



AL AMEEN
PRIMARY SCHOOL



BEHAVIOUR

POLICY

IN THE FOOTSTEPS OF

MUHAMMAD



In the name of Allah, The Beneficent, The Merciful

The Prophet (peace be upon him) said, 'I have been sent to perfect good character' Al Muwatta

Introduction

At Al Ameen Primary School, we want every member of the school community to feel valued and respected. Each person has a right to be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone, children and adults alike feel safe and happy and have the opportunity to learn, achieve and be successful.

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.

Discipline within our school stems from our Islamic responsibility to develop and beautify ones morals and character. The Prophet Muhammad (peace be upon him) said, 'I have been sent to perfect good character'. As such, we believe in the need to develop children whose character and morals reflect that of our Prophet (peace be upon him) and which work to bring about a pleasant and happy school environment.

1. Aims of the policy

This policy aims to:

- Promote good behavior, self-discipline and respect
- Prevent bullying
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Develop the confidence of staff in managing behavior
- Ensure procedures are in place for pupils to complete assigned work
- Create a culture which supports good conduct and high morals
- Outline our system of **rewards and sanctions**
- Promote the character and morals of the Prophet Muhammad (peace be upon him) as an example to be followed

The school recognises its legal duties under the Equality Act 2010 and all pupils shall be treated fairly, without discrimination when being rewarded or disciplined for behaviour. Additionally, the school recognizes its duties in respect of safeguarding and pupils with special education needs (SEN). When dealing with behaviour, we 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 behaviour.

Behaviour as Part of the Curriculum

Positive behaviour, self-discipline, and good manners are explicitly taught and modelled throughout the school day. Assemblies, PSHE, Islamic Studies, and class discussions reinforce moral conduct and respect for others. Staff receive regular training on de-escalation, trauma-informed practice, and restorative approaches to ensure a consistent and supportive response to behaviour.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)
- [Behaviour and tackling bullying](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of assigned work
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Types of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Online Behaviour

The school treats incidents of online or cyber-related misconduct with the same seriousness as in-person behaviour. Pupils are taught responsible and respectful use of digital platforms through the E-Safety curriculum. Online bullying, harassment, or misuse of technology will result in proportionate sanctions under this policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

5.2 The headteacher

The headteacher is responsible for

- reviewing and approving this behaviour policy
- reporting to governors, when requested, on the effectiveness of the policy
- supporting staff by implementing the policy, by setting standards of high expectations of behaviour, and by supporting staff in their implementation of the policy
- keeping records of all reported serious incidents of misbehaviour
- giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors.
- It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher and Senior Leadership Team will review behaviour data termly to identify patterns or trends across classes and cohorts. Findings will be shared with governors and staff to evaluate interventions, celebrate improvements, and plan targeted support or training where needed.

Some of the above responsibilities may be allocated to the school's behaviour co-ordinator

5.3 Staff

The responsibilities of staff are as follows:

- To demonstrate mutual respect towards all members of the school community.
- To set high standards and expect them to be reached.
- To offer children a balanced curriculum and to ensure that the work offered is related to each child's level of learning and potential.
- To ensure that lessons are interesting and stimulating.
- To inform parents of their child's educational progress and their attitude to learning.
- To treat each member of the school community equally regardless of race, creed, gender or sexual orientation.
- To encourage and reward good effort and positive attitudes to learning and behaviour.

- To create a safe, bright and pleasant environment that is purposeful and well-organised.
- To make known the rules of the school, classrooms and playgrounds.
- To implement the school's behaviour policy and use rules, sanctions and reward systems clearly and consistently.
- To be a good role model.
- Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- To support and promote the themes and values discussed in school assemblies.
- To work together as a team to support children's positive behaviour.
- To be particularly vigilant during lessons which involve the use of computers to ensure appropriate, effective and safe pupil use. (Refer also to the E-Safety Policy)
- To support one another as a cooperative staff team.
- To be punctual when on duty.
- To have self-discipline in emotional reactions to situations that arise.
- To provide a personalised approach to the specific behavioural needs of particular pupils
- To record behaviour incidents as directed in line with school policy

Staff should remain alert to the possibility that changes in behaviour, escalation of incidents, or patterns of withdrawal may be early indicators of underlying safeguarding or welfare concerns. In such cases, the school's safeguarding policy must be followed, and concerns should be recorded and shared promptly with the Designated Safeguarding Lead.

