



Behaviour Policy

Al-Falah Primary School

Reviewed on:	Sep 2023
Next review:	Sep 2025

Al-Falah's Anti Bullying policy including peer on peer bullying is a part of Behaviour Policy (see separate)

Behaviour Policy

At Al-Falah Primary, our mission is to strive to provide the best education for all pupils in a safe and secure environment through the application of the Quran and the Sunnah.

Why have a behaviour policy?

As in a family, the key to helping young people learn to behave appropriately in school lies in having a very consistent and fair approach. This policy sets out to define a code for appropriate behaviour at Al-Falah School. The policy is based on the school's vision of a safe, caring, and thinking school and applies to every individual.

Positive behaviour is an essential part of effective teaching and learning. At Al-Falah Primary, we believe that everybody has the right to work in an environment that is safe, friendly, peaceful, and fair. All teachers, children, and parents are expected to be committed to ensuring positive Islamic akhlaq at all times within the school.

In accordance with Islamic tradition, we insist that the adults respect the young ones, and in return, the young ones respect the adults.

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 one's own behaviour is also an important element of effective teaching and learning.

Our Aims:

The primary aim of Al-Falah Primary Behaviour Policy is to build the personality of the children in accordance with Islam. The behaviour of the children in school should therefore reflect the Islamic personality.

All staff agrees to accentuate the positive, and though we expect good Islamic behaviour as the norm, we should be seen to value and encourage it. Children will be encouraged to take responsibility for their own actions. This will build an understanding of accountability to Allah once the children reach adulthood.

It is important that we all understand what constitutes acceptable and unacceptable behaviour. The consequences of unacceptable behaviour must also be clearly stated. The general standard of behaviour is the collective responsibility of the whole staff. These aims are best achieved in a busy, pleasant atmosphere in which pupils are able to give of their best, both in and out of the classroom. This demands a positive policy of encouraging acceptable behaviour and high standards of learning, recognising success wherever possible, and the constant setting of good examples by staff and parents.

Mental health (see the separate policy)

Helping children make the connection between their feelings, thoughts, and behaviour is a critical part of building their resilience and ability to learn and socialize. In school, explore how we can help children understand that their internal world is affected by the external world and that what is seen by others is only a fraction of who we are.

As adults, accessing their internal world will in turn help us to respond appropriately and specifically to behaviours that may be challenging or difficult to understand. Encouraging children to feel safe enough to share their feelings and thoughts and knowing where "behaviour" comes from can aid both children and adults.

The children who may come to you with insecure attachment, overwhelming anxiety; and those children whose story of the world is one of uncertainty, threat and insecurity, how might their behaviour look?

Alfalah manages behaviour with a "can" but "don't want to" or "want to" but "can't" methodology. It is also important for the schools to seek to understand the underlying causes of behaviour and whether additional support is needed.

Praise and encouragement should be used so that behaviour management can take the form of rewarding rather than punishing. We aim to emphasise the positive rather than criticize, for which we have a traffic light and merit chart system in place. (See merits policy.)

When we do have to criticize, we attempt to be constructive by giving advice on how to improve. Our school rules encourage children to think and make the right decisions. They make our high expectations simple to understand.

The majority of pupils will respond to encouragement. A good reward system is essential to ensure progress rather than perfection. It is our aim that by promoting positive behaviour and good learning, we will set the standards that we all wish to see throughout the school.

Different Kinds of Behavior

We have divided children's behaviour into three categories:

- Childish
- Disruptive
- Unacceptable

1. Childish Behaviour:

Childish behaviour is those things we would not expect of adults and are trying to modify in the children, it includes the following:

- Putting things in your mouth
- Making innocent fun of others
- Being silly or demonstrating inappropriate behaviour
- Talking about irrelevant issues
- Not concentrating
- Hurting insects or animals

This type of behaviour should be dealt with by first giving the child a look and letting them know that you have seen what they are doing; if this fails, ask the child to stop what they are doing; if this fails, ask the child what they are doing wrong and ask them to stop it; if the child persists, take them aside and give them a good talk, telling them

what they have done wrong and the consequences of them continuing this bad behaviour.

2. Disruptive Behaviour

Disruptive behaviour involves affecting the learning environment so that others are distracted. examples are:

- not following instructions (which have been clearly given and understood).
- not sitting on chairs
- Fidgeting repeatedly
- Disturbing or distracting others from their work

Disruptive behaviour should be dealt with by sitting the child at a separate table to complete their work. This isolation will mean others are not distracted. This child should be encouraged to complete a reasonable amount of work before they are invited back to join the others.

