

Bismilahir-Rahmanir-Rahim

IQRA SLOUGH ISLAMIC PRIMARY SCHOOL (ISIPS)
Behaviour for Learning
and Behaviour Principles Policy

We Learn, We Lead, We Inspire

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Iqra Slough Islamic Primary School

**BEHAVIOUR
FOR LEARNING
POLICY
2017 - 18**

Behaviour for Learning Policy

Introduction

Good Behaviour is what we strive through our life to achieve as Muslims. A sign of Allah's bounty upon the Prophet (peace be upon him) is his good behaviour. This is mentioned in the Quran when Allah the Almighty says:

"And verily you are on an exalted character"

(Quran)

The Prophet (peace and blessings be upon him) said,

"He is not of us who does not have mercy on young children, nor honour the elderly" (Al-Tirmidhi).

Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success and potential and give descriptive praise for effort and achievement, rather than focusing on shortcomings and failure. Encouraging and developing responsibility for own behaviour is also an important element of effective teaching and learning.

OUR AIMS

The primary aim of IQRA Primary School is to build the mannerisms and values of the children in accordance with Islam. The behaviour of the children in school should therefore reflect the Islamic faith.

- The primary aim of the school is to encourage a personality which manifests the highest Islamic **Akhlaaq** (*morals and manners*) in all students.
- To ensure that the management of pupil behaviour preserves everyone's right to be safe, respected and able to work.
- To provide clear guidance for all staff, pupils and parents about the systems in place to manage positive behaviour.

Iqra Slough Islamic Primary School: Whole School Policy

Principles

Iqra Slough Islamic Primary School is committed to providing an environment where all people can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which an effective teaching and learning can take place.

Iqra Slough Islamic Primary School holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Pupils should be encouraged to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality.
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- respect for the environment: their own, the schools and other people's property and the community in which we live.
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

The Behaviour Policy will:

- emphasise providing opportunities for pupils to take responsibility and be involved in decision-making.
- establish and promote consistent expectations of both staff and pupils.
- promote self-discipline and proper regard for authority among pupils.
- encourage good behaviour and respect for others and prevent all forms of bullying among pupils.
- foster a culture in which pupils' achievements are recognised and celebrated.
- ensure that staff are seen to be fair and consistent.
- ensure that all staff are able to take prompt and effective action when pupils behave inappropriately.
- promote working in partnership with home and external agencies.

Roles and responsibilities of Headteacher, other staff and governors

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. He/she will ensure that staff receive appropriate training and support and that the statutory guidelines in place in relation to pupil discipline are applied. Ultimately, and only once all procedures have been followed, she or he will address the possibility of excluding a pupil.

Teachers and support staff will be expected to:

- be consistent and fair in the application of rewards and sanctions, not ignoring poor behaviour and celebrating good behaviour as a way of maximising pupils' self-esteem and confidence as learners.
- set high standards early in order to help pupils establish regular punctual attendance and good behaviour from the start, involving parents in the process.
- intervene promptly where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated.
- employ techniques such as assertive discipline, pupil mentoring and buddying to help improve and maintain high standards of behaviour and discipline.
- identify underlying causes since poor behaviour may be linked to a pupil's problems in understanding lessons.
- recognise that when they need to challenge pupils the focus must be on the behaviour.
- give pupils choices and help them to understand the consequences.
- provide an appropriate curriculum, and high-quality teaching, promoting challenge and high expectations.
- ensure that teaching methods promote active participation for all, within a challenging and supportive environment.
- create a stimulating learning environment that promotes independence and on-task behaviour.
- encourage pride in achievement.

Whole School Approach

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The school recognises that effective learning and teaching can only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour for learning. Actions which prevent teachers from teaching and students from learning will not be tolerated.

The following principles will be recognised to ensure that a whole-school approach to behaviour management is successful and ensures outstanding outcomes for all our students.

