

Al-Noor Primary School

Behaviour Development Policy

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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 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.

1.4 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.

1.5 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.

1.6 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

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.

This policy aims to:

- 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
- Outline our system of **rewards and sanctions**

3 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

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

4 Roles and responsibilities

4.1 The Role of the Board of Trustees

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. The Board is also responsible for monitoring, evaluation and review.

4.2 The Role of the Headteacher

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

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.

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.

4.3 The Role of the Behaviour Coordinator

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

4.4 The Role of Staff

Teaching and support staff are responsible for:

- Implementing the behaviour policy consistently;

- Using positive reinforcement;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils
- 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;
- Establish clear routines;
- Encourage relationships based on kindness, respect and understanding the needs of others;
- Recording behaviour incidents in the behaviour logs

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

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

4.5 The Role of Parents

Parents are a crucial component in the success of all school endeavours. Therefore, parents are expected to:

- Support their child in adhering to the pupil code of conduct and the behaviour management policy as outlined in a Home-School Agreement that is to be read and sign upon admission of their child
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Reinforce our common values at home to nurture future citizens of society that have a strong sense of personal accountability

5 Pupil Code of Conduct

Pupils are expected to follow these rules to make the school a great place for everyone:

1. We are always polite and kind.
2. We always include everyone.
3. We do and say only what is good.
4. We keep our hands and feet to ourselves.
5. We give and accept good advice.
6. Bullying has no place in our school.
7. We respect everyone, however different.
8. We work hard and try our best.
9. We keep clean and smart.
10. We look after our school and resources.

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

7 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. 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.

Positive behaviour will be rewarded with:

7.1 The ClassDojo Points

Dojo Points are awarded to individual children for either good academic effort or for good behaviour **within and outside** the classroom.

7.2 Weekly - Star of the Week & Class of the Week

Each week on Monday morning, certificates are awarded to best performing pupils (usually one girl and one boy) and class based on the ClassDojo Points.

7.3 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.

7.4 Golden Time

Every week children work towards earning Golden Time in the school on Friday afternoon. This is when the children are allowed to play games provided by the school. Golden time is very much valued by the children.

7.5 Weekly Headteacher's 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 selected 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).

8 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.

8.1 Warnings and Detentions

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

8.2 Detention – After School

Any pupil who receives 8 or more warnings in a day or is 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 a 24-hour notice so they can arrange collection at 3.30pm the following day.

8.3 Time Out

We may use a time out area in response to serious or persistent breaches of this policy. Pupils may be sent to the time out area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. These will be issued by class teachers in accordance with the behaviour flowchart (see Appendix A & B)

8.4 School trips

If a pupil's behaviour before a trip is consistently unacceptable and they continue to exhibit highly inappropriate behaviour, they will not be permitted on a trip unless accompanied by a parent/carer who must be approved by the school. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct. The pupil will be offered an alternative classroom in which to learn for the time in which the trip is taking place. This decision will be made by a member of the school Senior Leadership Team and the parents/carers will be informed before the trip or activity if there are concerns regarding behaviour

8.5 Off-site behaviour

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

9 Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use exclusions to maintain the health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies employed.

9.1 Internal Exclusion

This is within the school and means removing a child from their class to allow a child time to reflect upon their recent behaviour. Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or a serious single incident. Parents will be informed about the behaviours relating to and the decision regarding to any internal exclusion. Work will be provided for the child to complete for the period of the internal exclusion.

9.2 A Fixed-Term Exclusion

The headteacher will use her discretion in deciding when a fixed-term exclusion is suitable as a sanction but will refer to appendices A and B below. She will take into consideration the use of alternative strategies to exclusion, particularly taking into account any risks to pupils including safeguarding, SEND needs and LAC pupils who might be excluded. These might include mentoring, peer mentoring, behaviour contracts, working with other agencies or any other strategies identified to meet the needs of the child. She may resort to a fixed-term exclusion in the following cases:

- For pupils, proven upon investigation, engaged in fighting¹ in the school. The school has a zero-tolerance approach to fighting in order to set a high standard for behaviour

¹ Fighting is deemed as two children engaged in deliberately hurting one another through use of force. Both children will be considered for suspension, whichever 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

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.

