



Behaviour Policy

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Abu Huraira (RA) narrated, that the Prophet (PBUH) said:

"I have not been sent as a Messenger, except to perfect character (Akhlaaq)"

(Bukhari)

Narrated By Masruq (RA): We were sitting with 'Abdullah bin 'Amr (RA) who was narrating to us: He said, "Allah's Apostle (PBUH) was neither a Fahish nor a Mutafahhish, and he used to say, 'The best among you are the best in character (having good manners).'" (Bukhari)

1. Aims and objectives

Introduction

1. Educational excellence, character development and service to communities are the foundations for our approach to leading and managing learning and behaviour at our school.
2. At the core of our mission is the belief that all pupils can make outstanding progress in their learning, their character development and in their development as good leaders. For this to happen, they must each have an excellent attitude to learning, incorporating regular attendance at school and outstanding behaviour.
3. We expect behaviour to be outstanding and for all pupils and adults to show their respect for each other and behave in a way that supports each other's learning.
4. We see outstanding behaviour as pupils behaving well because they know how to and because they want to, not because an adult tells them to.
5. Through actively promoting pupils' behaviour for learning, we develop pupils who are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their School.
6. Outstanding pupil behaviour will be achieved through a culture and ethos of high expectations, excellent modelling of good behaviour and effective systems that incentivise good conduct and deter poor behaviour.
7. To support the aspiration of outstanding behaviour, teaching in the school must be great: outstanding teaching motivates and inspires pupils. They will want to be at the school and want to engage in learning.
8. The school has zero tolerance for poor behaviour and bullying. The expectations of personal behaviour must be made explicit. The school rules and the consequences of breaking them must be clear to everyone.
9. All pupils must be leaders and role models in behaviour as part of their responsibility as a member of the school.
10. All pupils and staff must respect each other's rights and accept their own responsibilities.
11. To ensure that pupils feel safe in school and the emotional well-being of pupils is not compromised.
12. To ensure that behaviour-related policies, procedures and structures are clear and used consistently by all staff.
13. To promote zero tolerance of vandalism, abuse and violence.
14. To ensure that all pupils make an exceptional contribution to a positive learning environment.
15. To encourage all pupils to have an excellent, enthusiastic attitude to learning, enabling lessons to proceed without interruption.

16. To ensure that where pupils have behavioural difficulties, these are identified early, and pupils are well supported to ensure excellent improvements over time.
17. To nurture pupils who are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.
18. To ensure instances of Fixed Term Exclusion are rare and there are no permanent exclusions.
19. To facilitate highly effective collaboration with parents and pupils to ensure that persistently disruptive behaviour is challenged and eradicated.
20. To support the mission, vision and values of the school.

Setting Expectations of Behaviour

For a behaviour system to be successful there needs to be consistency in the approach throughout the school and clear expectations upheld by all adults working in the school.

The school sets out clear and explicit expectations for all stakeholders. For staff, this is set out in the Code of Conduct for staff, which is made available to all staff and is given out on a yearly basis. Expectations of pupil behaviour in school are based on the school's values and Class Golden Rules and will be shared with pupils using this language.

The Class Golden Rules are:

- We are gentle;
- We listen;
- We work hard;
- We look after things;
- We are honest;
- We are kind and helpful.

The school's values and Class Golden Rules are prominently displayed around the school and are in every classroom.

When dealing with incidents of poor behaviour, reference will be made to the School's Values and Class Golden Rules. Similarly, when pupils are rewarded, the Class Teacher will make clear which of the rules and values they are rewarding to help all pupils understand what outstanding behaviour looks like in school.

In addition, the expectation of pupil behaviour at an individual level is captured in the Pupil Code of Conduct. The Code of Conduct explicitly states how pupils are expected to behave in and around school and beyond the school gates.

The school also has a detailed Rewards and Sanctions procedure which outlines the specific arrangements for recognising and rewarding pupils who demonstrate positive behaviours and for addressing challenging behaviour and imposing sanctions.

The critical role that parents have in ensuring their child can learn in school and develop personal responsibility for their own behaviour is captured in the Welcome Pack, which every parent receives as part of the induction programme when their child is admitted into the school.

All paid members of staff with responsibility for pupils have the statutory authority to address pupils' unacceptable behaviour and must follow the guidance contained in the school's policy and procedures in order to ensure a consistent approach throughout the school.

When dealing with pupils, the school believes in the importance of offering choices from several restricted options. This helps to de-escalate tense situations and ensures that pupils do not feel that they have lost control over their actions.