1. An understanding, acceptance and implementation of the policy by **all** members of the school.
2. The Behaviour for Learning Policy is a true and working partnership between **all** members of the school and community.
3. The recognition that a whole-school approach to behaviour management is preventative. Pro-action is more effective than re-action.
4. An understanding that self-discipline and outstanding outcomes for all our students is the ultimate aim for all members of the school.
5. An understanding that behaviour patterns can be changed and managed effectively when behaviour issues are handled consistently.
6. A commitment to fairly administered sanctions.
7. Effective behaviour management seeks to avoid aggressive confrontation.
8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently and fairly.

Several other school policies should be referred to in conjunction with the Behaviour for Learning Policy, for example:-

- Anti-Bullying Policy
- Attendance Policy
- Equal Opportunities Policy
- Safeguarding
- Special Educational Needs Policy

Positive Feedback

Here are some practical examples of how we ensure that we give positive feedback to our children at IQRA Primary School:

- ✓ Smiley faces
- ✓ House points
- ✓ Praise stamps/stickers
- ✓ Class privilege
- ✓ "Circle time"
- ✓ Good behaviour certificates
- ✓ Positive message send home
- ✓ Postcards
- ✓ Star of the day award
- ✓ Lunchtime supervisors' awards
- ✓ Golden time
- ✓ Achievement sticker in the Awards assembly and certificate
- ✓ Attendance certificates given out termly
- ✓ Child of the term certificates given out termly

School "Golden Rules"

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The school follows 4 Golden Rules based on Islamic manners. Honesty, Respect, Co-operation and Compassion – clearly visible for all to see.

The House system

The school will operate a house point system. On starting school the children will be assigned a house colour: red, blue, yellow or green, which they keep throughout their time at IQRA. The children can earn points for their house by working hard and getting recognised by the class teacher, Headteacher, Teaching assistants, Caretaker, Office staff, Lunchtime supervisors and controllers. They can also earn points by taking part in school activities such as sports days, and for representing the school in sporting and non-sporting events outside school hours.

The children can earn 1 house point for each reward. A **maximum of three** house points can be given at any one time to individuals as staff see fit.

House Points

The children at IQRA school are split into 4 Houses on entry to the school. The houses are based on names of 4 famous inspirational Muslim figures, who can be seen as role models and develop aspiration amongst children to benefit the community they live in. Each house is given a corresponding colour. Children are taught the backgrounds to each personality and a permanent display within the school promotes their works. The House Names are:

Batuta (Blue) – based on Ibn Batuta (approximately 700 years ago); a Moroccan explorer who clocked over 75,000 miles on sea and land, visiting 44 countries. He is known for his vast geographical knowledge and travelling to all parts of the world.

Sina (Green) – based on Ibn Sina (approximately 1000 years ago); an Uzbek scientist, mathematician, doctor and poet.

Fihri (Red) – based on Fatimah al Fihri (approximately 1200 years ago); established the world's first academic degree granting university in Tunisia, from money inherited from her Father.

Firnas (Yellow) – based on Ibn Firnas (approximately 1200 years ago); an Andalusian (Spanish) mathematician, inventor, engineer, aviator, physician and poet. Most famous for one of the first attempts at flight.

How the system will work

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- All members of school staff - teaching and non-teaching – will have a supply of cards, each worth one house point – printed in the 4 house colours, containing the respective house logo. The initials of the staff member will need to be added when giving a house point.
- These house points can be awarded for good work, good behaviour, sporting, musical achievement, helpfulness, etc. as staff see fit, but complying with the agreed principles outlined below.
- Each week the number of house points will be collected by class teachers and the houses weekly score announced in the Friday assembly.
- In the Awards Assembly on Friday the weekly achievers from each class will be added to the weekly house tally and then the weekly totals for each house calculated.
- The winning house, i.e. the one whose members have received the most house points during the week, will have its number changed on the display in the hall. The cup will also be presented to the winning house captains.
- At the end of the year, the house with the most weekly wins will be deemed the winning house and the House cup will be awarded to the house captains at the final assembly.

Roles and Responsibilities

Class Teachers will:-

- Plan and deliver engaging lessons at an appropriate level of challenge
- Maintain a positive, well managed classroom environment where every student can achieve outstanding outcomes.
- Use the Rewards and Sanctions System as outlined in the whole School Behaviour for Learning Policy consistently and positively (**Appendix 1**)
- Record behavioural events, both positive and negative, on the School's Conduct/ Behaviour Log in order to communicate issues and information to staff.
- Implement good behaviour charts, or set behavioural targets to enable good communication between home and school.
- Follow the Suggested Behaviour Steps (**See Appendix 2**) before referral to the Senior Leadership Team.

