

Behaviour and Discipline Policy

1. Aims and expectations

- 1.1. To promote a positive attitude to good behaviour and respect for others, based on common values such as mutual trust and respect for all.
- 1.2. To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.3. To prevent bullying among pupils.
- 1.4. To help pupils develop self-respect, self-control and accountability for their own behaviour.
- 1.5. To promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This allows everyone to work together in an effective and considerate way.
- 1.6. To emphasise positive aspects of behaviour through a reward system.
- 1.7. To have clear sanctions for inappropriate behaviour.
- 1.8. At Noor ul Islam the whole school works together to create a positive atmosphere, a sense of community and shared values. We have golden rules promoted by the whole school through assemblies, SEAL (when implemented otherwise in every lesson) and our everyday interactions.
- 1.9. Adults in the school should demonstrate exemplary and professional behaviour at all times as well as emphasise the importance of good character in Islam as they are also role modelling the desired behaviour for the children.

2. Noor ul Islam Golden Rules

- 2.1. At Noor ul Islam Primary School, pupils are expected to follow two sets of rules - Golden and Silver
- 2.2. Pupils aims to adhere to Noor ul Islam's Golden Rules at all times during school hours
- 2.3. The Golden rules are as follows:
 - 2.3.1. We uphold Islamic etiquettes and follow the teaching of the Qur'an and the Sunnah.
 - 2.3.2. We are honest and always tell the truth.
 - 2.3.3. We are kind, helpful, respectful and aware of others' feelings.
 - 2.3.4. We treat everyone fairly the way we would like to be treated.
 - 2.3.5. We try our best, work hard and learn from our mistakes.
 - 2.3.6. We listen to others without interrupting them.

3. Noor ul Islam Silver Rules

- 3.1. Each class decides on their own rules, known as Silver Rules. Both Golden and Silver Rules are displayed in each classroom or learning space. Silver rules promote good behaviour relationships so that people can work together with the common purpose of helping everyone to learn according to their age range and learning ability.

4. Rewards

- 4.1. At Noor ul Islam Primary School we aim to reward and praise children for their good behaviour, efforts and achievements. This happens in a variety of ways such as:
- 4.1.1. Verbal praise
 - 4.1.2. General stickers and stamps
 - 4.1.3. Showcasing work – celebrate pupils work through class assemblies, display boards and informing parents via email/ Friday assemblies/ and newsletters.
 - 4.1.4. Prefects will be selected from amongst pupils in year six only.
 - 4.1.5. Classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
 - 4.1.6. Children are awarded with golden time on Fridays for both – KS1 & KS2.
 - 4.1.7. Every week a child is nominated from each class and presented with a 'star of the week' certificate in the school assembly.
 - 4.1.8. Stars/stickers are distributed to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
 - 4.1.9. The 'Class Dojo' point System is used to motivate children by providing positive feedback instantly, help children see and reflect on their progress with simple reports and charts.
 - 4.1.10. Table points, marbles, daily or weekly treats are some other rewards used by class teachers.
 - 4.1.11. Lunch time assistants are encouraged to reward children for good behaviour and following school golden rules including any additional obedience to instructions for the wellbeing of children.

5. Levels of behaviour

Superstar!	Good to go!	Stage 1	Stage 2	Stage 3
Trying our best!	Following class rules and routines	Talking over others	Teasing other children	Physically harming someone intentionally
Helping/taking care of others	Following Golden Rules	Calling out	Talking back at the teacher	Throwing something at someone
Extraordinary Effort	Taking Turns	Distracting others	Damaging school property	Verbally threatening
Thoughtfulness	Being Kind	Rocking	Being rude to other children	Blackmail and bullying
Not giving up	Listen to Others	Leaving seat without permission	Consistently disrupting lessons	Defiance to or disrespecting staff
Solve/prevent problems from escalating	Good Manners	Running indoors	Play fights including any unintentional harm	Swearing/ Use of Inappropriate Language
	Patience	Snatching	All Physical contacts such a tapping, hitting, slapping etc	Telling a lie
		Not Trying our Best		Vandalising
		Disruption to learning		Stealing
				Name calling
				Racism/ Islamophobia
				Bullying