The children to be suspended will be informed by the headteacher or behaviour coordinator of their sanction and letters 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 pupils’ file.

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. If a child’s parents will not be collecting him/her that day, they will be contacted by telephone.

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. Strategies to reintegrate a pupil who returns to school following a fixed-term exclusion and for managing their future behaviour will be discussed. These might include mentoring, peer mentoring, mediation between all involved parties, circle time, behaviour contract, a referral for an internal CTB sessions with SENCo and any other strategy that might be suitable to meet the needs of the child.

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.

9.3 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 SEND 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

9.4 Permanent Exclusion

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, the headteacher 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.

9.4.1 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.

9.4.2 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

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.

appeals panel is solely to investigate whether due process was adhered to in any appeal of an exclusion.

9.4.3 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.

9.4.4 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.

10 Confiscation

Any prohibited items (as listed in the DfE's latest guidance on searching, screening and confiscation) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. Confiscation also applies to items prohibited in the pupil code of conduct as set out in the school's Parents' Handbook which each parents is supplied on enrolling a child at the school. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. See positive handling policy for more information.

11 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil this includes SEND and LAC pupils in particular.

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.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

An internal referral may be made 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).

Referrals will be made in accordance with the SEND policy. IEPs will be reviewed according to the SEND policy and IBPs every six weeks.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

13 Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- SEND policy
- Positive pupil handling policy

14 Monitoring arrangements

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.

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

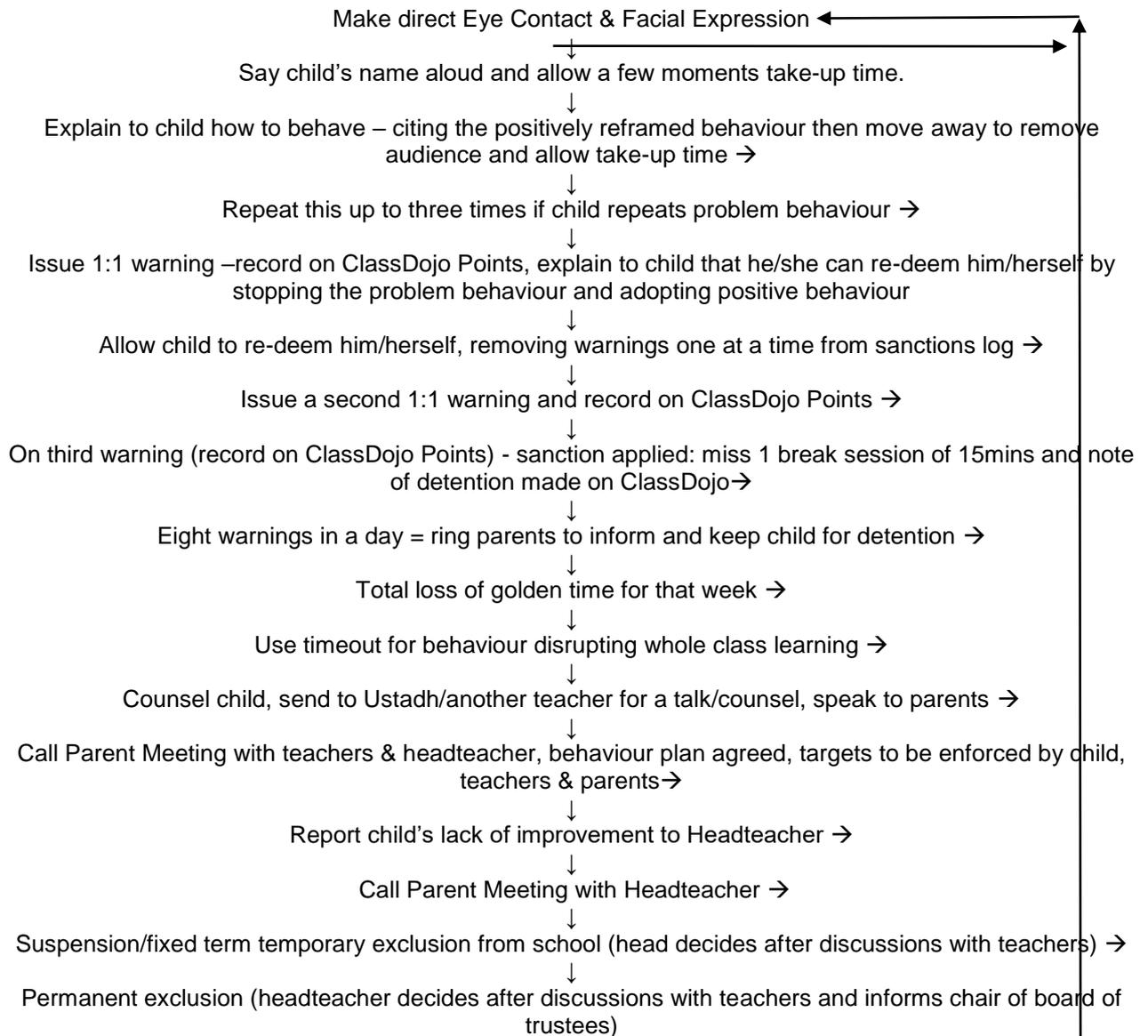
This policy was last reviewed in September 2019 by the headteacher, behaviour coordinator and a large focus group of staff members where in particular the reward systems used by the school were closely scrutinised and minor modifications made to improve them.

