

## **Al-Noor Primary School**

### **Behaviour Development Policy**

#### **1 Introduction**

- 1.1 A positive approach to managing behaviour provides a constructive framework for achieving good behaviour, which in turn, facilitates good teaching and learning. Behaviour, therefore, is seen as a curriculum issue at Al-Noor Primary. In order to learn good behaviour, we at Al-Noor Primary School aim to plan for and provide a positive climate in which effective learning can take place.
- 1.2 Al-Noor Primary School also aims to create a secure Islamic environment where pupils feel safe, enjoy learning and grow in all aspects of their development, spiritually, morally and emotionally, as well as intellectually, physically, socially and culturally. This is accordance with its values and faith ethos. The prophet Muhammad, may peace be upon him, was once reported to have said  
*“The heaviest deed to be placed in the scale on the Day of Judgement is husn ul-khuluq (beautiful manners and character)”*
- 1.3 Some children have a tendency to misbehave, e.g. hit or kick others when “things don’t go their way”. Many of these behaviours are normal for some children but undesirable and the school aims to change these behaviours into positive ones through positive reinforcement, in partnership with parents.
- 1.4 A smaller number of children may display behaviour indicating a need for greater parental involvement and support. The school tries hard to work with such children and their families to modify the problem behaviour and resolve as much as we can, the problems at the heart of such behaviour.
- 1.5 Al-Noor Primary School is responsible for managing children’s behaviour in an appropriate way. The school does not administer corporal punishment of any kind to children and will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child at school. Failure to meet these requirements would be considered a disciplinary matter and criminal offence.
- 1.6 A person will not be considered to have used corporal punishment (and therefore will not have committed a criminal or disciplinary offence) where reasonable force was used for the purposes of preventing violence or injury to any person (including the child) by control or restraint. The school will keep a record of any occasion where force is used, and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.
- 1.7 The school will not threaten corporal punishment, and will not use or threaten any punishment which could adversely affect a child's well-being.

#### **2 Aims and Objectives**

- 2.1 We strive to develop a school environment and ethos that promotes and is characterised by good behaviour and manners and respect for others. We have developed a procedural policy that deals effectively with any incidents of poor behaviour that may occur from time to time despite our positive-behaviour-inclined environment.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, an environment which encourages and reinforces good behaviour.
- 2.3 This policy aims to produce a consistent school response to both positive and negative behaviour.

**2.4** We aim to make all those connected with the school aware of our approach to behaviour management and we make clear each person's responsibilities in fostering good behaviour.

**2.5** Good behaviour and high expectation of behaviour is monitored through pupil attendance and punctuality, participation in class, regularly completing homework and the presentation of work in classes.

### **3 The Role of the Board of Trustees**

**3.1** The board of trustees sets expectations and supports the headteacher in all attempts to create an environment at the School, which encourages and reinforces good behaviour and also promotes both social and moral development.

**3.2** The Board is also responsible for monitoring, evaluation and review, see section 11.

### **4 The Role of the Headteacher**

**4.1** It is the responsibility of the headteacher to develop the school's behaviour management policy and strategies and to ensure that all staff (both teaching and non-teaching) are aware of and consistently implement them.

**4.2** The headteacher reports to the board of trustees about the effectiveness of the policy on request.

**4.3** The headteacher aims to exemplify the school's standards for acceptable behaviour through the resources at her disposal. Mutual support, trust, respect and praise is encouraged and as well as the awareness of each child's role as an accountable member of the school community. Praise, reward and celebrating the success of all children is used to create an environment in which poor behaviour cannot thrive.

**4.4** The headteacher is responsible for providing advice, monitoring implementation of the policy, deciding exclusions, providing staff training and induction and in delegating duties relating to the implementation of the policy.

### **5 The Role of the Behaviour Coordinator**

**5.1** The Behaviour Coordinator is the present serving Assistant Headteacher. She assists the Headteacher in implementing, monitoring, evaluating and developing this policy.