The senior leadership team will support staff in responding to behaviour incidents.

Support for Pupils with SEND and Additional Needs

The school recognises that some pupils may require additional support to meet behaviour expectations. Individual Behaviour Plans will be developed where appropriate, in consultation with the SENCo and parents, to provide reasonable adjustments, differentiated strategies, and regular review.

5.4 Parents

The responsibility of parents

- To support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school before 8:30am and collected at 3:15pm.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage children to do their homework and offer support with this.
- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- Understand that at times, teachers may be unable to speak to you because the children are their first responsibility. Please arrange a more convenient time to meet with the class teacher.
- If you are upset about something, please do not speak to the teacher in front of your child or other children.

- Do not approach other children to tell them off or threaten them in any way. Always speak to a member of school staff.
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline.
- Act as good role-models for their children.
- Support your child in adhering to the pupil code of conduct

6. Expectations

The school has high expectations of behavior from all pupils. We believe that good behaviour is a responsibility and all pupils are expected to make the right choices. 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 and anti-social behaviour will not be tolerated.

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

Expectations		
At the beginning of the day	During the school day	At the end of the day
Recitation of the morning adhkaar (prayers) begin at 8:20am. We highly recommend that pupils arrive by then and take part.	When lined up and asked to move around within school, pupils are to walk silently in single file in an orderly manner on the left hand side. Where corridors are narrow, pupils should be mindful and considerate towards others.	To wait in an orderly fashion and with respect for others, until an appropriate adult comes to collect them from school, whilst listening and reading along to the adhkaar
Pupils are to arrive at school no later than 8:30am	Ensure they wear all items of the school uniform at all times unless excused by a member of staff.	To leave school on time with permission from the teacher
Pupils are to arrive to school wearing the correct uniform	Pupils are to keep noise levels at an appropriate level at all times.	
Pupils are to line up in silence	Pupils are to respect and take care of school property.	
When it is time, to go straight to their class upon their teacher's instruction	Ensure they play safely and considerately during break times.	
To hang coats and bags in a neat and orderly fashion on their named pegs, being considerate and mindful of the belongings of others.	Pupils are to avoid endangering others e.g. by fighting, being aggressive or doing dangerous things	

To listen to the teacher's instructions in silence so that the register can be taken	Pupils should not hang around in corridors during lesson time. All pupils should be in lesson unless it is break or lunch time	
To sit in silence whilst the register is being called out		

During learning time		
At the beginning of lesson	During the lesson	At the end of the lesson
<p>We expect all pupils</p> <ul style="list-style-type: none"> to take off their coats and sit in their seats sit up straight in their chairs 	<p>We expect all pupils</p> <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 to leave their seat only when the teacher grants permission to speak only when asked by the teacher to abide by the classroom rules remain silent when the teacher is speaking to complete all classwork 	<p>We expect all pupils</p> <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 in an orderly fashion when transitioning from one lesson to another, to do so in an orderly and quiet manner. At the start of the new lesson, children are to read Bismillahir Rahmaanir Raheem

Early Intervention

Prompt action is needed by staff where there is unacceptable behaviour so that it is clear that it will not be tolerated. This behavior policy aims to guide staff on what kind of action is to be taken in different circumstances. The school's behavior co-ordinator (BeCo) will support staff in adhering to this policy.

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 Behaviour Co-ordinator to identify and resolve behavioural issues.

7. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Pupil Voice

Pupils are encouraged to share their views about behaviour expectations and school culture through class discussions, the School Council, and pastoral meetings. Feedback is considered when reviewing behaviour systems to ensure that they remain fair, inclusive, and effective.

8. Rewards and sanctions

Below is a list of rewards and sanctions we use at our school to manage behaviour.

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Points
- Letters/post cards or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behavior:

- A verbal reprimand
- Negative point
- Send child to repentance area in classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; or removing graffiti.
- 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.**

Restorative Practice

The school encourages restorative conversations following incidents of misbehaviour. Pupils are supported to reflect on their actions, understand their impact on others, and agree how to make amends. This approach helps develop empathy, responsibility, and lasting character growth.

