



Behaviour Policy

Introduction

Al Ameen Primary School aims to develop confident well-mannered children who use their full potential and achieve their best. Children at our school will acquire the skills and knowledge required for them to live in modern Britain. Subsequently, they will become courteous, law abiding, proud and active citizens of a harmonious multi cultured society, drawing guidance from the Quran and the life of the Prophet (peace be upon him). We wish to nurture children, remind adults and develop all in matters of self-discipline, self-esteem and respect for others. Good manners are required qualities and everyone attached to or involved with the school are expected to serve as role models.

We recognise that the behaviour of our children is central to the learning process and is an intrinsic element of their education. Therefore, managing behaviour effectively will contribute to improved learning and enable strategies for school improvement to be developed.

The behaviour policy at Al Ameen Primary School aims to promote and maintain a positive attitude within the school environment which stretches beyond into our everyday lives.

'And those who are patient, seeking the countenance of their Lord, and establish prayer and spend from what We have provided for them secretly and publicly, and who prevent evil with good - those will have the good consequence' Quran (13:22)

'The true Muslim is he, from whose hands and tongue other Muslims remain safe' Al Bukhari

This policy aims to ensure that there is a whole school approach to managing behaviour. We aim for our staff to be confident and skilled in their behaviour management. It is also the aim of the policy to determine the boundaries of acceptable behaviour, promote self-discipline and proper regard for authority among pupils.

All pupils shall be treated fairly, without discrimination when being rewarded or disciplined for misbehaviour and the school will take proactive steps to avoid exclusion. The school recognises that external circumstances may affect behaviour and will take this into account when dealing with incidents of unacceptable behaviour.

Expectations

Pupil behaviour is expected to be at an exemplary level at all times. We believe that good behaviour is not an achievement, rather a responsibility. Staff are expected to serve as role models and to accept no less than high standards of behaviour from pupils at all times.

Expectations are such that pupils are courteous, obedient and considerate towards others, and sensitive towards differing situations relating to school life. Foul language, bullying (verbal and physical) and anti-social behaviour will be discouraged at all times.

We expect the exceptional behaviour demonstrated by pupils to permeate beyond school and will work with parents/ carers in developing the whole character of children.

Early Intervention

Prompt action is needed by staff where there is unacceptable behaviour so that it is clear that it will not be tolerated. Where there is doubt about the action to be taken, staff should refer to the Behaviour Co-ordinator (BeCo) or Senior Leaders in relation to the appropriate action to be taken.

Support Programmes

Pupil behaviour is normally managed within the classroom and by exercising dialogue with parents and carers. When behaviour deteriorates beyond this level an internal Support Programme will be put into place. This is led by the classroom teacher who will work in close connection with the BeCo to identify and resolve behavioural issues.

Reward System

Staff are expected to promote good behaviour through various means such as commendations and praise. Teachers use a range of strategies to manage behaviour in the classroom and outside. Exactly what is used often depends on the age of the children and Clasdojo is used to manage behaviour, monitor behaviour and keep parents up to date.

End of term awards are used to promote good behaviour, attendance and punctuality at the school.

Monitoring of the policy

The Head Teacher and Governing Board have a statutory responsibility for school behaviour and discipline. The policy will be promoted and implemented throughout the school. The policy along with other school policies will be available for staff, pupils and parents. The Governing Board will review the policy annually and assess its implementation and effectiveness.

Behaviour Rules

Behaviour Around the school

At the beginning of the day	During the school day	At the end of the day
<p>We expect all pupils</p> <ul style="list-style-type: none">• to arrive on time, in the correct uniform• to line up ready for the day• to go straight to class when it is time with the teacher• to pay proper attention to instructions so that the register can be taken on time• to remain silent whilst the register is being taken	<p>We expect all pupils</p> <ul style="list-style-type: none">• to walk in single file in an orderly manner. Where the corridors are narrow, pupils should be mindful and considerate to others passing by• to wear the school uniform at all times.• to keep noise levels down inside and around the building• to respect and take care of school property.• to avoid endanger others e.g. by fighting, being aggressive or doing dangerous things• to line up in an orderly fashion not pushing in, not pushing others keeping to	<p>We expect all pupils</p> <ul style="list-style-type: none">• not to leave early without authorisation• to wait once they have been dismissed in an orderly fashion and with respect for others, until an appropriate adult comes to collect them from school

	one side and not being noisy <ul style="list-style-type: none"> • not to hang around in corridors during lesson time. All pupils should be in lesson unless it is break or lunch • to help others follow the school rules. 	
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Behaviour during learning time