**5.2** The Behaviour Coordinator logs all major disciplinary incidents, detailing investigations, witnesses and sanctions applied. Records are filed and kept in the assistant head's office and where appropriate, in the pupil files of the sanctioned child. The Behaviour Coordinator regularly reviews class logs to identify pupils in need of further support.

**5.3** The Behaviour Coordinator meets half termly with class teachers to review and monitor class behaviour and to identify pupils in need of further support.

### **6 The Role of Teachers**

**6.1** Teachers receive induction when they join the school to familiarise themselves with the school's behaviour management policy and strategies.

**6.2** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By raising awareness of each child's role as an accountable member of the school community and by praising, rewarding and celebrating the success of all children, we aim to create an environment in which character is built.

**6.3** Teachers are responsible for modelling high standards of behaviour in their interactions with children across the school, with parents and with members of staff. All members of staff aim to:

- Create a positive, warm and welcoming climate with realistic expectations;
- Emphasise the importance of being valued as an individual within a group or class;
- Promote honesty and courtesy;
- Promote the development of good character and manners;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding the needs of others.

## 7 The Role of Parents

- 7.1** Parents who are concerned about the behaviour of their child, should contact their child's class teacher immediately. They should also let them know about domestic circumstances or other issues that may factor in their child's behaviour or temperament.
- 7.2** Parents are a crucial component in the success of all school endeavours. Parents have a responsibility to support the school's code of conduct and behaviour management policy as they all read and sign a Home-School Agreement upon admission of their child to the school, which outlines this. We rely on their reinforcement of our common values at home to nurture future citizens of society that have a strong sense of personal accountability. We ask parents to actively encourage their child to be a well-behaved member of the school who takes responsible for his/her own behaviour and tries hard to do good towards others.
- 7.3** The school communicates from time to time with the parent body through its termly newsletter, parental workshops and weekly bulletin. This way parents are kept in touch with school policy and behaviour expectations and the role of parents in achieving high standards of behaviour.

## 8 Rules and Procedures

- 8.1** The rules and procedures in place are designed to make clear the standards of behaviour that are acceptable at our school. Children are made aware of such expectations throughout the academic year in the form of displayed classroom, playground and lunchtime rules, PSCHE/SEAL lessons, circle time and assemblies. Parents are made aware of them through the Code of Conduct in the Parents Handbook. See the Appendix C for the Code of Conduct and the rules for the specific areas.
- 8.2** All staff members use consistently the following phrases to establish the school climate for behaviour:
- **respectful and kind**
  - **silent corridors**
  - **silent staircases**
  - **straight silent lines**
  - **hands and feet to ourselves**
  - **say what is good or keep silent**
- 8.3** Pupils in upper years are invited to apply for the post of Peer Mediator at the school. They are taken through short-listing and interview before being appointed and provided training through a weekly club. Peer mediators intervene in playground disputes. They also act as play buddies. They are expected to encourage and model good behaviour and friendship and step in to intervene if they observe bad behaviour, relationship problems, bullying or suspect an incident is brewing, helping pupils to resolve problems between themselves and reporting difficult issues to senior leaders or their class teachers. Peer Mediators wear a coloured jacket to highlight who they are to pupils in the playground.

## 9 Rewards

Our reward system acts as a positive reinforcement of good behaviour. An abundance of praise is used both for the individual, groups and classes as a whole. We always aim to encourage good behaviour and work by praising such and avoid criticising

unacceptable behaviour, in an attempt to avoid highlighting it. In practice this means a member of staff will often encourage all children to act in an appropriate way by praising those who are already behaving in that way. The praise takes the form of the member of staff directing other children's attention to those whose behaviour is exemplary. The member of staff praises a child, group or class and states why they have received the praise. This reinforces to the other children the behaviour that is desirable. The praise is sometimes accompanied by a reward for the child, group or class. We recognise that rewards are a much more effective means of eliciting good behaviour than sanctions, though both are necessary.