Learning Support Assistants and Support Staff will:-

- Assist in maintaining a positive and well managed environment.
- Refer students whose behaviour gives cause for concern to their Line Manager, Year Leader, Phase Leader or the Senior Leadership Team.

Year Leaders will:-

- Ensure that their Year Groups follows the agreed and adopted Behaviour for Learning Policy with regard to both rewards and sanctions and their roles and responsibilities within and outside the classroom.
- Support members of their department with behavioural issues with individual students or classes.
- Contact or meet with, parents / carers when necessary ensuring that they inform the necessary member of the SLT
- Organise and co-ordinate time out or internal exclusions where necessary following the sanctions shown in Appendix 1.

The Phase Leader will:

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- Liaise with staff and Year Leaders with regard to concerns about the behaviour of individual students or groups of students and act accordingly.
- Regularly monitor and analyse the Conduct or Behaviour Log taking action to improve student behaviour.
- Regularly update and liaise with the Inclusion Manager and Deputy Headteacher with responsibility for Support & Inclusion where there are serious situations arising with students
- Contact parents/carers by letter/telephone or message to inform them of issues/concerns and actions taken.
- As a last resort arrange meetings with parents/students to outline concerns and find a way forward to meet student needs.
- Make referrals with the Inclusion Manager to external agencies, e.g. Families First

The Senior Leadership Team will:-

- Ensure the staff fulfil their roles and responsibilities and follow the Behaviour for Learning Policy.
- Conduct 'Learning Walks' calling into lessons particularly those lessons which staff have identified as a behaviour "hot spot" where SLT support has been requested.
- For serious cases of disruption discuss the matter with the Deputy Head i/c Support & Inclusion who will then discuss with the Headteacher a possible Fixed Term Exclusion

The responsibility of the school's behavioural policies and practice is that of the Deputy Headteacher in consultation with the Inclusion Manager.

Parental Involvement

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects.

We explain the school rules in the school prospectus and we expect parents to read these and support them.

If the school has to use reasonable sanctions against a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Phase Leader or Deputy Head. The Headteacher will get involved when all other avenues have been explored. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

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The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a log of incidents of misbehaviour. The class teacher records classroom incidents in their assessment records, action taken is also recorded. The Phase Leader, Deputy Head or the Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. All lunchtime staff, including 50/50 Sync, also keeps a record of any incidents that occur at break or lunchtimes: lunchtime supervisors then give written details of any incident to class teachers to log in the class incidents book.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix 1

Behaviour, possible response and sanctions

	Example of Behaviour	Possible Response	Possible Sanctions
Stage One	<ul style="list-style-type: none"> • Wandering about • Calling out • Interrupting the teacher • Talking at inappropriate times • Pushing and shoving in the line • Irritating other children • Interrupting other children 	<ul style="list-style-type: none"> • eye contact • gesture to return to seat • hold hand and take back to seat • reminder • Give choices e.g. stop talking or sit somewhere else, get on with your work or complete it at playtime. 	<ul style="list-style-type: none"> • Change seating arrangement • Send to play elsewhere or with someone else • Ask to apologise for behaviour • Meeting with both parents after school – class teacher.
Stage Two - Record kept from this stage	<ul style="list-style-type: none"> • Not responding to teacher • Disruptive behaviour affecting teaching and learning • Deliberating causing disturbance • General refusal to do something • Accidental damage through carelessness • Dawdling • Cheeky, off hand comments • Minor challenges to authority • Annoying other people • Silly or annoying name calling 	<ul style="list-style-type: none"> • Talk to child • Learning Specialists to observe and identify triggers • Discuss the consequences of behaviour • Separate child from scene and other children involved <p>In repeated cases</p> <ul style="list-style-type: none"> • Year Leader/Phase leader involved • Informal meeting by class teacher with parents 	<ul style="list-style-type: none"> • Separate from class or group for a while • Send to Year Leader’s class • Write a letter of apology • Detention during lunchtime and playtime breaks • Complete unfinished work in playtime or lunchtime • Temporary withdrawal of privileges • Speak to Parents <p>In repeated cases:</p> <ul style="list-style-type: none"> • Formal letter home to parents • Meeting with parents with Year Leader, Phase Leader, Deputy Head