3. Extreme and unacceptable behaviour

Unacceptable behaviour involves an attitude of disobedience and disregard for the teacher and other students.

This may include:

- refusing to complete the work or task
- Fighting
- Swearing
- Whining continuously
- Being uncooperative with the teacher
- Being malicious to other children
- Lying with the intention to deceive

This behaviour should be dealt with by sitting the child at a separate desk and not allowing the child to play at play time; rather, they must sit on their chair for a few minutes of the play time, during which the teacher should discuss with them their behaviour.

In some situations, parents should be informed at the end of the day. Examples are:

- Physical violence
- Stealing
- Bullying
- Cheating

The role of parents:

As part of our behaviour policy, we recognise that parents and carers should be fully informed about their child's behavior. Every effort is made to ensure that there is good communication between home and school. Our expectations of parents are made clear in our home/school agreement. Should a child's behaviour be a cause for concern, their parents will be contacted and the matter will be discussed.

The role of staff:

At Al-Falah Primary, the children need to be taught as early as possible to appreciate that school is a place in which a certain code of behaviour has to be adhered to for the good of everyone.

School staff supports the following principles and practises:

- acceptable standards of behaviour depend on the example of all of us
- Everyone has a positive contribution to make.
- Good order has to be worked for; it does not simply happen.
- We set high standards, apply rules firmly and fairly, and expect acceptable
- Standards of behaviour and learning
- Everyone is here for a purpose and must be treated as an individual.
- Good relationships are vital between everyone at every level.
- We all make mistakes sometimes and are willing to admit if we are

wrong

- Problems are normal where children are learning and testing the

boundaries of acceptable behaviour

All staff will always avoid:

- Humiliating – it breeds resentment
- Shouting diminishes you.
- Over reacting – the problems grow
- Blanket punishments: the innocent will resent them.
- Sarcasm
- Leaving pupils outside the room

All staff will always

- Keep calm
- Listen
- Be positive
- Build relationships
- Carry out any sanctions consistently.
- Be consistent and fair.
- Follow up problems to their conclusion
- Be clear that when a problem is resolved, we forgive and move on.

Our school rules

We keep our hands, feet, objects, and unkind words to ourselves.

We do as we are asked by school staff.

Our positive behaviour strategy:

Every class has a merit chart displaying each child's name. The teacher will award "merit" stars or other stickers as an incentive to encourage good behaviour and good work in class. The "Merit Chart" will also be used to enhance confidence in children, giving them a sense of their worth. Children who earn sufficient stickers will be eligible

for certificates for good behaviour, academic achievement, and general positive Islamic conduct. Certificates are issued every Friday.

Class rules and rewards:

Teachers will decide to use stickers (20 merits earn a head teacher award), stars, stamps, or other reward systems appropriate to the age of their children. They will also discuss with children and display a set of class rules that are consistent with the school's behaviour policy but are special to the "family" of their class.

Managing misbehaviour:

Teachers will try to discover the facts and who is involved in a given situation. They will then decide the appropriate action or strategy to be employed.

1. A warning look: A child is given a chance to make a fresh start.
2. Verbal reprimand: the child is moved to **amber** (they may miss 2–5 minutes of their break to reflect).
3. If misbehaviour continues, child moves to **red** on traffic light (they *may* miss 5-10 minutes of their break for reflection & complete reflection journal)
4. After three warnings (moving to red on three separate occasions), parents may be informed through the **Interactive Diary** if behaviour does not improve.
5. Teachers may record incidents on the "persistent behaviour log" (Appendix 1).
6. After moving to red (3–4 times) or in *extreme cases*, a child who is displaying negative behaviour meets with the head teacher, who puts the child on a "yellow" **report**. (*Teachers should provide the HT with the persistent log.*)
7. If persistent poor behaviour continues, Head teacher takes next steps and issues **a second yellow report**. Thereafter, the child is put on "**Red report**" following the procedure.

Our report system:

This is a five-day monitoring sheet split into two sessions for each day. A child on report must get each session signed by the appropriate member of staff. If a child fails a yellow report, a second yellow report will be issued.

A red report will be issued after 2-3 failures. A red report will follow the same path as a yellow report. When a child is placed on report, parents are always informed by telephone, in writing, or in person.

Parents are encouraged to sign their child's report at the end of each day and may wish to comment on behaviour at home. Class teachers keep completed reports.

A failed "red report" may lead to fixed-term exclusion. The head teacher can take the decision to exclude a child after informing the management committee.