### **9.1 The Star Chart**

Stars are awarded to children for either good academic effort or for good behaviour **within and outside** the classroom. The star is stuck on to the displayed star chart in the classroom under the pupil's name. Every week the two best performing girls and boys are presented with a certificate in assembly (staff must mark the commencing of each week to make clear who gains most across a week). Any student who earns three certificates in a term will receive a prize.

### **9.2 Table Points**

Table points are awarded to children's tables within the classroom. Pupils on their particular tables, who behave and work well are given table points throughout the school day. This particular awards system promotes team spirit and encourages the children to support and advise one another.

### **9.3 Class Champion of Al-Noor School**

Sometimes this is used in the school to promote excellent manners and behaviour around the school (outside of classrooms). Staff members give star stickers to pupils demonstrating good manners around the school that the child gives to his teacher to add to the class' trophy chart on the school door. At the end of the week stars are summed up and the winning class with the highest number receives the trophy during Monday assembly.

### **9.4 Golden Time**

Every class in the school on Friday afternoon is given golden time. This is when the children are allowed to play games provided by the school. Golden time is very much valued by the children.

### **9.5 Weekly Headteacher Stickers**

Every week after Friday prayer teachers inform the headteacher which pupils in their classes deserve a special gold award sticker for effort and achievement in work and behaviour this week. A select few who have demonstrated the most effort in all areas and at prayer times, are given a special Headteacher's Award sticker. This happens in front of all classes present (KS2 and Year Two in the summer term when they start joining school congregational prayers).

### **9.6 Weekly Certificates- Star of the Week**

Each week certificates are awarded based on the star charts (see 9.1 above). On Monday mornings, these children receive a certificate from the headteacher who also explains their achievement to the whole assembly.

## **10 Sanctions**

A range of sanctions are employed by the school. Appendix A to the policy document demonstrates how they are progressive in nature. The objective of sanctions is to punish a child's misdemeanour by positive sanctions in order to demarcate the boundaries for acceptable behaviour and to stop the recurrence of particular repetitive misbehaviours. When giving a sanction, teachers ensure it is made clear why the sanction is being given and also state the behaviour that should have been displayed instead. Teachers aim to deal with behaviour management and the giving of sanctions in a positive and personal manner that seeks to understand the pupil and does not harm the pupil's self-esteem whilst positive alternatives to negative behaviours are stressed.

**10.1 Warnings**

These will be issued by class teachers in accordance with the behaviour flowchart (see Appendix A & B)

**10.2 Detentions – Breaks**

These detentions are carried out during the break-time available to the children. The detentions are issued by class teachers in accordance with the behaviour flowchart (see Appendix A & B)

**Detention – After School**

Any pupil found to be damaging the school building or property will be given a 30 min detention after school the following day Parents will be notified by the school by email, to provide 24-hours notice so they can arrange collection at 3.30pm the following day.

**10.3 Exclusion Area / Time Out**

These will be issued by class teachers in accordance with the behaviour flowchart (see Appendix A & B). A senior leader must be notified when this sanction is deemed to be necessary. The pupil in question will be seated in an area that can be easily passively supervised but in relative isolation from other pupils. S/he will be given classwork to complete throughout the period.

**10.4 Welfare Panel**

Children who are regularly found to be earning detentions and/or time out in the reflection area will be referred to the Welfare Panel via an Initial Concerns Form from their class teacher. This panel comprises the headteacher, deputy head, assistant head and SENCO. The panel will decide the appropriate intervention to use:

*internal referral for:*

- CBT sessions with the SENCO,
- an IEP (individual educational plan) for SEN (special educational need),
- an IBP (individual behaviour plan/behaviour modification plan) for SBN (special behavioural need),
- counselling sessions.

*or external referral to:*

- CAMHS (Child and Adolescent Mental Health Services),
- Social Services,
- Child & Family Centre,
- or other such services accompanied by a CAF referral.

Referrals will be made in accordance to Appendix of the SEN policy. The behaviour panel will meet weekly. IEPs will be reviewed according to the SEN policy and IBPs every six weeks.

