

IMAM ZAKARIYA PRIMARY SCHOOL

BEHAVIOUR POLICY

DATE REVIEWED: 22ND OCTOBER 2018

NEXT REVIEW DATE: 22ND OCTOBER 2019

Allah says {The most noble of you in the sight of Allah is the most righteous of you} Surah Al-Hujurat [49:13]

The Holy Prophet ﷺ said “The best among you are the best in character (having good manners).” [Bukhari]

Introduction

IZAPrimary values are firmly based on the Islamic Faith and values, therefore everyone in School works to provide an environment within which children and adults can develop good relationships showing care, respect and consideration for each other.

We believe that our behaviour policy will clearly set out how these values are supported so that all members of the school community can use it as a guideline to making good decisions about behaviour. The successful management of behaviour and rewards is central to the school’s ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within school and the community as they are our school’s ambassadors.

The people responsible for the management of the Behaviour and Rewards Policy is first and foremost the class teacher (by giving stickers, smiley faces, star of the week, and etc.) once a child has progressed then Senior members of management get involved in giving awards and certificates.

Good discipline is the fundamental backbone to creating a safe, working environment in which all children can learn effectively and thrive. Appropriate behaviour in school will promote a positive learning environment in which children are given the opportunity to realise their individual potential. Where behaviour is poor, not only does the disruptive child not learn but they also reduce the chances of others learning too. Here at IZA we are committed to providing a broad and balanced education for all children whatever their individual needs.

Values and Ethos

It is the right of all children to be educated and for all teachers to teach. The creation of a positive ethos and good behaviour from the children at IZA is vitally important. Without mutual respect and self-discipline the delivery of a broad, balanced and differentiated curriculum becomes impossible. Whilst we can, justifiably have pride in the behaviour of the majority of our pupils we do have a minority whose behaviour does not meet with our expected code of practice. It is therefore vital that we recognize these behaviours and develop strategies for dealing with them. Our role in the development of self-disciplined adults for the future is crucial: ‘While other factors such as pupils’ home backgrounds affect their behaviour, school based influences are also important. The most effective schools seem to be those that have created a positive atmosphere based on a sense of value and partnership with the school.

The Every Child Matters green paper identified the five outcomes that are most important to children and young people:(Every Child Matters, 2005)

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. We see all our pupils to be an Amanah (trust). With this comes a responsibility to ensure that they do feel all the above and more.

We understand that it is vital that we have a consistent approach with explicit boundaries and expectations that children can anticipate our reaction and modify their behaviour accordingly. Therefore:

- Clear rules must be established and made explicit.
- Staff must be consistent in their dealings with pupils.
- All staff should interpret school rules in the same way.

- In most cases we should respond in an agreed way with some flexibility to deal with exceptional circumstances.
- Parents should be aware of the school rules and the consequences of their children's actions.
- All parties should feel that the system is fair and just.

Aims

We aim to:

1. Create a positive ethos throughout the school where everyone feels safe, secure and valued
2. Enable children to develop a sense of self-worth, respect and tolerance for others despite their differences.
3. Create an environment where bullying is not tolerated and pupils are aware of who to speak to and what to do if they have any concerns.
4. Assist everyone in the school community to make responsible choices about their own learning and social behavior.
5. Use positive strategies to help pupils achieve their capabilities by celebrating their achievements.

6. To develop a moral framework within which initiative, responsibility and where sound relationships can flourish

Objectives

For children to show:

- Self-confidence
- Self-control
- Respect and tolerance of others
- Pride in their achievements
- An interest in their activities
- Empathy with others
- Responsibility for their learning and their environment;
- An understanding of the need for rules;
- Non-racist or any other types of negative attitudes;
- An independence of mind and self-esteem;
- Respect and tolerance for others, ways of life and different opinions
- Persistent approach to tasks;
- A sense of fairness;
- The ability to accept fair criticism;
- An acceptable reaction to bullying and abuse

Rules

- It is very important that as adults we act as good role models to which children can aspire. The following rules are for everyone. We will encourage our pupils to be kind, considerate, thoughtful and caring. They should show thoughtfulness to others and be able to accept differences.
- They should be dependable, polite, friendly and helpful. They should always try hard in school to improve their work.
- **'School can be fun if we'**
 - 1. Show respect for each other e.g. hold the door open to let someone pass through.
 - 2. Respect the property of others e.g. pick a coat up which has fallen on the floor.
 - 3. Be friendly and treat others as we would want to be treated.
 - 4. Always work to the best of our ability every day
 - 5. Listen to all adults in school.