Exclusions:

Exclusions for discipline reasons should only be considered as a last resort after all other avenues have been exhausted. Exclusion may also however be applied for persistent unauthorized absence or a strong and persistent violation of the home-school agreement.

In exceptional circumstance, a child may be suspended for a fixed period of time if the child has seriously broken school rules, after discussion with parents.

The following steps must be taken:

1. Exclusions can only ever be considered in relation to persistently unacceptable behaviour.

2. After working closely with the teacher to implement the discipline policy, the head teacher will involve the parent if the unacceptable behaviour is persistent after a month. Together we will work with strategies to curb the persistent unacceptable behaviour.
3. If the behaviour is still persistent after an agreed period of time, the head teacher will issue a verbal warning to the child that if this unacceptable behaviour persists, they will be suspended for two to three days.
4. The child must promise to desist from such behaviour before he or she can be re-admitted.
5. If, thereafter, the unacceptable behaviour persists in a consistent manner, exclusion will be considered. In such a case, a panel of SLT members will have to be formed to investigate whether exclusion should be applied.

At each stage, it must be explained to the child why this behaviour is unacceptable. that it will not be tolerated. The child should understand the sanctions defined by the behaviour policy. This is very important since the child is not accountable and the adults are responsible for turning the situation around. With this principle in mind, if persistent unacceptable behaviour exists, the causes must be ascertained and then appropriate strategies employed to deal with the causes before exclusion is considered.

How do we monitor this policy?

Records of pupils on report and serious behaviour incidents are gathered by the class teacher and reported to the head teacher. Termly figures are reported to governors, who hold the head and the school staff to account for continuously improving pupil behaviour and safeguarding all pupils. Analysis and prioritisation by staff and governors inform the school improvement plan and the school's self-evaluation cycle. A chart is available to show which students have been on yellow or red reports.

New staff will always be inducted into this policy and its application. This policy will be reviewed regularly in line with school needs.

19 GUIDELINES FOR ALL STAFF IN ESTABLISHING GOOD BEHAVIOUR THROUGHOUT THE SCHOOL:

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1. Model the standards of courtesy and speech you expect of your pupils.
2. Make reasonable rules for the classroom in consultation with pupils so all have ownership and understand why they are necessary.
3. Display and ensure all pupils regularly consider the school rules and how, when followed, they assist in creating a positive ethos within the school.
4. Emphasize positive behaviour rather than focusing on the negative.
5. Apply sanctions fairly and consistently to all, avoiding sarcasm and idle threats.
6. Encourage pupils to develop self-control and respect for others.
7. Ensure that the classroom, school building, and playground are well cared for and free from graffiti and rubbish.
8. Plan and organise the classroom and lessons to keep pupils interested and minimise the opportunities for disruption. This requires attention to basic furniture layout, grouping of pupils' abilities, pacing lessons well, being enthusiastic, and creating a positive classroom atmosphere.

9. Deal with low-level disruptive behaviour using assertive discipline, focusing on those who exhibit positive behaviour, and applying agreed sanctions if the pupils involved in poor behaviour fail to respond.
10. Continually observe or scan the behaviour of the pupils in the classroom.
11. Ensure that there are adequate supervision arrangements in place during all lessons, when pupils are moving around the school, and on the playground.
12. Listen to all sides of a dispute which may have led or lead to poor behaviour to ensure that all pupils are heard and the matter is resolved fairly.
13. Ensure that the curriculum encourages non-academic as well as academic achievement and co-operative as well as competitive learning, so that all pupils have opportunity to succeed.
14. Ensure that members of staff arrive on time for lessons and that lessons are well prepared.
15. Encourage children through PSHE lessons and class and school councils to participate in the management of classes and the school.
16. Check that all pupils are aware of the school's policy on dealing with bullies and bullying.
17. As appropriate, inform and involve the pupil's parents about situations of poor behaviour so that their cooperation and support can be gained.
18. Enlist support from colleagues when a situation arises which you feel inexperienced to deal with or about which pupils are continuing to respond inappropriately.
19. In any situation that arises from an issue that raises child protection concerns, speak to the designated person for child protection, the headteacher, or in his absence, the deputy designated safeguarding lead.

BEHAVIOUR IMPROVEMENT EXERCISE

Respond to each statement/question in complete sentences (orally and written).

Start with 'Bismillahir Rahmanir Raheem'

1. What did you do?
2. Who did it hurt/affect or who could it have effected/hurt? Why?
3. Why was it wrong or not beneficial?
4. What could you have done differently or do next time the situation arises?
5. What could you do to rectify (correct) the situation? (E.g. apologise, say a dua etc). Is there a specific Islamic solution to this problem or issue?