10.4.1 Behaviour plans are drafted together with the class teacher, parents and the Behaviour Coordinator. The rewards are agreed and a communication book is set up so that school and parents can work in an effective partnership.

**10.5 Suspension/Temporary Exclusion**

10.5.1 The headteacher will use her discretion in deciding when temporary exclusion is suitable as a sanction but will refer to appendices A and B below. She may resort to suspension in the following cases:

- For pupils, proven upon investigation through taking statements from all witnesses to a fight, engaged in fighting in the school. The school has a zero tolerance approach to fighting in order to set a high standard for behaviour and work against an aggressive or violent environment. We want all our children to feel safe and happy in our school.

- For pupils whose continued poor behaviour has resulted in the escalation of sanctions up the sanction ladder –Please see Appendix A.
- Where the outcome of an investigation reveals a child to have been bullying another pupil. This includes cases of ‘cyber bullying’ as well as homophobic bullying.
- Repeated defiance and refusal to follow instructions of staff members.
- Attacking a staff member in any form, whether physically through for example, hitting, kicking, biting or punching, or verbally through insult or profanity.

10.5.2 In the case of a fight, statements must be taken from all witnesses to the incident. A picture of events, as balanced as is possible under the circumstances will be used to determine whether fighting between pupils has taken place. Whether any one of the protagonists endeavoured to take up opportunities to end hostilities will be taken into consideration. This will be done by the behaviour coordinator or any other person delegated the task by the headteacher or behaviour coordinator. The protagonists will work in the exclusion area whilst the investigation takes place.

10.5.3 Fighting is deemed as two children engaged in deliberately hurting one another through use of force. Both children will be considered for suspension, which ever child instigated it but the retaliator will be given a lesser sanction than the instigator. If the headteacher is satisfied that fighting has taken place between both parties, she will recommend the children involved to be suspended. If it is clear that a particular child was being bullied or had tried insistently to end the violence, suspension may not be necessarily applied to him/her at the discretion of the headteacher.

10.5.4 The children to be suspended will be informed by the headteacher or behaviour coordinator of their sanction and letters from the headteacher to their parents will be prepared. A major behaviour record form will be completed and copies kept in the assistant head’s office and within the students file.

10.5.5 Children will be kept in exclusion until home time when their parents will be handed the letters and told of the suspension and the circumstances surrounding it, by the headteacher, behaviour coordinator or delegated member of staff. If a child’s parents will not be collecting him/her that day, they will be contacted by telephone by 3.30pm.

10.5.6 Parents of the child will be invited to a further meeting upon the child’s return to school to discuss his/her behaviour and set up a behaviour plan, if deemed necessary by the Behaviour coordinator and /or headteacher.

10.5.7 The headteacher will inform the chair of the education sub-committee of the board of trustees of the decision to suspend and the details of the children involved.

## 10.6 Length of Suspension

This will be left to the discretion of the headteacher in association with the behaviour coordinator. The nature of a pupil’s SEN or other learning or emotional difficulty and disability as well as the severity of the incident and the level of violence used will play a part in determining the length of the suspension. It is thought that this will usually be one to three days, however a full week may be used in extreme cases. The headteacher will use the following scale as a guide to suspend students:

First offence in a year	= 1 day
Second offence in a year	= 2 days
Third offence in a year	= 3 days
Fourth offence in a year	= permanent exclusion

