



Andalusia  
Academy  
BRISTOL

# **AAB Behaviour Policy 2019 - 2020 Teacher's reference Primary & Secondary**

**SIGNED ON BEHALF OF THE TRUSTEES OF BRISTOL ISLAMIC SCHOOLS TRUST (BIST)**

**NAME: *G. F. Nounu***

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**Dear Parents/Guardians,  
Assalamu-alaykum warahmatullahi wabarakatuhu.**

*This behaviour policy has been written by the school and approved by the Trust Board. It is a document that is in constant review by the school in order to improve our systems and ensure that the best possible practises are performed in order to raise the standards of the school. Our Zero Tolerance Policy is in place to protect our individual pupils and staff as employees and as such parents are strongly advised to follow these procedures.*

*Occasionally some parents choose not to follow the existing procedures and protocols when they believe they have a concern or an issue and choose to respond in a negative, hostile or intimidating manner towards our staff.*

*Whilst these incidents are isolated and rare they can often involve persistent, unacceptable behaviour towards either one or more members of staff. The LEA and board of Trustees have a statutory obligation to ensure the provision of a safe and secure environment for all our staff and pupils.*

*This policy aims to provide clear guidelines for the management of unwanted behaviour.*

*Please read the following guidelines for your reference in order for the school and you to work in partnership in our striving for excellence. The school will try wherever possible to help you and your child/ward in regards to improving behaviour. We appreciate parental support in upholding this policy and would welcome your contribution and suggestions in order to develop and improve. Please contact the school if you have any suggestions or constructive criticisms. Your opinions and support are invaluable.*

*Jazakamullahu khayrun*

*Senior Leadership Team, Andalusia Academy Bristol.*

*"Help you one another in al-birr and at-taqwa." [Al-Qur'an 5:2]*

Doing good and having the right belief go hand in hand in Islam this is why the Holy Quran speaks of true Muslims very often as "those who believe and do good deeds". Both the Quran and the Holy Prophet have told Muslims that the best among them is that person who shows the best behaviour towards other people.

### **Policy Objectives - ZERO TOLERANCE POLICY**

Our staff and pupils have the right to work and learn in a safe and supportive environment. Violence towards staff is a crime. A Board of Trustees will press for the maximum possible consequence- time fixed exclusion for anyone who behaves in a violent or abusive way towards staff.

To encourage positive behaviour, with all students and adults working to agreed standards.

To set expectations that all students will be encouraged to learn the social emotional and behavioural skills required for citizenship.

To maintain a school environment where students are encouraged to behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

## The Principles

*“Nothing is heavier in the scales of a believer on the Day of Judgement than his good behaviour. Allah detests a person who is obscene and shameless”. (Muhammad PBUH)*

Islam expects and encourages a high standard of behaviour in all Muslims at all times. In our drive towards excellence in education, morality, spirituality and ethics the Trustees & Head Teacher of AAB expect our students to be exceptionally well behaved at all times. From moving around the classroom, in and out of the building and also off site pupils must be encouraged to conduct themselves sensibly, safely and in a manner that takes into regard consideration for others as well as their surroundings. Improper conduct of any kind will not be tolerated and failure to follow the guidelines of the school will be dealt with appropriately.

The Trustees & Head Teacher believe that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. We seek to create an inclusive caring, learning environment in the school by:

- Promoting desired behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention.
- Providing a safe environment; free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school’s policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students are praised and acknowledged for their appropriate behaviour.

## Roles and Responsibilities

*“Every one of you is a shepherd and is responsible for his flock.” (Muhammad PBUH)*

The **Trustees** will establish, in consultation with the Head Teacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. We will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Trustees will support the school in maintaining high standards of desired behaviour of students and staff.

The **Head Teacher/Principal, Assistant Head Teacher for Pastoral Support /Mrs R Chowdhury and Head of Behaviour Ms McDonald** will be responsible for the implementation and day-to-day management of the policy and procedures.

**Staff**, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. The staff has a key role in advising the Head Teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head Teacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. The Trustees, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin. They will also ensure that the concerns of students are listened to, and appropriately addressed.

**Parents and carers** will be expected, encouraged and supported to take responsibility for the behaviour of students both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in

maintaining high standards of desired behaviour and will be actively encouraged to communicate with the school any issues arising from the operation of the policy.