- 6. Walk and talk quietly around school remembering others may still be working.
- 7. Look after our classroom and school environment.e.g. put litter in the bin
- 8. Wear the correct uniform at all times – including no jewelry or inappropriate haircuts. These expectations are a set of broad rules for our pupils, which the adults in school also support. We will help pupils to apply these rules by using positive recognition given at three levels – individual, small group/class and whole school. These rules will be reinforced as frequently as possible through display as a reference point for us all. There will also be regular discussion and consultation with children and adults.

Rewards

Children who keep to the rules are rewarded in many ways. The following is a list of rules currently being used in school, some of which are whole school and others may be used by individual classes and teachers.

- Each child in class (Y1 to Y6) has a sticker chart with each pupil's name. For every **twenty stickers** gained, a child receives a **Bronze award** he/she will receive **certificate**, **forty stickers** **Silver Award** he/she will receive **certificate and a badge from Deputy head teacher**, and **sixty stickers** will earn the pupil a **prize and a certificate from Headteacher / Principal**. Stickers are gained for a variety of reasons, some of which include good work, good behavior, effort, homework, attendance and punctuality, remembering equipment or activities undertaken outside school and etc.
- Home notes – sent home to parents for good work, behaviour, effort etc.
- Positive feedback
- Special work displayed in class and around the school
- Showing work to other teachers/classes
- Showing work between classes
- Smiley faces on the board
- Positive comments in teachers planners
- Chosen to join other classes on trips
- Thumbs up
- Line leader
- Lucky dip box
- Visit to head teachers/ Principal's office for positive recognition
- Group/ table points

2. Whole School

- The above earned points and stickers will earn the house/ houses in which the pupils belong to points. More points earned by particular house will result to house being rewarded for their hard work and effort. These points can not only be earned through classwork and behavior but also through competitions e.g Islamic quizzes, spelling bee, Sports Day and etc
- House 'teams' with a team colours to correspond to the particular House
- Playground challenges.

**New ideas currently being discussed include:

- Day trips out activity centres (KidsZania, Trampoline parks, Chessington World of Adventure and etc), parks, and etc

Sanctions

These will be applied to pupils who fall below our good behaviour expectations. They will be used as a positive learning experience for a child. Our school will adopt the traffic lights system as follows.

- Traffic Lights System (all classes) – all children will begin on the green light at the start of the day
- **1st warning** – child makes a choice to behave
- **2nd& 3rd warning** – child makes choice to behave
- If poor behavior continues child is asked to move his/her name to **amber light**.
- If poor behavior continues child will be asked to move his/her name to the **red light**.
- If child reaches red light then he/she will have break/ lunch detention, if their behavior still persists he/she will have after school detention the following day. Parents will be notified by a detention slip given at home time by the deputy headteacher and also via text and their name will be noted in the disciplinary book
- Time out – a child causing disruption should be sent to a pre-arranged class for 10 minutes. Work should be taken by the receiving teacher.
- If this continues the headteacher needs to be informed.
- At this point a letter will be sent home calling parents for meeting.
- From this an individual behavior book (BCC) may be given to help the child work towards small achievable behavioural targets.
- Further interventions may include suspension/exclusion in line with LA policy, part time education, and managed move and finally a permanent exclusion. It is, however, anticipated that only a very small minority of children will go down this intervention route as on the whole it is only children with severe behavioral difficulties who will find themselves in this situation. Parents will be kept informed at all stages.