## 10.7 Permanent Exclusion

- 10.7.1. In cases of extreme misconduct, or the on-going occurrence of behaviour deemed by the Headteacher, behaviour coordinator and SENCO and other involved specialists, to put the child, other pupils, or the school into danger or continued disruption or disrepute, permanent exclusion will be considered. It is envisaged that parents would have been correctly involved in the behaviour modification or intervention programmes that would necessarily have been used to help the child develop their behaviour.
- 10.7.2 The headteacher, after consultation with the class teacher and all other staff members familiar with the child in question, may recommend to the board of trustees for his/her permanent exclusion. The final decision will be at the discretion of the headteacher with the agreement of the chair of the board of trustees.
- 10.7.3 This will be communicated to the child's parents via a school meeting and in writing and the child will be withdrawn from the school roll immediately after the meeting.
- 10.7.4 Parents will have recourse to appeal to the board of trustees in writing to the chair of the board at the school's address within 2 weeks of the date of exclusion. The remit of the appeals panel is solely to investigate whether due process was adhered to in any appeal of an exclusion.
- 10.7.5 The board will acknowledge receipt of the appeal within 2 weeks of receipt of the letter and investigate the case. In the process of investigation the board of trustees will arrange to meet with parents to hear their views and experiences.
- 10.7.6 They will conclude and finalise their judgement within 4 weeks of receipt of the letter. They will then appoint a panel, containing at least one independent member, to invite the parents of the excluded child to a meeting at the school to discuss their findings and communicate their judgment. This meeting will be scheduled within 5 weeks of receipt of the original appeal. Parents will be allowed to bring one independent person along with them to the meeting.