**Students** are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by adhering to the behaviour policy and procedures on personal level.

### **What is acceptable behaviour?**

**Acceptable behaviour outside the classroom: Supervision at breaks and lunchtime presence of the middle leadership team is essential.**

1. Lining up quietly and in an orderly fashion
2. Walking through corridors sensibly
3. Exiting and entering the room sensibly
4. Following the staff instructions
5. Respecting the staff, peer students and school environment

**Behaviour not acceptable on school premises both inside and outside the class room:**

1. Screaming, shouting, loud intrusive conversation
2. Threats or Threatening behaviour
3. Malicious allegations relating to staff, other parents, governors or visitors.
4. Harassment and Bullying
5. Offensive Language, including derogatory, sexist, racist remarks
6. Intimidating behaviour – verbal or non-verbal
7. Inciting hatred and hostility towards others
8. Willful damage to property
9. Theft
10. Violence
11. Offensive sexual gestures or remarks
12. Fighting
13. Rowdiness or pushing each other
14. Any in-appropriate language like swearing
15. Bullying, encouraging others to bully, contributing to it in any form and covering up and hiding the bully.
16. Disruption in class

**Expected behaviour inside the classroom:**

1. Being prepared and equipped for each lesson by: bringing the right equipment for each lesson, observing the school dress code and showing the right attitude to each lesson.
2. Listening to the teacher
3. Following the teacher instructions
4. Working at your best ability and staying focused during all lesson time
5. Moving around the room in an orderly fashion
6. Putting up hands to ask a question unless specified by teacher
7. Reflecting the Muslim character, School Ethos and Values.

**\*Non-submission of homework (Secondary only)**

It is the teacher's responsibility to assign, collect and regularly mark homework with constructive feedback. It is the pupil's responsibility that homework is completed well and on time. Failure to do so without a valid reason such as illness backed up with a note from parents/guardians will result in sanctions.

Low quality **homework must not be accepted and needs to be resubmitted.**

1 <sup>st</sup> non-submission (Stage 1&2)	For late or low quality homework, warning given to pupil and homework to be submitted in next 24 hours to teacher or Faculty Head (Any personal circumstance should be considered and confirmed via parents).
2 <sup>nd</sup> non-submission (Stage 3)	Pupils given a break time detention. Text message sent to parents
3 <sup>rd</sup> non-submission (Stage 4)	Pupils given a lunchtime detention. Text message sent to parents
4 <sup>th</sup> non – submission (Stage 5)	Tutor informed to contact parents After-school detention to complete homework plus extra work given to complete

If non-submission continues, tutors will be informed and a meeting will be arranged by tutor with staff and parents/guardians. Please refer to tutor roles and responsibilities.

KSM Points will be awarded to students for good, excellent and outstanding effort or homework in accordance with the Behaviour Policy.

### Code of Conduct

#### All pupils of AAB are expected to demonstrate:

1. Place the teachings of the Quran & Sunnah above all else
2. Remember Allah at all times
3. Respect every member of the school equally and give them their rights
4. Respect differences of opinion
5. Never make another person feel undermined or neglected
6. Take responsibility of their surroundings at all times
7. Take care of and respect school property as their own
8. Strive and always do their best in all fields
9. Never give up trying
10. Celebrate the success of others
11. Be humble before Allah and never be arrogant
12. Always be conscious that wherever they are they represent their school & Islam
13. Admit their mistakes
14. Ask for forgiveness
15. Strive hard to not repeat mistakes
16. Follow a mistake up with a good action

#### Academy staff can search pupils with their consent for any item which is banned by the school rules Prohibited Items

1. Cigarette lighters
2. Chewing gum
3. Mobile phones
4. knives and weapons
5. Stolen items
6. Tobacco and cigarette papers

7. Fireworks
8. Laser pen

### Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Principal and staff authorised by the Principal can use such force as it is reasonable when searching a pupil without consent for prohibited items.

### Uniform Policy

*“Allah is beautiful and He loves beauty.” (Muhammad PBUH)*

The Trustees and Head Teacher of AAB believe that uniform enables pupils to feel a sense of community and unity. It is highly encouraged that all AAB pupils take great pride in their uniform as Islam values a neat and tidy appearance at all times. Pupils who make this effort and sustain it will be rewarded by teachers weekly as way of house points and also at the end of term by the Head of Behaviour.