- These sanctions will also be incorporated with break /lunchtime behavior. Lunch time staff will report to SLT who will decide if a child moves on the traffic light system or not.
- If a detention is issued to a child, the house that he/she belongs to will lose five house points,

***** See Appendix 1 &2: Behaviour and Lesson Improvement Procedure (BLIP)**

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. There will be home-school agreement (given at point of admission where both parents and children will have to sign as to ensure that everyone agrees and is involved in the process.

Monitoring and Evaluation

The effectiveness of the Behaviour policy will be monitored by the head teacher and senior management team. They will report to the Governors on the effectiveness of the policy. The behaviour policy should be seen primarily as a working document, subject to revision in the light of changing circumstances and impact on actual practice. We recognise that reward systems used in school often have short term benefit and that there is a need to continually review the systems in place.

The school keeps a variety of records of incidences of misbehavior.

- Individual behavior books
- Annual Reports
- Record of suspension/ exclusions – Senior Management Team. The Governing body will keep a record of the incidences of exclusions and to ensure that the school policy is administered fairly and consistently.

Related Policies

- PSHCEE
- Anti-bullying Policy
- Attendance Policy

Diversity impact assessment

The principle aim of this policy is to develop well-behaved, confident, responsible, tolerant individuals with high self-esteem. Accordingly all pupils should have access to their education and school life regardless of gender, race, cultural background, ability or any physical or sensory disability. The effectiveness of our policy is monitored and any issues dealt with immediately.

In the case where a pupil calls another a derogatory name, (Pupil A- was name called, Pupil B- Name caller)

Pupil A

↓

FAB

↓

Teacher investigates (witnesses and statements)

↓ If teacher cannot sort it out due to severity of the case, he/ she will refer to Head teacher

Head teacher will speak to the pupils involved:

↓ Pupil B is asked which school rule he broke and how his actions have hurt someone else

↓

Parents are called in for meeting (explained what their child did and

Consequence. Pupil is asked to sincerely apologise to Pupil A and seal with a handshake

↓

Pupil B is suspended for 1/2 days depending on Key stage

↓

After suspension, pupil is put on a 2 week report where his/her behaviour monitored. Once the monitoring process is over his/her parents are called in as to be updated on their child progress and next stage (As of BLIP)

** In all cases of misbehavior or sudden change in a pupils behavior, staff members always try to ask questions as to why the pupil behaved in such a way or why the change as sometimes a pupil change in behavior could be a cry for help or are unhappy.

** Pupils are always encouraged to think of their behavior (is it unacceptable, is it kind, is it safe and etc)and reflective upon it and see how they could improve it.

BEHAVIOUR AND LESSON IMPROVEMENT PROCEDURE (BLIP)

STAGES	Action to taken by	Action
<p>1. After exhausting all methods of behaviour management: change sitting place in class, miss breaks, taken to another class to work</p> <p>***Serious incidents jump to stage 3</p>	<p>Teacher</p> <p>HT/ Pr/ ISC/DHT</p>	<p>Instances of persistent misbehaviour, lack of homework etc. Teacher to issue 3 warnings, record this in the assessment register.</p> <p>↓</p> <p>Pupil doesn't improve, the office is informed, pupil is spoken to and is issued 1st detention the following day and his name is recorded in the book. Parents are informed of the detention at home time or via phone call.</p>

<p>2. Pupil's behaviour still doesn't improve despite having sat a 1st detention.</p>	<p>HT/ Pr/ISC/DHT</p>	<p>Pupil is issued with Behaviour Check Book(BCC) his/her name is recorded in the red book parents are informed of the procedure. Pupil will be monitored for 1/2 week, while on report his/her behaviour is monitored and if there is no improvement after 3 days, parents are informed of the 2nddetention and firm warning of suspension .</p>
<p>3 Despite all the above being followed and exhausted. The pupil's behaviour has not improved.</p>	<p>HT/ Pr</p>	<p>Suspension letter is sent home and followed by a phone call to inform parents of the (if parents are not picking the child up after school) suspension. KS1 = 1 Day, KS2 = 2 Days.</p>
<p>4 Complete Failure</p>	<p>HT/Pr</p>	<p>Expulsion</p>