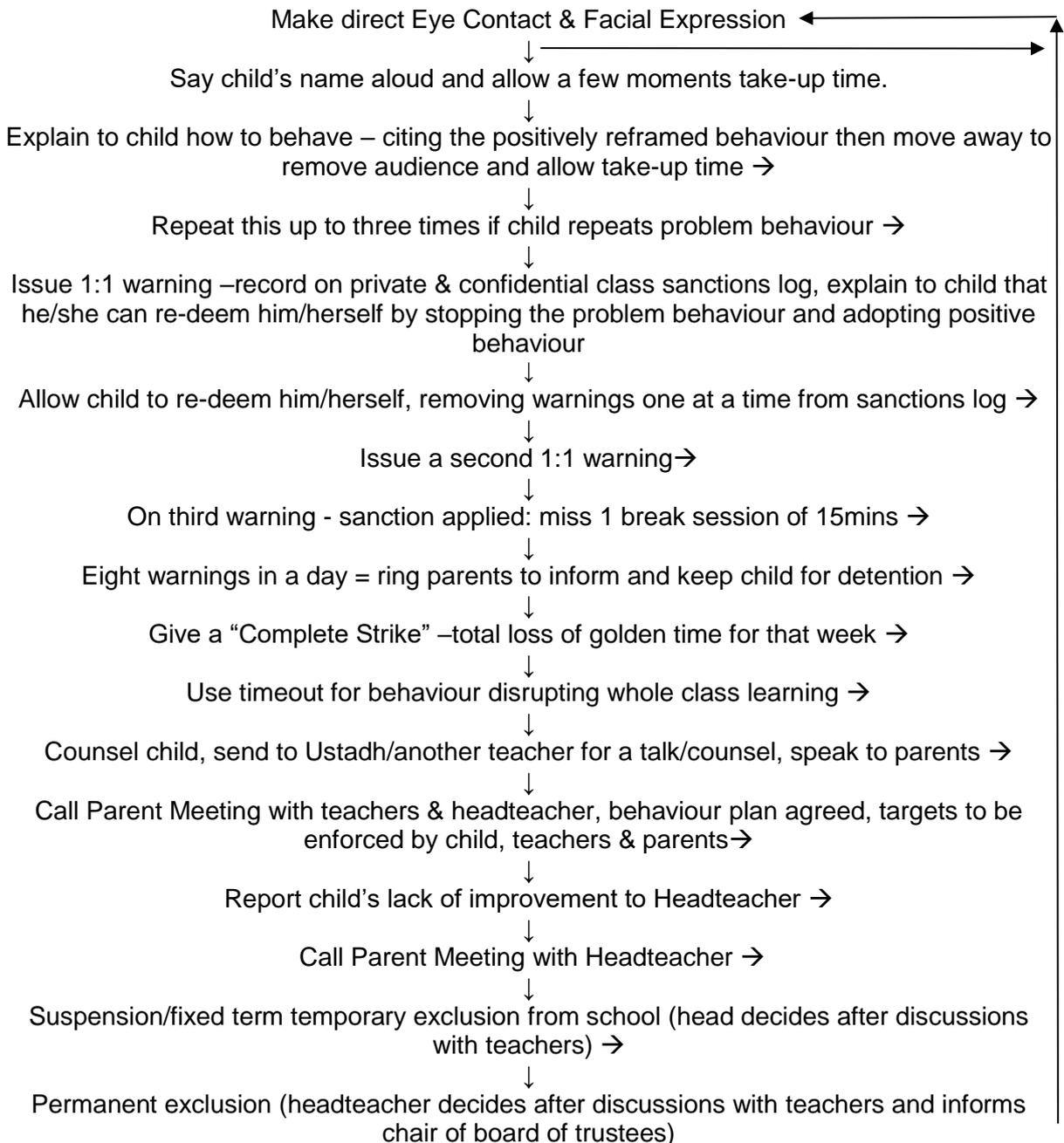
## 11 Monitoring and Review

- 11.1 The Behaviour Coordinator analyses major and minor behaviour incidents, providing feedback to the Senior Leadership Team who evaluates the effectiveness of the policy and whether any interferences are needed
- 11.2 The implementation of this policy is monitored by the headteacher, who reports to the trustees about the effectiveness of the policy on request and provides data on exclusions at least twice a year.
- 11.3 This policy is the responsibility of the Board of trustees' Education sub-committee who monitors and review its effectiveness annually. They do this by examining the school's behaviour logs to assess trends and whether records of incidents are correctly recorded and through discussion with the headteacher, behaviour coordinator and other staff members. This will be fed into an annual discussion on behaviour and anti-bullying in the school
- 11.4 This policy was last reviewed in September 2018 by the headteacher, behaviour coordinator and a large focus group of staff members where in particular the reward systems used by the school were closely scrutinised and minor modifications made to improve them.
- 11.5 **Review Date: September 2021**

**Signed, On behalf of the board of trustees, by:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**APPENDIX A****Challenging-Behaviour Management Flowchart****IMPORTANT NOTES:**

1. At each stage the child must be allowed and encouraged to re-deem him/herself and remove warnings from sanctions log and rewarded for progress made.
2. Staff members' role modelling the desired behaviour is required at all times.
3. Take care over speaking to parents (when & how) –also remember to speak to them to praise (reward) their child when they have behaved well/met targets
4. Whole class sanctions –loss of “fun” lesson–whole class detention/loss of play, can be effective deterrents/sanctions too but use infrequently.

## Appendix B

### SANCTIONS

SANCTION:	Minor		Major		
	Short timeout from classroom	Detention	One lesson timeout & break & Informing parents	Behaviour Contract/ Behaviour Modification Plan	1 day internal exclusion (full day 'timeout') upwards to temporary exclusion
SAMPLE MISBEHAVIOUR FOR ITS APPLICATION	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Disturbing the learning of other's</li> <li>• Put downs</li> <li>• Sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>• Pushing</li> <li>• Arriving late to lessons</li> <li>• 3 warnings</li> </ul>	<ul style="list-style-type: none"> <li>• Play fighting</li> <li>• Absconding</li> <li>• Wilful hitting of another child</li> <li>• Inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• On-going repeated bad behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Defiance towards any staff member</li> <li>• Bad language and swearing</li> <li>• Involved in fighting</li> <li>• Bullying (ranging from taunts through to physical harm towards another child)</li> <li>• Behaviour that does not improve using sanctions lower down the scale.</li> </ul>

