p>I can show I am listening to others.</p>	<p>I can join in with others.</p> <p>I can share my space with others.</p> <p>I can share equipment with others.</p>

	I can do as I am asked the first time.			
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Key Stage 2				
Patience	Excellence	Resilience	Kindness	Sharing
I can patiently wait for my turn.	I am always prepared to learn.	I can respect and accept my own emotions and others.	I can show empathy towards others.	I can share how I am feeling appropriately with others.
I understand I can not always be first.	I can follow all instructions.	I can cope when things don't go my way.	I can accept points of views.	I can share, and express how I am feeling in a safe way.
I can hold the door for others to enter through.	I can maintain focus in class.	I can walk away and ask for help when needed.	I can treat others as I would like to be treated.	I understand physical feelings are linked to my emotions.
	I can start my work independently.	I can calmly think my way through a problem.	I am always respectful to the environment.	
	I can remain on task independently.	I can admit when I have made the wrong choice.	I can say good things about myself.	
	I am able to repeat back instructions.	I can accept the decision of adults.	I can respect others' personal space.	
	I can take responsibility for my actions.	I can accept the consequences of my actions.	I can respect others feelings.	

	<p>I can use equipment safely and independently.</p> <p>I can prepare and tidy away independently.</p> <p>I can conduct myself in the best of manners with my peers and adults.</p>	<p>I can ignore others' behaviours and distractions.</p> <p>I can use time out independently.</p> <p>I can seek guidance when I need it.</p> <p>I can accept compliments and criticisms.</p>		
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