Persistent misbehaviour log

NAME: _____ YEAR: _____ DATE: _____

	BEHAVIOUR	NUMBER OCCURENCES	OF	ANY COMMENTS
1	Speaks out without permission			
2	Refusing to work			
3	Aggressive towards other students			
4	Aggressive towards teacher			
5	Calling others names			
6	Using foul language			
7	Argumentative to teacher			
8	Leaving class without permission			
9	Misuse of others belongings			
10	Throwing items in the classroom			
11	Fighting with others			
12	Misuse of school property			
13	Poor self-control			

Note: Not concentrating, day dreaming, etc are not part of this behaviour chart and are not considered disruptive behaviour towards others

STUDENT BEHAVIOUR IMPROVEMENT EXERCISE RECORD LOG



Name of student:

Year :

Date:

<p><u>What did you do?</u></p>
<p><u>Who did it hurt/affect or who could it have effected/hurt? Why?</u></p>
<p><u>Why was it wrong or not beneficial?</u></p>
<p>What could you have done differently or do next time the situation arises?</p>
<p>What could you do the rectify (correct) the situation? (E.g. apologise, say a dua etc). Is there a specific Islamic solution to this problem or issue?</p>

Teacher/HT's comment:	
Signed:	Date:

Sources of evidence specific to behaviour and attitudes (DFE)

1. Inspectors will hold discussions with pupils and staff to gather evidence about school culture and practice in relation to pupils' behaviour, support for staff and other systems. In setting up discussions, inspectors will select a sample of staff who research suggests are most affected by pupils' challenging behaviour. These are trainees, supply staff, newly qualified teachers, administrative support staff and catering staff, as well as other members of staff. The discussions will provide inspectors with valuable information that includes the views of those who most urgently require the school's support in managing pupils' behaviour. Where practically possible, inspectors should hold discussions with individuals, not groups, to allow those members of staff to give clear evidence without being influenced by the views or expectations of others in the group when talking about a sensitive issue.
2. Inspectors will speak to pupils from a range of different backgrounds and who have different experiences of the school's approach to behaviour. This should include pupils who have experienced sanctions under the school's behaviour policy. Inspectors will take into account the views of a varied sample of pupils, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of positive behaviour in school and beyond school.
3. Inspectors will evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (and check for a small sample of these pupils, how the referral was made and the thoroughness of the follow-up), pupils with SEND, children looked after, those with medical needs and those with mental health needs. In order to do this, inspectors will look at the experience of a small sample of these pupils and consider the way the school is working with the multi-agency group to ensure that the child receives the support they need. For pupils with SEND, this will include ensuring appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.
4. The pupil and staff surveys used in inspection contain questions about safeguarding, behaviour and discipline, bullying, how respondents feel about the school and how well supported and respected they feel they are in the school.

Inspectors will meet school leaders to account for the results of the pupil and staff interviews and surveys.

5. Over the course of inspection, inspectors will carry out the following evidence-gathering activities. In some cases, inspectors will be able to gather the evidence as part of other activities they are carrying out. The activities are:

- observing pupils' behaviour in a range of different classes at different times of the day
- observing pupils at break times, lunchtimes and between lessons and, where they are led and managed by the school, before- and after-school clubs
- observing pupils' punctuality in arriving at school and at lessons
- observing pupils' respect for, courtesy and good manners towards each other and adults, and pride in themselves and their school
- evaluating the school's analysis of, and response to, pupils' behaviour over time, in whatever form at the school already has
- analysing absence and persistent absence rates for all pupils, and for different groups compared with national averages for all pupils; this includes the extent to which low attenders are improving their attendance over time and whether attendance is consistently low
- evaluating the prevalence of permanent exclusion, the procedures surrounding this and the reasons for it, and the support given to make sure that it is a last resort
- evaluating the effectiveness of fixed-term and internal exclusions, including the rates and reasons for exclusion
- assessing the school's work to follow up and support fixed-term excluded pupils
- gathering the views of parents, staff, those with responsibility for governance and other stakeholders
- gathering evidence about the typical behaviour of pupils who are not in school during the inspection, for example whether they have had fixed-term or internal exclusions in the two years before inspection
- balancing evidence seen during the inspection and also evidence of trends over time
- Visiting any off-site unit that the school runs (on its own or in partnership with other schools) for pupils whose behaviour is poor or who have low attendance. Inspectors will assess safeguarding procedures, the quality of education and how effectively the unit helps to improve pupils' behaviour, learning and attendance. For more information, see the 'Inspecting off-site provision' section (page 60).

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