Stage Three

- Mild, one off swearing

- Deliberately throwing objects
- Harming someone /causing marks on body/ or pain
- Deliberately damaging school or other 's property
- Leaving class without permission
- Repeated refusal to do tasks
- Continuous or repeated cheeky responses
- Serious challenges to authority
- Harmful or offensive name calling
- More serious or repeated name calling
- Verbal abuse of a child
- One-off bullying or manipulative behaviour

- Referral to Phase Leader/Deputy Head
- Formal letter to and contact with parent by Phase Leader/ Deputy Headteacher
- Details passed on to Headteacher
- Involvement of Behaviour Support
- In the case of racist incident, incident form will be submitted to LEA and reported to governors

- Telephone parents and meet with them as soon as possible
- Pupil removed from class
- Fixed term detention during playtime and lunchtime
- Exclusion from classroom for a period of time
- Possibility of parent involvement in school
- Lunchtime exclusion/detention for a fixed period of time
- Placement on SEN register for emotional behavioural difficulties
- Consider putting in place a behaviour improvement plan
- Meeting of parents and child with DH/Head

Stage Four	<ul style="list-style-type: none"> • Repeatedly leaving the classroom without permission • Fighting and intentional physical harm to other children • Throwing large dangerous objects • Serious challenges to authority • Leaving school grounds without authority • Verbal abuse of any staff • Vandalism • Stealing • Persistent bullying including racist language and abuse; • the use of specific language used as a derogatory term (e.g. 'gay' , 'lesbian' or 'spaz') 	<ul style="list-style-type: none"> • Immediate involvement of Headteacher • Immediate removal of offender from scene • Involvement of SBC • Formal meeting of parents with Headteacher • Details of incident/s and behaviour reported to governors 	<ul style="list-style-type: none"> • Telephone parent and meet with them as soon as possible • Fixed term exclusion • Pastoral support programme where there is a risk of permanent exclusion • Meeting of parents and child with DH/Head
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Stage Five	<ul style="list-style-type: none"> • Extremely violent behaviour • Very serious challenges to authority • Repeatedly leaving school grounds (or attempting to) without permission • Physical abuse of staff 	<ul style="list-style-type: none"> • Immediate involvement of Headteacher • Immediate removal of offender from scene 	<ul style="list-style-type: none"> • For repeated stage four behaviour, permanent exclusion • Pastoral support programme where there is a risk of permanent exclusion
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Appendix 2

Suggested Behaviour Steps

Step 1

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In class strategies such as:

- Reprimand/discussion.
- Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.
- They may need to write an account of what happened.
- They may need to apologise, either verbally or in writing.
- They may need to make a new agreement as to what they will do in future.
- Moving child within the classroom / be separated from others for a specific period,
- Missing Golden time.
- Lose their break time or Lunch time detention (this must be supervised).
- Have their position in class changed to prevent recurrence and remove temptation.

Step 2

If misbehaviour continues Step 1 is repeated. If a child is moved to another class their name is placed into a behaviour log book.

Step 3

Upon a second move to a classroom (the Year Leaders Class and their name being written a second time in the behaviour log), parents will be informed, an oral target agreed and review period set. Other adults who interact with the child in the class will be informed.

Step 4

If little progress is being made to improve the behaviour identified as targets within the time frame agreed, or if additional serious misbehaviours of concern occur, the child will be sent to the Year Leader who may implement further sanctions and contact parents/carers and invite them in for a meeting to discuss further support for their child.

Step 5

Should serious misbehaviours continue, a behaviour plan/chart will be written with parents involved. The Phase Leader will be involved at this stage. Additional appropriate adults within the school (Learning Mentor and Support Staff) will support and monitor behaviour. Guidance may be sought from other agencies and the SENCO who might provide support for the child. A meeting of all interested parties will be held and minutes of the meeting agreed.