The school believes in “certainty” rather than “severity” when dealing with instances of challenging behaviour.

Disruptive or inappropriate behaviour has a cause and the long-term focus is to help all pupils to have high self-esteem and behave in an appropriate way in each situation.

Behaviour strategies and teaching of good behaviour (including anti-bullying)

As a school, it is part of our core mission to encourage pupils to grow as individuals. An important element of this is personal growth, and pupils are always encouraged to reflect on the core values of the school and how their behaviour reflects these values. Over time, they are given opportunities to develop aspects of their personality to develop each of the values as they increase in maturity.

Strategies are put in place to tackle low-level disruption in class. These include sharing with pupils why it is important to behave well, based on the school’s values and Class Golden Rules; how to regulate their own behaviour and to “lengthen the fuse” when things are not going well; making good choices about who to sit with and where to sit.

Where incidents occur, pupils will be given time to calm down before being given an opportunity to reflect on what happened, before speaking with an adult to discuss any incident.

Pupils will always be expected to, and provided with an opportunity to, set right what has gone wrong if this involves upsetting someone else or damaging somebody’s property.

Pupils will, through an extensive programme of PSHE, be taught that no one has the right to hurt anybody else by hitting or kicking them, calling names, spreading rumours about them or anything else (including the use of social media) that is intended to cause upset or harm. Through this programme of study, pupils will be clear about what is meant by the term bullying, that it is not tolerated at the school, and how to access support if it is encountered. They will also learn in more detail about the behaviours that characterise the various school’s values, and how to grow and develop these.

Pupils will be made aware that any repetition or pattern of unkind behaviour will be treated as bullying. Bullying is not tolerated. Incidents will be dealt with in line with the School’s Anti-Bullying Policy. Incidents will always be investigated fully and, where there is indisputable evidence that bullying has occurred, sanctions will be agreed alongside a support strategy for all pupils involved. Parents will always be notified and involved.

Classroom management

Strong classroom management is the key to promoting good behaviour in lessons. We expect all classrooms to have:

- a positive tone and inspiring teaching;
- the School Values displayed;
- the Class Golden Rules displayed;
- the Pupil Code of Conduct displayed;
- work that is set at an appropriate level for each child;
- an attractive, tidy and well-cared-for environment;
- a well-planned environment where pupils can move easily, can find resources and where respect for property is fostered;

- a Reflection Area for pupils to use for a “time out”;
- strategic seating arrangements for when pupils are working on the carpet or at a table.

The school operates a behaviour management system where graduated rewards (e.g. praise, merits) and sanctions (e.g. warnings, missing social time) are used to manage behaviour within the classroom (see Rewards and Sanctions procedure).

Managing behaviour through rewards

Praise

The simplest and most effective reward that our pupils can have is praise. For praise to be most effective it needs to be:

- specific and linked to an achievement or action of merit;
- sincere and genuinely expressed with appropriate language and tone;
- personalised through the use of the pupil’s name;
- consistently used in all lessons as a part of our teaching;
- discreet and private at times when appropriate.

Within the established positive learning environment, pupils should expect to receive regular praise from the adults in School for notably good behaviour in line with the Class Golden Rules, effort and work and the development of the school’s values.

Strategies used include:

- verbal praise and encouragement;
- non-verbal praise - e.g. thumbs up;
- acknowledgement of good work;
- sending pupils to a Senior Leader to share work;
- displaying pupils’ work as exemplars of good work.

Praise can also be addressed to parents through a telephone call or a letter sent home.

Merit system

A simple merit-based system is used to re-enforce desirable behaviour. Celebrating attendance and punctuality

Certificates will be awarded for excellent levels of attendance and punctuality.

Any pupil achieving 100% attendance in a term will be rewarded with a certificate.

Any pupil achieving a 100% attendance in a whole academic year will be rewarded with a personalised letter from the Headteacher, as well as a certificate.

Managing behaviour through sanctions

A single course of action will not be appropriate for all pupils all the time. It should be remembered that pupils at the school range from just 3 years to 11 years and therefore sanctions should be age and developmentally appropriate.

Sanctions issued will be proportionate to the severity and frequency of unacceptable behaviour. The school will use its discretion when imposing sanctions, as not all may be appropriate or effective for every pupil.

The following is a range of disciplinary measures which the school reserves the right to use. These will be implemented consistently, openly and fairly:

- verbal reprimand;
- think sheet;
- setting extra work or repeating unsatisfactory work;
- loss of privileges, for example, having the privilege of representing the school in sports events withdrawn;
- missing social time at break;
- School based community service, or the imposition of a task such as picking up litter or weeding School grounds, tidying the classroom, helping to clear up the dining hall or removing graffiti;
- being placed on conduct or attendance report for monitoring and improvement; · instigating a Pupil Behaviour Support Plan.

