



## Behaviour Management

This policy explains the expected behaviour for both students and staff who work at Manchester Sudanese Supplementary School (MSS). Everyone at the MSS has a right to feel valued, respected and safe. Consequently, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt. We believe that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently.

### **Our Behaviour Management Officer is: Amani Mohamed**

Our aim is to listen to, and acknowledge the views of everyone in the school, embracing who we are and where we have come from. We believe on the following values:

- **RESPECT AND RECOGNITION:** to value and celebrate our own and others' contributions and uniqueness, and to show consideration for our own feelings and the feelings of others.
- **FREEDOM AND RESPONSIBILITY:** to enable children and adults to explore and express themselves freely in an environment which supports decision making and opportunities to consider the consequences of our words and actions.
- **INCLUSION:** to provide learning opportunity for everyone regardless needs, background and ability, and working together to share the same vision and work towards the same goal.

- **HONESTY:** to empower everyone to communicate openly and honestly in their interactions with each other.
- **SAFETY and TRUST:** to help everyone to feel able to express their concerns and fears in an appropriate way and to thrive physically and emotionally in their learning.

## **For Children:**

- **Be clear and positive:**

Explain fully what you want children to do in positive terms. Tell them what you want them to do, not what not to do. For example; “Come and sit in your place” rather than “Stop running around”

- **Ignore poor behaviour, reward good behaviour:**

Children will sometimes try to seek attention using bad behaviour, by ignoring this and focusing attention on those children who are behaving well can result in poorly behaving children improving their behaviour and attention level. Make sure that good behaviour is rewarded. Rewards can include; a smile, a good word, a comment on the work done, stickers, a certificate, a note to parents, and so on.

- **Be consistent:**

Make sure that you are clear about what is allowed and not allowed day to day, pupil to pupil. Don't have “favourites” as this can cause resentment between children and result in poor behaviour.

- **Be a role model:**

In order for children to learn good behaviour they need to see adults demonstrating it. Be polite, to them and other adults. Be fair to all children and be kind and calm. If something or someone upsets you, keep your temper and don't react.

- **Criticise the behaviour, not the child:**

Never call a child a name such as stupid, naughty or lazy. If you have to reprimand a child “It is hurtful and unkind to hit someone” is better than “You are a naughty, bad boy for hitting someone” or “If you finish another exercise you will earn a sticker” rather than “You should have done more work, you are lazy”.

- **Be patient:**

Some children learn at different rates, or need additional support. Some children have Special Educational Needs. Be mindful of this when working with them and don't compare them to other children who have grasped something more quickly than them.

- **Give children the opportunity to make amends:**

Once reprimanded, some children may need to be prompted that they need to apologise for their poor behaviour, or be given ideas about how to behave better next time.

## **Safe Behaviour When Working With Children and Young People in an Out of School Setting**

### **Do:**

- ☐ Treat everyone with respect
- ☐ Provide an example you want others to follow

- ☐ Encourage children, young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like to those who are in charge of the faith setting
- ☐ Remember that someone else might misinterpret what your actions are, no matter how well intentioned
- ☐ Avoid situations that compromise your relationship with children and young people and are unacceptable within a relationship of trust
- ☐ Respect a child / young persons right to personal privacy, protection and safe environment
- ☐ Provide access and space for young people to talk about concerns they may have
- ☐ Listen to children and young people

#### **Do Not:**

- ☐ Permit abusive peer activities – e.g. ridiculing, bullying, name calling
- ☐ Have any inappropriate physical contact with a child or young person
- ☐ Show favouritism to any individual
- ☐ Let suspicion, disclosure or allegations of abuse, go unrecorded or unreported to those who are in charge of the faith setting / the designated child protection lead for the faith
- ☐ Jump to conclusions without checking facts
- ☐ Believe it could 'never happen to me'
- ☐ Rely on your good name to protect you

## **Managing Children's Behaviour – useful tips**

- **Be Consistent**

Whatever you decide, try to stick to it within reason. Children have a strong sense of fairness, so it is important they see and experience consistency. They need to know the limits and what is expected of them. Be realistic in determining the boundaries and sanctions.

- **Be Flexible**

Although consistency is important, you should be willing to make exceptions when necessary.

- **Give Explanations**

Always tell a child / young person why their behaviour is unacceptable. It is inappropriate to talk down to children / young people or dismiss their feelings.

- **Offer Alternatives**

Some children / young people when challenged will mirror this response by challenging the adults back, which can escalate the situation.

- **Act Quickly**

When a child / young person is behaving in a way which may have serious consequences for him/her/others, the quickest and most effective action you can take is to remove them from the situation. Above all stay calm and in control – don't argue – don't debate – don't over react.

- **Praise Good Behaviour**

All children and young people need feedback about their behaviour and achievements. Promoting positive behaviours starts here. As the Prophet Muhammed (peace be upon him) said "***Whoever does not show affection to the young, and respect to the old, is not one of us***".

- **Be Sympathetic**

If a child / young person is displaying a change in behaviour, stop and consider why. Be sympathetic to their background. There could be many other reasons why the child / young person is behaving in this way.

- **Be Respectful**

To receive respect one must show respect, so lead by example.

**Remind children regularly of the rules:**

Reinforcing what is expected of children and what is poor behaviour helps children to remember how to behave well. You may want to ask children to come up with their own behaviour rules, make a poster out of these and put them on the wall.

Signed on behalf of the provider: *R. Abdelgadir*

Name of signatory: Rania Abdelgadir

Reviewed on: 24/09/2024

Date to be reviewed: 24/09/2025