Whilst on school premises and during educational visits outside of school all pupils must be in the correct uniform at all times unless specified otherwise by teacher.

Non – school uniform. On days where non – uniform is permitted students are allowed to wear smart casual clothing and jeans will be permitted when worn under an abaya.

### Secondary Uniform List:

Girls' uniform
<ol style="list-style-type: none"> <li>1. White scarf/Grey scarf</li> <li>2. Grey abaya dress</li> <li>3. Grey Skirt</li> <li>4. White shirt</li> <li>5. Maroon jumper/Maroon cardigan</li> <li>6. Maroon blazer</li> <li>7. Grey/Black leggings under abaya</li> <li>8. Black/grey socks</li> <li>9. Plain black shoes</li> </ol>
P.E. Uniform
<ol style="list-style-type: none"> <li>1. Navy jogging bottoms</li> <li>2. Long sleeved, long white top</li> <li>3. Trainers</li> </ol>
Impermissible items
<p>Jewellery of any kind (watches not included)</p> <p>Large fancy hijab pins</p> <p>Heeled shoes</p> <p>Trainers (PE use only)</p> <p>Make-up &amp; nail varnish</p>

Autumn and spring terms the above uniform is to be worn by Secondary pupils. Summer term just a blazer to be worn over the grey abaya (maroon jumper optional).

**Primary Uniform List:**

<b>Girls' uniform</b>	<b>Boys' uniform</b>
1. White scarf 2. Grey dress 3. White blouse 4. Maroon jumper 5. Maroon blazer 6. Grey trousers under dress 7. White socks 8. Plain black shoes	1. White shirt 2. School tie 3. Maroon jumper 4. Maroon blazer 5. Grey trousers 6. Grey socks 7. Plain black shoes
<b>P.E. Uniform</b>	<b>P.E. Uniform</b>
1. Navy jogging bottoms 2. White polo shirt 3. Black daps/plimsolls/trainers	1. Navy jogging bottoms 2. White polo shirt 3. Black daps/plimsolls/trainers
<b>Impermissible items</b>	<b>Impermissible items</b>
Jewellery of any kind (watches not included) Large fancy hijab pins Heeled shoes Trainers (PE use only) <u>Mobile phones</u> <u>Any other gadget that is not necessary for learning and could distract students</u> Make-up & nail varnish	Jewellery of any kind (watches not included) Trainers (PE use only) <u>Mobile Phones</u> <u>Any other gadget that is not necessary for learning and could distract students</u>

All staff must ensure that they are reminding pupils about this at all times and any pupil who is not in correct uniform must be reported to their class tutor/teacher. Failure to comply with school uniform should result in sanctions such as detentions and exclusion from school trips.

**Rewards Policy**

*“...We shall pay them certainly a reward in proportion to the best of what they used to do.” (Quran 16:97)*

At AAB we believe that rewards work better than sanctions in dealing with behavioural issues. Good conduct and behaviour is expected and is the norm whereas bad behaviour is not. Therefore, all staff will aim to make use of positive reinforcement methods and rewards. These rewards include the following;

**Praising:**

All pupils usually respond well to praise for academic success as well as conduct. All staff should try to praise pupils as often as possible for both academic ability and good manners. Especially pupils who find it difficult to stay on task or generally behave should be praised when they try to do so. Where possible this should be accompanied with Islamic Phrases. (See staff handbook)

**House System**

At Andalusia we have 4 houses. All pupils are placed in houses which they remain in for their whole school life. The Head of Behaviour elects a house captain from each house from Year 10. Each class elects a class captain to represent them in the student council.

### **House points:**

House points can be awarded for good behaviour & conduct. Staff will assign points and put them on KSM (See KSM section). Pupils from each House (with the most points) will get a special certificate at the end of each term. At the end of the academic year the House with the most points is given a special reward and a pupil from Primary and Secondary are given a special reward for gaining the most points during the academic year.

House points are awarded for the following;

- ✓ 100% attendance,
- ✓ 100% punctuality,
- ✓ Persistent effort in lessons,
- ✓ Always handing in homework,
- ✓ Being organised and resourceful
- ✓ Good conduct like being supportive, showing good manners and showing responsible attitude
- ✓ Any other reasons teacher chooses.