Levels of Behaviour	Rewards and Sanctions
Superstar!	<ul style="list-style-type: none"> Mention the reason for being a superstar and awarded a certificate as well as superstar badge.
Good to Go!	<ul style="list-style-type: none"> Rewards awarded by the class teacher – based on the school policy and own discretion.
Stage 1	<ul style="list-style-type: none"> Look Verbal warnings Opportunities to redeem Miss half of morning or afternoon break
Stage 2	<ul style="list-style-type: none"> Miss full morning or afternoon break After school detention (3:50-4:00) Complete Pupil Reflection Form
Stage 3	<ul style="list-style-type: none"> Complete Pupil Reflection Form Reflection time outside the Headteacher's office Referral to behaviour coordinator Referral to anti-bullying officer Parents to be informed Withdrawn from school visits, clubs and events not essential to the curriculum. Exclusion – including internal, half or full day and permanent.

6. Sanctions

6.1. Fixed-term and permanent exclusions

- 6.1.1. Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 6.1.2. The school will investigate any incident of misbehaviour to establish the facts and come to a judgement of the most likely course of events.
- 6.1.3. If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body through the school's complaints policy.

- 6.1.4. The Head teacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 6.1.5. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.
- 6.1.6. The governing body considers any exclusion appeals made to it.
- 6.1.7. When the governing body or its appeals panel (if formed) meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.
- 6.1.8. If the governors or their appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

7. The role of the class teacher

- 7.1. It is the responsibility of each class teacher to ensure that the Golden rules and Silver rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 7.2. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work hard in all their lessons.
- 7.3. The class teacher should treat each child fairly and enforce the classroom rules consistently. The teacher treats all children in their class with respect and understanding.
- 7.4. If a child misbehaves repeatedly in class, the class teacher has the option of keeping a personal record of all such incidents in the classroom behaviour log or Tasc Cura – which is a pupil data management system. The class teacher deals with incidents him/herself in the normal manner using the rewards and sanctions recommended by this policy.
- 7.5. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

8. The role of the Headteacher/ Coordinator

- 8.1. It is the responsibility of the Head teacher/ Behaviour Coordinator, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.
- 8.2. The Headteacher/ Behaviour Coordinator supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 8.3. The Headteacher/ Behaviour Coordinator keeps records of all reported serious incidents of misbehaviour.
- 8.4. The Headteacher/ Behaviour Coordinator has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Chair of Governors needs to be notified of all suspensions more than 5 days.

9. The role of parents

- 9.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 9.2. The school rules are explained in the school handbook, and parents are expected to read these and support them.
- 9.3. Parents are encouraged 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 parents are informed at an appropriate time if we have concerns about their child's welfare or behaviour.
- 9.4. Where needed the Head or Deputy may offer the option of an 'Individual Behaviour Plan' (Appendix 2). This is an intervention/ support plan where the school, parents and child discuss issues regarding behaviour that is causing concerns consistently. The purpose is to encourage the child to reflect on the moral dimension of their conduct. All parties need to agree on a plan of action. The idea is to give the child a sense of personal responsibility and that change in conduct is only effective when it is self-directed.
- 9.5. If the school has to use sanctions for a child, parents are expected to 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 Head.

10. The role of governors

- 10.1. 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 Head teacher in carrying out these guidelines.

11. Monitoring

- 11.1. The Head teacher monitors the effectiveness of this policy on a regular basis through termly behaviour reports produced by the behaviour co-ordinator. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 11.2. The school keeps a variety of records of incidents of misbehaviour. The class teacher and other adults retain records, both in and out of classroom, on the 'Incident Report Form' (Appendix 1) filed in the Behaviour Log Folder and/or Tasc Cura. The Head teacher, Deputy Headteacher or Anti-Bullying Officer records those incidents where a child is sent to him/her on account of bad behaviour.
- 11.3. The Headteacher/Behaviour Coordinator keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 11.4. 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.
- 11.5. The Behaviour Co-ordinator monitors the implementation of the IBPs (Appendix 2).
- 11.6. The Behaviour Co-ordinator produces a termly summary report that includes an overview of the behaviour issues at the school and any behaviour plan. The report will also

summarise the number of rewards given out per class with a view to ensuring rewards are used regularly and effectively.