Review Date: September 2022

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 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 B1: Behaviour Management at Al-Noor Primary School: REWARDS

REWARD	VARIOUS MOTIVATIONAL STICKERS	CLASS DOJO POINTS	STAR OF THE WEEK CERTIFICATES	CLASS OF THE WEEK	GOLD STARS	TABLE POINTS	GOLDEN TIME
TARGET	Individual	Individual/ Whole class	Individual	Whole class	Individual/whole class	Class	Individual/Class/ whole school
WHEN	Whenever any member of class staff observes a child to be behaving well or working hard in class in meeting his/her targets.	Whenever any member of class staff observes a child/whole class to display good academic effort or for good behaviour within and outside the classroom	Once a week at Monday assemblies.	Once a week at Monday assemblies.	After Friday prayer and for exceptional work/behaviour	Every lesson.	Once a week on a Friday afternoon
WHO	Individual pupils - all and those on IEP, IBP, strategies and targets.	Individual pupils - as many as relevant Whole class	Individual pupils - as many as relevant (usually two per class)	Whole class	Individual pupils - all	Tables of pupils in each class.	Every whole class (yrs two-six)
AIM	Encourage relevant child to make individual efforts to achieve their targets.	Encourage every child to make individual efforts to work hard and behave well./ To affect whole class behaviour.	Encourage every child to make individual efforts to work hard and behave well.	Encourage team spirit and every child to make individual efforts to work hard and behave well	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.
HOW IT WORKS	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.	Dojo Points are awarded to individual children/ whole classes and recorded on the system. Whole class affect whole class behaviour.	Certificate issued for each child in each class that earns most ClassDojo Points in class across the previous week.	Whole class trophy is awarded and the class is give a priority to choose a playground activity for a week	Awarded for behaviour/work in/outside class	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 etc	'Golden Time' at the end of the week for all the pupils who follow the rules and expectations.

Appendix B2: Behaviour Management at Al-Noor Primary School: 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 fixed-term exclusion
SAMPLE MISBEHAVIOUR FOR ITS APPLICATION	<ul style="list-style-type: none"> • Repeated low level disruption • Disturbing the learning of other's • Put downs • Sarcasm 	<ul style="list-style-type: none"> • Pushing • Arriving late to lessons • 3 warnings 	<ul style="list-style-type: none"> • Play fighting • Absconding • Wilful hitting of another child • Inappropriate language 	<ul style="list-style-type: none"> • On-going repeated bad behaviour 	<ul style="list-style-type: none"> • Defiance towards any staff member • Bad language and swearing • Involved in fighting • Bullying (ranging from taunts through to physical harm towards another child) • Behaviour that does not improve using sanctions lower down the scale.