### **Primary Loyalty Rewards**

KS1 and KS2 pupils will either use Dojos or will be given loyalty cards to complete for their house certificates: Bronze 30 smiley faces, Silver 45 smiley faces and Gold 110 smiley faces. The pupils will be awarded with a house certificate as well as a small prize.

### **Certificates at assemblies:**

- Assemblies are held each week in the hall where pupils are awarded a certificate for good conduct. House certificates are awarded for pupils who have gained their Bronze, Silver, Gold and Platinum points.
- Secret Teacher award: a different teacher is appointed as the secret teacher who will select a pupil who has shown good conduct and manners. Pupils are not told who the teacher is until after the award
- Subject/class teachers may nominate pupils who have made progress or worked well in their lessons for certificates at assemblies.
- At the end of the academic year a House Assembly is held to award the House Cup, House Charity Shield and House Sport Cup. Pupils who have achieved the most House Points are also awarded special prizes.
- Awards ceremonies with parents and as a whole school are held annually to award achievement, effort and manners retrospectively at the beginning of the year.

### **Sanctions Policy/ Secondary and KS2**

*"Take account of yourselves before you are taken to account, weigh your deeds before they are weighed." (Umar Ibn Khattab RA)*

The Trustees and Principle believe that if there is an effort from SLT and staff equal with support of parents – to enable a good cooperative relationship that is built upon firmness, fairness and trust then there will be very few times that a sanction is necessary. AAB prides itself on instilling excellent manners, morals and standards of behaviour in our pupils. When and if there is a need to apply a sanction, the following guidelines should be followed;

- Staff should endeavour to apply sanctions in a private and calm manner, avoiding confrontation if possible.
- We deal with the behaviour and not the pupil and it is made clear to the pupil that the negative behaviour is disliked and not them personally.
- Staff should be firm, fair and just and offer support for the pupil to learn good behaviour and choose how to change.

- While the staff are not compromising the school behaviour policy, there should be awareness and understanding of ‘why’ this pupil is behaving in this way such as health issues, home problems and so on.
- Staff should ensure that after a matter has been resolved that they ‘move on’ and do not ‘bear grudges’ with pupil in next lesson. This is teaching the pupil the value of maturity and forgiveness.

### Detentions

Detentions are a means to correct a pupil’s behaviour. In primary, these are conducted with consultation with the Head of Primary, Head of Behaviour and the Principle. Afterschool detentions may only be issued to secondary pupils and parents must be notified via a letter/text sent home. If you issue any detention you must record the detention on the KSM.

### Teachers have the specific legal power to impose detention outside school hours.

The times outside normal school hours when detention without parental consent may be given are evenings (as previously stated), plus weekends and INSET days. Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. School staff should not issue a detention where they know that doing so would compromise a child's safety.

The following table will be placed in each classroom and when a pupil is given a particular warning their name will be written beside the stage. Pupils should be made to understand that this is a result of a bad ‘choice’ they have made hence the ‘Choice System’.

Warning Stage	Actions	Details	Examples of behaviour
GREEN (All students start the day on green)	<ul style="list-style-type: none"> <li>• Pupil is given an initial verbal warning.</li> <li>• <b>A Cause for Concern</b> slip may be issued to Primary parents.</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 2 Verbal warnings should be given</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption in classroom for example talking in lessons</li> <li>• Inappropriate behaviour towards other pupils</li> <li>• Distracting others</li> <li>• Getting up from their chairs</li> <li>• Throwing items around in classroom</li> <li>• Not handing in homework</li> <li>• Unsatisfactory classwork</li> <li>• Uniform related</li> <li>• Swinging on chairs</li> </ul>