12. Review

- 12.1. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date of Incident:		Time of Incident:	
Report completed by:			
Type of Incident:			
Behaviour/ Discipline	<input type="checkbox"/>	E-Safety	<input type="checkbox"/>
Welfare	<input type="checkbox"/>	Health & Safety	<input type="checkbox"/>
Bullying	<input type="checkbox"/>	Islamophobic	<input type="checkbox"/>
Racist	<input type="checkbox"/>	Other	<input type="checkbox"/>
Names of people involved (include class if applicable)			
Brief summary of incident			
(Please continue on a separate sheet of paper if required)			
Referral made to:			
Action taken:			
Teacher:		Date:	

Noor ul Islam Primary School Individual Behaviour Plan	
Name:	Year Group/Class:
SEN Stage (IF APPROPRIATE):	Date of Plan:
Date of Review:	
BEHAVIOUR TARGETS (MAXIMUM OF THREE, TO BE NEGOTIATED WITH PUPIL:	
CRITERIA FOR SUCCESS:	
METHODS AND RESOURCES TO MEET TARGETS:	
REWARDS:	
SANCTIONS:	
Communication book guidelines:	

<u>Pupil Reflection Form</u>	
Full Name and Class:	
Date incident took place:	
Time incident took place:	
Where the incident took place:	
Who else was involved:	
What did I do	
Why I did it	
Why my behaviour was not appropriate:	
How will I make things better?	

Behaviour Management Flowchart

Stage 1

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Make direct Eye Contact & Facial Expression

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Say child's name aloud and allow a few moments

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Explain to child how to behave – citing the positively reframed behaviour à

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Repeat this up to three times if child repeats problem behaviour à

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Issue 1:1 warning – explain to child that he/she can re-deem him/herself by stopping the problem behaviour and adopting positive behaviour

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Issue a second 1:1 warning –à

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On third warning - sanction applied: miss half a break session of 8 mins à

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Stage 2

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Miss full morning or afternoon break

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Ring parents to inform and keep child for after school detention à

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Loss of golden time for that week à

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Stage 3

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Reflection time, outside the Headteacher's office à

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Counsel Child, refer to Behaviour Co-ordinator, speak to parents à

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Call Parent Meeting with teachers & Behaviour Co-ordinator and/or headteacher, behaviour contract agreed (IBP), targets to be enforced by child, teachers & parentsà

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Report child's lack of improvement to Headteacher à

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Call Parent Meeting with Headteacher à

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Suspension/fixed term temporary exclusion from school (head decides after discussions with teachers and informs chair of board of trustees) à

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Expulsion

IMPORTANT NOTES:

- At each stage the child must be allowed and encouraged to re-deem him/herself and remove warnings from sanctions log and rewarded for progress made.
- Staff member's role modelling the desired behaviour is required at all times.
- Take care over speaking to parents (when & how) –also remember to speak to them to praise (reward) their child when they have behaved well/met targets
- Whole class sanctions –loss of “fun” lesson–whole class detention/loss of play, can be effective deterrents/sanctions too but use infrequently.
- Examples of behaviour that can lead to suspension are physically harming someone intentionally, swearing or use of language of a sexual nature, racism, vandalizing or defiance to staff. This list is not exhaustive and is at the teacher and headteacher's discretion.
- Possible scenarios when a child is referred to the Behaviour Co-ordinator for an IBP:
 - A child refuses to follow instructions on several occasions
 - A child who uses physical force against another child
 - A child who consistently disrupts lessons
 - A child caught damaging school property
 - A child who is disrespectful to adults