At the beginning of lesson	During the lesson	At the end of the lesson
We expect all pupils <ul style="list-style-type: none"> • to take off their coats and sit in their seats • sit up straight in their chairs 	We expect all pupils <ul style="list-style-type: none"> • to try their best and take pride in their work • to listen carefully to instructions and follow them straight away • not to leave the lesson unless it is an emergency and with the permission of the teacher. • to get on with their own work without disturbing others • to abide by the classroom rules • remain silent when the teacher is speaking • to complete all classwork and homework 	We expect all pupils <ul style="list-style-type: none"> • to pay attention to the review of what has been learned in the lesson • to pay due attention for instructions given for homework • to leave the room tidy and leave in an orderly fashion

Dealing with behavioural issues

Minor affairs of misconduct or carelessness witnessed by individual teachers may be wholly dealt with by the concerned teacher. Insolence, disruptive and deliberate disobedience, continuing negligence and repetitive lateness should never be tolerated.

Generally, any sanctions implemented should serve as a means of bettering the pupil's life through moralistic and corrective action e.g. incomplete work should be corrected by completion, foul language should be corrected by recitation of Qur'anic verses etc.

In all incidents of misbehaviour, staff are encouraged to use their discretion to win over the child and work with them to resolve matters. If need be, a teacher may implement the use of permitted sanctions as listed in this policy however with responsibility and fairness. Additionally, teachers have powers to discipline pupils for behaviour outside school. The attached appendices deal with how this is to be managed.

For guidance on how to deal with behavioural issues, we have categorised misdemeanours into stages. Please note it is the responsibility of the teacher to identify the problems in stage 1 and 2, however if they find it difficult they may get a senior member of staff to assist them when required.

Below is a table listing the types of misbehaviour there are along with the appropriate action to be taken:

Stage	Misbehaviour	Action	Comments
Stage 1	Not paying attention to teacher Talking whilst teacher is talking Talking after being told to remain quiet Chewing or eating during lesson Making litter in class	Warnings should be issued After 3 warnings move to stage 2	The child must be made aware that they have been issued a warning, this can be done by writing their names on the board using a tally system (e.g. Ahmed –III)
Stage 2	Refusing to participate in class Arguing with other children Interrupting the teacher 3 repetitions of stage 1 (per week)	Time-out away from other children: 5 minutes for first time 10 minutes for second time 15 minutes for third time Give domestic chores in class Give detention (during lunch break)	If a child has been issued with warnings more than once they must have longer time-out and the child must work alone but in sight of the teacher. Children should not be sent outside the classroom.
Stage 3	Verbal abuse to other pupils Physical abuse on pupils Indecent behaviour Indecent language Using foul language Damage to property 3 repetitions of stage 2 (per week)	Staff member to make a record of this on an incident form and inform the behaviour co-ordinator. Parents will also be informed of their child's behaviour. Child may also have to work away from the other children. Child may also be put on report (letter to be sent to parents).	
Stage 4	Serious actual or threatened violence against another pupil Bullying Answering back to a member of staff Arguing with a member of staff	Staff member to make a record of this in the serious incidents book and inform the BeCo of the incident at the	Senior Leadership are to consider adopting an internal support program with BeCo to overcome this lapse in

	3 repetitions of stage 3 (per week)	earliest convenience.	the child's behaviour.
Stage 4	Insolence against a member of staff Physical abuse on staff Misuse of illegal substances Smoking Misuse of other substances Theft Serious actual or threatened violence against a member of staff. Sexual abuse or assault Supplying an illegal drug Carrying an offensive weapon Arson Unacceptable behaviour which has previously been reported and for which school sanctions have not been successful in modifying the pupils behaviour. Serious cases of bullying including group bullying	Staff member to make a record of this in the serious incidents book and inform the Senior Leadership Team of the incident at the earliest convenience. Incidents from Stage 4 can lead to fixed term, indefinite suspensions or even permanent exclusions.	

