Ayesha Community School

ACS Primary Behaviour Policy

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2017

Revised by
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1. Rationale

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

"And verily you are on an exalted character" Surah Qalam: Verse 4

At Ayesha Community School our aim is to strive to provide the best education for all pupils a in a safe and secure environment through the application of the Quran and the Sunnah."

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 Ayesha Community School. The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual.

Positive behaviour is an essential part of effective teaching and learning. At Ayesha Community School 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 Adaab at all times within the school.

In accordance with Islamic tradition we insist that the adults respect 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 own behaviour is also an important element of effective teaching and learning.

2. Aims of the policy

The primary aim of Ayesha Community School 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 which is underpinned by high moral standards and good manners as a result of spiritual awareness.

All staff agrees to accentuate the positive, and though we expect good Islamic behaviour as 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 is 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, recognizing success wherever possible and the constant setting of good examples by staff and parents.

Praise and encouragement should be used so behaviour management can take the form of rewarding rather than punishing. We aim to emphasise the positive rather than criticise. However, staff should be careful to praise the achievement, not the child.

When we do have to criticise 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.

In no circumstances will the school tolerate any form of physical punishment.

3. Different Kinds of Behaviour

We have divided children's conduct into three behaviour categories:

1) Childish

2) Disruptive

3) Unacceptable (sometimes Haraam = not allowed in Islam)

3.1 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:

i) Putting things in mouths
ii) Making innocent fun of others
iii) Being silly or cheeky
iv) Talking about irrelevant issues
v) Not concentrating
vi) Picking nose
vii) Eating hair
viii) Licking furniture
ix) Biting nails
x) Pulling out plants in the garden
xi) Hurting insects or animals

This type of behaviour should be dealt with by firstly giving the child a look letting them know that you have seen what they are doing; if this fails then ask the child to stop what they are doing and engage the child in discussion so that he/she understands that what he/she is doing wrong; if the child persists then take him/her aside and speak to them firmly about what they have done wrong and the consequences of persisting with this behaviour.

3.2 Disruptive Behaviour

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

xii) Not following instructions (which have been clearly given and understood)
xiii) Not sitting on chairs
xiv) Fidgeting repeatedly
xv) Disturbing / distracting others from their work
xvi) Crying for no reason (this may need to be investigated first).

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.

3.3 Extreme & unacceptable behaviour

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

This may include:

xvii) Refusing completely to do the work
xviii) Fighting
xix) Swearing
xx) Whining continuously
xxi) Being uncooperative with the teacher
xxii) Being malicious to other children
xxiii) For children over the age of four lying with the intention to deceive.

This behaviour should be dealt with by sitting the child at a separate desk and also 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 about their behaviour.

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

xxiv) Violent fighting
xxv) Stealing
xxvi) Bullying
xxvii) Cheating

4. The role of parents

As part of our behaviour policy we recognise that parents/carers should be fully informed about their child's behaviour. 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 discussed.

5. The role of the staff

At Ayesha Community School 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 support the following principles and practice:

xxviii)   Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
xxix)   Good order has to be worked for, it does not simply happen
xxx)   We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and learning.
xxxi)   Everyone is here for a purpose and must be treated as an individual
xxxii)   Good relationships are vital between everyone at every level
xxxiii)   We all make mistakes sometimes and are willing to admit if we are wrong
xxxiv)   Problems are normal where children are learning and testing the boundaries of acceptable behaviour

All staff will always avoid:

xxxv)   Humiliating – it breeds resentment
xxxvi)   Shouting – it diminishes you
xxxvii)   Over-reacting – the problems grow
xxxviii)   Blanket punishments – the innocent will resent them
xxxix)   Over punishment – never punish what you cannot prove
xl)   Sarcasm
xli)   Leaving pupils outside room
xlii)   Taking stickers back.

All staff will always:

xliii)   Keep calm
xliv)   Listen
xlv)   Be positive
xlvi)   Build relationships
xlvii)   Carry out any sanctions consistently
xlviii)   Be consistent and fair
xlix)   Follow up problems to their conclusion
l)   Be clear that when a problem is resolved we forgive and move on

6. Primary Rewards and Sanctions

6.1 Follow the two rules

> **Our School Rules**
>
> 1. **We keep our hands, feet, objects and unkind words to ourselves.**
> 2. **We do as we are asked by school staff.**

On the event of breaking either of these two rules:

- Traffic light system will be used.
- Every child will start on the green colour each day.

This will be as follows:

1. Given a Warning look.
2. A quiet word then move down to yellow. *If behaviour improves you get the chance to go back to green-if not go down to red.*
3. Moved down to red -Incident Report; this will include missing break or lunch time for 5 to 10 minutes.
4. 3 incident reports per week- will lead to lunch time detention. (A letter will be sent home to inform parents of the detention).
5. Detention will take place once a week for 40 minutes.
6. 6 incident reports (2 detentions) -parents will be called for a meeting.
7. Following the meeting with parents, if satisfactory level of improvement is not made Exclusion will be considered.

6.2 Rewards

- 3 Merits on merit chart will result in one sticker in the Ma-shaa Allah chart.
- 20 Mashallah stickers will result in achieving a Bronze Certificate
  40 Mashallah stickers will result in achieving a Silver Certificate
  60 Mashallah stickers will result in achieving a Gold Certificate.

Every child should aim to get a Gold Certificate by end of the year.

A student who achieves a Gold Certificate will also receive a gift.

The General areas for reward are:

- Adaab/Akhlaaq - Good behaviour, manners etc.
- Improvements in specific subjects.
- Academic achievement.

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6.3   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.

The following steps must be taken:

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

2) After having worked closely with the teacher to employ 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 time the Headteacher 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 stop such behaviour before he/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 and 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.

7. Monitoring, Evaluation and Review of this Policy

Records of pupils on report and serious behaviour incidents are gathered by the class teacher and reported to the Heads of Department and Headteacher/Principal. Termly figures are reported to the Principal who will hold the Headteacher and the school staff to account for continuously improving pupil behaviour and safeguarding all pupils.

The senior leaders will analyse the behaviour logs termly to identify emerging patterns and improve systems.

The views of staff, pupils and parents will be taken into account to evaluate which strategies are the most effective and improve behaviour management.

New staff will always be inducted into this policy and its application. This policy will be reviewed annually as part of the safeguarding policies.

Next review: July 2018 or sooner if dictated by incidents