For more extreme behaviour, the school may use internal isolation within a Reflection Area or invoke a temporary or permanent exclusion.

The school also has the power to discipline a pupil for conduct outside of the school premises. This includes:

- misbehaviour when the pupil is:
 - taking part in any School organised or School related activity; · travelling to or from School.
 - wearing the school uniform;
 - in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether the above conditions apply or not, when behaviours:
 - could have repercussions for the orderly running of the school · could pose a threat to another pupil or member of the public · could adversely affect the reputation of the school.

Verbal reprimand

The simplest form of sanction is the verbal reprimand. As with the 'correct' use of praise, the verbal reprimand should:

- initially use positive reinforcement (praise) of others who are on task to challenge those who are not;
- be clearly linked to learning e.g., '(name), work quietly please, I want you to do well in your work' ;
- criticise the behaviour rather than the pupil;
- be discreet and not intended or perceived as making an example of a pupil;
- not describe the behaviour, but direct the remedial action required; e.g. Instead of 'You are chewing, (name)', it is more effective to say 'Empty your mouth, (name). Thank you.'
- be delivered in a reasonable tone and at an appropriate volume;
- be followed up by discreet praise once the remedial action has been taken by the pupil.

Warnings and missed social time

Pupils whose behaviour does not respond to informal reprimands will receive clear warnings, setting out the behaviour which is causing concern and giving the pupil time to reflect and improve their own behaviour.

Should this fail to improve the behaviour causing concern and a pupil continues to misbehave, they will receive a short period of 'time-out' which may be carried out at break or lunchtime.

Pupils who continue to display unacceptable behaviour will move to the report card system. Report card system

When general concerns about the progress or attitude of a pupil have been raised or a pupil has exceeded a trigger for negative behaviours, they will be placed on monitoring reports.

Pupils on report cards may be considered for a Pupil Behaviour Support Plan.

A Pupil Behaviour Support Plan may involve multi – agency support to meet the specific needs of a pupil as identified through the Schools’ Behaviour Risk Register.

Reflection and isolation

For serious incidents of unacceptable behaviour, or for persistently disrupting the learning environment for others, the school may decide that a pupil should be removed from their class for part of the day (first incident) or a full day (repeat incidents).

Internal isolation from the school community takes place within the Reflection area and is the preferred alternative to Fixed Term Exclusion.

Agreement for any referral to the Reflection area can only be sanctioned by the Headteacher.

The child will be always supervised by a member of staff and appropriate, challenging work will be set for the duration of the day. The child may be excluded from social interaction e.g., break time etc., but must be provided with comfort breaks and the opportunity to be outside for part of break time.

Parents will be expected to attend School for a meeting with a Senior Leader to agree on a reintegration plan before they are allowed back into lessons. At this point, the child will normally be placed on a Senior Leadership Team Report and a Pupil Behaviour Support Plan will be devised (if not already in place).

Should the pupil fail to comply with expectations in the Reflection Area, they may have additional time added to the sanction or, in extreme cases, they may receive a Fixed Term Exclusion.

Exclusions Fixed-term exclusions

Only the Headteacher can exclude from school. In their absence, a deputy head may execute this responsibility.

Before any Fixed Term Exclusion is recommended, a full investigation will have taken place. This investigation will be used to judge the need for any exclusion and whether it should be internal or external.

All decisions relating to exclusion will consider the individual needs and circumstances of the pupil(s) involved.

All exclusions will be made in line with Government guidance and the school will have due regard for the implications of the following when making these decisions:

- DfE – Behaviour and Discipline in Schools;
- The Disability and Discrimination Act;
- Keeping Children Safe in Education;
- Code of Practice for Special Educational Needs;

Fixed term exclusions will be considered for serious misbehaviour such as:

- actual physical violence;
- direct verbal abuse to a member of staff;
- failure to comply with Internal Isolation procedures;
- placing other members of the school community at risk;
- systematic and persistent bullying;
- bringing materials into the school that are prohibited.

The exclusion can be for a fixed period (up to a maximum of 45 school days in any one academic year) or permanent.

A fixed period exclusion does not have to be for a continuous period. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of pupils outside the school can be considered as grounds for exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases, the legal requirements in relation to the exclusion, such as the Headteacher's duty to notify parents, still apply.