The reason for the above table is not to provide an exhaustive list and there may be other situations which are not mentioned. In such cases, depending on the level of misdemeanour, staff are encouraged to apply discretion to solve matters and categorise the incident into one of the stages as above. In more serious cases, staff are to liaise with the Senior Leadership Team.

List of Permitted Sanctions

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention during lunch-time
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.
- Any use of physical restraint is by reasonable and non-injurious means, only when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and **always recorded in writing. Please use the 'Physical Restraint Record' form.**

What should pupils do if they feel they have been treated unfairly?

Pupils must not argue when given a stage or when being sanctioned. This often slows down the pace and learning in lesson. If they do argue then they would automatically be put into stage 4 and thus Senior Leadership are to be informed. Pupils should always be reminded that disruption is damaging

to the lesson and that if pupils have complaints they must wait until the lesson is over before they raise them. This is both responsible and fair. They will be listened to but that can't happen in the middle of a lesson.

If pupils wish to make a complaint they must:

1. Speak to the classroom teacher after the lesson has finished.
2. If after doing (1) above pupils are still unhappy, they should arrange to see the BeCo.
3. If after doing (2) above pupils are still unhappy, they should see a Senior Leader.
4. If after doing (3) above pupils are still unhappy, they should arrange to speak to the Head Teacher.
5. If any pupil or any member of the school believe they are being discriminated against in any way he/she should report this as for steps 1, 2, 3 & 4.

It is intended that this scheme ensures close contact with parents should there be any concern about a pupil's behaviour.

Mobile Phones

Mobile phones are not allowed in school. If a pupil is found to be in possession of a mobile phone, it will be confiscated and returned when decided appropriate by the school. This could be up to the length of a term.

Children who travel alone to school may bring in a mobile phone but this must be done through a special arrangement with the Head Teacher and the phone will have to be handed in to the phone upon arrival and collected at home time.

The duties of ALL members of staff:

- Treat pupils equally
- Respect pupils' ideas
- Value their individuality
- Take into account their views
- Always keep your voice low and speak with calmness
- Concerns about pupils should not be discussed in the presence of other pupils
- Be patient at all times
- Reinforce school rules at all times

School rules are as follows:

1. We welcome everyone
2. We are polite, respectful and well-mannered at all times
3. We always work hard
4. We respect everyone and everything in our learning environment
5. We arrive to school on time, in the correct uniform, neat and tidy
6. We are calm and considerate, in and around school
7. We keep our hands and feet to ourselves
8. We are responsible for our own behaviour

Please note that these rules are to be read out each morning by all children in KS1 and KS2.

Every teacher is to also clearly display and review their own class rules which are as below.

Foundation Stage Rules:

- 1. We have listening ears**
- 2. We use quiet voices**
- 3. We look after each other**
- 4. We help tidy up**

Foundation Stage are required to use bright colours and pictures when displaying their rules, this is to ensure that it is made easy for the children to understand. The rules are to be repeated at the beginning of the day.

Key Stage One Rules:

- 1. We listen carefully**
- 2. We follow instructions**
- 3. We help each other**
- 4. We keep our classroom tidy**

Key Stage One are also to use bright colours and basic pictures to enable children of all abilities to understand the rules. The rules are to be repeated at the beginning of the day.

Key Stage Two Rules:

- 1. We listen attentively**
- 2. We follow instructions**
- 3. We learn together**
- 4. We keep our environment organised**

Key Stage Two are to design the rules in order to meet their personal preference using ICT and the best one will be chosen to be displayed in their classrooms. The rules are to be repeated at the beginning of the day.

Date agreed: 25/02/16

Review date: January 2018

Signed: **M Rahman**
Head Teacher