See the appendices for sample letters to parents about their child's behaviour.

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [Safeguarding policy](#) for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

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 can vary from key stage to key stage.

The following strategy is used to reward pupils

- Praise
- Dojo points
- Letters/ praise post cards or phone calls home to parents
- Special responsibilities/privileges
- Certificates
- Prizes/ parties

Stars of the week

In each class, a star of the week is chosen. Stars of the week are chosen based on an exceptional piece of work or accumulation of dojo points. These children are awarded a certificate for their performance and are presented with this in assembly. Parents of these children are invited to attend the assembly (where possible). These children's names also goes on to the wall of fame for that week

Attendance and punctuality

Pupils who have 100% attendance and punctuality are awarded certificates every half term for their achievement. Their names will also go on to the wall of fame in the school.

The class which has the best attendance for the week will be awarded with an extra 15 minutes of playtime and will keep the school attendance trophy in their class for that week.

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. Whatever action is taken should be consistent and fair. Staff should also take into account the circumstances of pupils when applying sanctions. There can never be a definite automatic procedure for dealing with behavioral issues. Issues such as SEND and the specific needs of individual pupils need to be considered.

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 and deal with the problems in stage 1 and 2, however if they find it difficult they may request the support of the BeCo or a senior leader.

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

Stage	Misbehaviour	Action	Comments
Stage 1	Not paying attention to teacher Talking whilst teacher is talking Talking without being told to Moving from seat without permission Chewing or eating during lesson Making litter in class Interrupting the teacher	1 st instance = Reminder by teacher 2 nd instance = Initials on the board 3 rd instance = Tick next to their name and they lose 5 minutes of break 4 th instance = Second tick next to their name and sent to reflection corner. They are also to miss break.	They are to be given a warning. Please speak to the children and not at them. For example, you could say; "Abdullah, you know that according to our classroom rules you are not supposed to be talking so I'm giving you a warning now that if you choose to behave like this again, your name will be going up on the board". In all instances, ensure you talk to the child so they understand why they are facing a consequence.
Stage 2	Continuous poor behaviour as in stage 1	5 th instance following on from above = 3 ticks next the child's name and a senior leader is to be informed who will	Children should not be sent outside the classroom.

		contact the child's parents.	
Stage 3	<p>Verbal abuse to other pupils</p> <p>Physical abuse on pupils</p> <p>Indecent behaviour</p> <p>Indecent language</p> <p>Using foul language</p> <p>Damage to property</p>	<p>Staff member to make a record of this as an incident 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.</p> <p>Child may also be put on report (letter to be sent to parents).</p>	Senior Leadership are to consider adopting an internal support program with the BeCo to overcome this lapse in the child's behaviour.
Stage 4	<p>Serious actual or threatened violence against another pupil</p> <p>Bullying</p> <p>Answering back to a member of staff</p> <p>Arguing with a member of staff</p> <p>Racist, sexist, homophobic or discriminatory behaviour</p>	<p>Staff member to make a record of this as a serious incident and inform the BeCo of the incident at the earliest convenience.</p> <p>Incidents from stage 4 can lead to fixed term suspensions.</p>	
Stage 5	<p>Insolence against a member of staff</p> <p>Physical abuse on staff</p> <p>Misuse of illegal substances</p> <p>Smoking</p> <p>Misuse of other substances</p> <p>Theft</p> <p>Serious actual or threatened violence against a member of staff.</p> <p>Sexual abuse or assault</p> <p>Supplying an illegal drug</p> <p>Carrying an offensive weapon</p> <p>Arson</p>	<p>Staff member to make a record of this as a serious incident and inform the BeCo or SLT of the incident at the earliest convenience.</p> <p>Incidents from Stage 5 can lead to fixed term, indefinite suspensions or even permanent exclusions.</p>	

	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		
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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.

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 may 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 office 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.

Appendices: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent/ carer

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent/ carer

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Approved by: Mohammed Rahman (Head Teacher)

Date effective from: August 2025

Next review due by: August 2026

Signed: M A Rahman