Once a decision to exclude has been reached, the Headteacher will, without delay, provide parents with the following information in writing:

- the reason for the exclusion;
- the period of the fixed period exclusion or, for a permanent exclusion, the fact that it is permanent.
- parents' right to make representations about the exclusion to the Local Governing Body and how the pupil may be involved in this;
- how any representations should be made; and where there is a legal requirement for the Board of Trustees to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- work will be sent home for the pupil for the following day, and subsequent days, if available and arrangements will be made for it to be collected, returned and marked. 90. For exclusions of 6 days or more:
- should the Fixed Term Exclusion be for longer than 5 days, the school is responsible for making provision, at an alternative recognised educational site or through home tuition, for the excluded pupil from Day 6 of any Fixed Term period of Exclusion;
- it is the parents' responsibility to ensure their child attends the identified provision; as above, work will be sent to the alternative provider or home tutor for the period of exclusion and arrangements will be made for it to be collected, returned and marked;
- In all cases of exclusion, pupils cannot be denied the opportunity to complete External Examinations or Controlled Assessments. Appropriate arrangements will be put in place by the school, including off site arrangements where necessary, to complete external assessments.

Following a fixed period exclusion and prior to re-admission, parents will attend a re-integration meeting where a Pupil Support Plan will be agreed.

Permanent exclusion

Permanent exclusion is an extremely rare occurrence and will only be considered once every effort has been made to consider an alternative course of action.

Prior to any decision to permanently exclude a pupil from school, the Headteacher must discuss the circumstances of the exclusion with the Chair of Trustees and gain support and approval before any decision is made.

A decision to permanently exclude will only be taken in relation to a serious breach or persistent breach of the Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

In the case of a one-off incident of serious misbehaviour, a full investigation will have taken place prior to any decision being made.

For permanent exclusions, the Local Authority will be informed immediately and will arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different Local Authority.

Playtime and lunchtime supervision

Behaviour during the morning break is monitored by the staff on duty. The same expectations about behaviour will apply and the same rewards and sanctions will be applied as in classes.

Behaviour during lunchtime is the responsibility of the teaching assistants. Teaching assistants will be expected to lead play activities and ensure that pupils are playing well together.

Trips and visits

When taking part in educational visits, including those with a residential element, pupils will be expected to display the very highest standards of behaviour and good manners, with an emphasis on displaying the school's values and Class Golden Rules, as representatives of the school.

As part of the preparation for the trip, explicit expectations will be made clear to both the pupils taking part, and their parents.

As part of the formal risk assessment for the trip, the Headteacher will evaluate the Behaviour Risk Register and evaluate whether any recent behaviour constitutes an unreasonable risk to other pupils or staff, and what steps will be taken to mitigate the identified risks.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
Minor		Major		
Low Level Disruption	Disrespect of People or Property	Malicious Behaviour & Refusals	Anti-Social Behaviour	Aggressive, Violent & Threatening Behaviour
Actions	Actions	Actions	Actions	Actions
For examples: a) Interrupting the learning b) Off task, wasting time c) Talking whilst the teacher is talking d) Distracting others e) Making noises, gestures or inappropriate actions f) Calling out/shouting g) Inappropriate movement around the classroom / school h) littering i) Not sharing j) Ignoring instruction	For example: a) 3x stage 1 behaviours b) Talking in assembly/test c) Deliberate minor damage to school/ school/ another person's property d) Disrespectful language e) Making fun of others f) Deliberately annoying/hurting others g) Misuse of classroom equipment h) Throwing objects in the classroom i) Irresponsible movement around the classroom / school j) Talking during Salah k) Refusal to follow instructions (after a warning)	For example: a) 3x stage 2 behaviours b) Maliciously hurting others c) Spreading rumors/backbiting/slandering d) Lying e) Swearing/offensive language to others f) Verbal threats of violence g) Fighting h) Aggressive behaviour towards peers	For example: a) 3x stage 3 behaviours b) Physical violence c) Verbal abuse d) Significant, deliberate damage to school/ another person property e) Stealing f) Leaving the learning environment without permission g) Bullying	For example: a) 3x stage 4 behaviour b) Physical violence that requires hospital medical attention c) Leaving the school premises without permission d) Vandalism e) Throwing furniture f) Deliberately throwing objects at another person or property g) Actions which affect the health and safety, welfare and learning of members of the school community

Triggers for Parents and Behaviour plan:

4x behaviour consequences in one half term or 3x Stage 2 consequences in one half term or 2x Stage 3 consequences in one half term or 1x Stage 4 consequence in one half term