# Behaviour Management at Al-Noor Primary School : REWARDS

REWARD	GOLD STARS	VARIOUS MOTIVATIONAL STICKERS	STAR OF THE WEEK CERTIFICATES	TABLE POINTS	GOLDEN TIME	CHAMPIONS OF AL-NOOR PRIMARY TROPHY
<b>TARGET</b>	Individual	Individual	Individual /Class	Class	Class/whole school	Whole School
<b>WHEN</b>	After Friday prayer and for exceptional work/behaviour	Whenever any member of class staff observes a child to be behaving well or working hard in class in meeting his/her targets.	Once a week at Monday assemblies.	Every lesson.	Once a week on a Friday afternoon	Once a week at Monday assemblies
<b>WHO</b>	Individual pupils - all	Individual pupils - all and those on IEP, IBP, strategies and targets.	Individual pupils - as many as relevant	Tables of pupils in each class.	Every whole class (yrs two-six)	One whole class
<b>AIM</b>	Encourage every child to make individual efforts to work hard and behave well.	Encourage relevant child to make individual efforts to achieve their targets.	Encourage every child to make individual efforts to work hard and behave well.	Encourage every table of children to compete with the other tables to win most table points through hard work and good behaviour. To affect whole class behaviour.	Encourage children to behave well as individuals as well as collectively as classes.	Encourage classes to compete with each other to win champions trophy.  Students aim to win trophy. The importance of doing good deeds is emphasised as opposed to individual material reward.
<b>HOW IT WORKS</b>	Awarded for behaviour/work in/outside class	Member of staff teaching/supporting rewards child instantly with verbal praise and stickers whenever child shows progress towards or achievement of targets. These stickers are collected on their personalised chart or in their books or jumpers. They may be part of a reward scheme to motivate and improve the work and/or behaviour of an individual child in concert with parents.	Every week, a certificate issued and presented in assembly for two best performing girls and boys in every class. A certificate is also issued to any individual pupil - for exceptional performance, action and/or behaviour Students achieving 3 certificates in a term are awarded a prize	A table point is allocated by class teachers to a table whenever she/he makes them compete with each other e.g. to tidy up first or best, to work most cooperatively with each other, to work quietest, to behave best etc.	'Golden Time' at the end of the week for all the pupils who follow the rules and expectations.	Special stickers awarded for behaviour /character outside the classroom. Chart displayed outside each teacher's classroom door. Trophy awarded in assembly for the class with most stickers in a week.



## Appendix C

# OUR SCHOOL CODE OF CONDUCT

We all agree to follow these rules at Al-Noor Primary, to make the school a great place for everyone:

1. We try to make everyone happy. That makes us happy and Allah is happy with us too!
2. We always greet others and smile!
3. We are always polite, welcoming, respectful and kind to one another, to adults and to visitors.
4. We include everyone in all we do and never leave anyone out.
5. We do and say only what is good, to please Allah. We keep silent if we have nothing good to say.
6. We try to have better character and behaviour every day. We keep our hands and feet to ourselves.
7. We give and take good advice and remind each other to do what is right. We are happy to take the good advice of others.
8. Bullying has no place in our school and we respect everyone, however different. For example: boy or girl, faster or slower at learning, young or old, sick or healthy, able bodied or disabled, Muslim or not, whatever their colour, language, culture or background!
9. We always use good words to talk to and to talk about others. We take care not to hurt or offend others.
10. We love learning, work hard and try our very best to achieve more each day.
11. We always do our homework and give it in on time.
12. We keep clean, take care of our uniform and look smart.
13. We leave toys and personal things at home.
14. We look after our school and resources

**Assembly Rules:**

- We sit silently.
- We put our hand up if we need something.
- We walk calmly in and out.
- We keep everything tidy and neat.

**Lunchtime rules:**

- We say bismillah before we eat.
- We say alhamdulillah when we have finished our meal.
- We eat with our right hand.
- We put our hand up if we need something.
- We keep everything tidy and neat.
- We ask for permission to leave the lunch hall.
- We walk calmly in and out.

**Corridors and Staircases rules:**

- We walk on the right.
- We walk in a single file.
- We are silent in the corridors and on the staircases.

**Playground rules:**

- We play nicely and include everyone.
- We are friendly to everyone.
- We follow instructions from all staff.
- We ask permission if we need to leave.
- We keep our hand and feet to ourselves.
- We say what is good or keep silent.

**Version History**

<b>Version Number</b>	<b>Date</b>
bdP.17-18.2	11/12/17
bdP.18-19.2	5/10/2018