<p><b>YELLOW</b> (Low level disruption)</p>	<ul style="list-style-type: none"> <li>Pupil's name is moved to yellow stage.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil informed that if behaviour continues will move to next Stage. If there is an</li> <li>Improvement name will be moved from the behavior chart.</li> </ul>	<ul style="list-style-type: none"> <li>Persistence of the above</li> </ul>
<p><b>YELLOW</b> (Higher level disruption)</p>	<ul style="list-style-type: none"> <li>15 minute detention during break. Teacher will speak with student.</li> <li>Pupil is moved to a different position in the classroom.</li> <li><b>A Cause for Concern slip</b></li> <li>May be issued to parents.</li> </ul>	<ul style="list-style-type: none"> <li>To be logged on the KSM behaviour module.</li> <li>Parents to be notified</li> </ul>	<ul style="list-style-type: none"> <li>Persistence of the above</li> </ul>
<p><b>ORANGE</b> (Low level of serious disruption)</p>	<ul style="list-style-type: none"> <li>30 minute Timeout for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be notified</li> <li>Cause for concern slip is completed by teacher.</li> <li>To be logged on the KSM behaviour module.</li> </ul>	<ul style="list-style-type: none"> <li>Persistence of the above</li> </ul>
<p><b>ORANGE</b> (Higher level of serious disruption)</p>	<ul style="list-style-type: none"> <li>Pupil will be removed from</li> <li>Class and sent to a designated class and to complete cclasswork.</li> </ul>	<ul style="list-style-type: none"> <li><b>A Cause for Concern slip</b> will be issued to Primary parents.</li> <li>To be logged on the KSM behaviour module.</li> </ul>	<ul style="list-style-type: none"> <li>Persistence of above</li> <li>Bullying Being sent out of class. Insolence or inappropriate behaviour towards staff</li> <li>Damage to property</li> </ul>
<p><b>ZERO TOLERANCE</b> (Fighting, bullying, and follow the</p>	<ul style="list-style-type: none"> <li>Pupil will have an external exclusion</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be contacted and meeting arrange to</li> <li>discuss pupil's</li> </ul>	<ul style="list-style-type: none"> <li>Bullying Swearing behaviour towards staff and pupils</li> <li>Assault</li> </ul>

behaviour policy)		behaviour.	pupil Physical Aggression  Abusive behaviour towards  staff
RED	<ul style="list-style-type: none"> <li>Pupil will be excluded for a period as decided by Head Teacher.</li> </ul>	To be entered into pupil's permanent file.	

As an Islamic school, it is important that children be reminded of their expected behaviour in line with Islamic guidelines. During detention pupils may be given some time to reflect on Islamic principles by looking at the guidelines in the student reference of the Behaviour Policy.

- Completing Reflection Sheet on behaviour
- Research & writing about expected conduct of a Muslim in relation to the reason of the detention
- Cleaning / tidying
- Lines

### Exclusions:

If negative behaviour persists or - in the case of an extreme circumstance – exclusion takes place, it should be enforced by the Head of Behaviour, Head of Primary, Assistant Head Teacher or Principal

Type of exclusion
Full day internal
2 days external
5 days External

### Warning Stages/Choices system

**Stage 1** – Verbal Warning

**Stage 2** – Name on the board

**Stage 3** -15 minute detention.

**Stage 4** – 30 minute detention

**Stage 5** - 60 minute detention

If the pupil is very disruptive and designated into another classroom they will get an immediate detention of one hour after school.

The accumulation of detentions will designate what stage a pupil is on. It will also trigger internal and external exclusions. (See table below)

Detention Stages	Details	Action
<b>STAGE 1</b> One and half hours	Primary 3 Cause for Concern slips Secondary 3 Detentions	➤ Tutor/teacher to meet with parents to discuss behaviour issues.
<b>STAGE 2</b>	Primary 6 Cause for Concern slips	➤ Tutor/teacher and Head of Behaviour to meet with parents to discuss behaviour issues.

3 hours	Secondary 6 Detentions	<ul style="list-style-type: none"> <li>➤ Pupil to go on a weekly report.</li> <li>➤ Monitored by tutor/teacher</li> <li>➤ Interventions to be introduced by the Head of Behaviour to ensure pupil resumes expected behaviour.</li> </ul>
STAGE 3 4 and half hours	Primary 9 Cause for Concern slips Secondary 9 Detentions	<ul style="list-style-type: none"> <li>➤ Will lead to an Internal exclusion and reported to the Head of Behaviour</li> <li>➤ The pupil will be monitored and parents informed that their child is undergoing Internal exclusion</li> </ul>
STAGE 4 6 hours	Primary 12 Cause for Concern slips Secondary 12 Detentions	<ul style="list-style-type: none"> <li>➤ The Head Teacher Mrs Hartley for Primary and Head Teacher/Principal Mrs Maqsood for Secondary will be involved with decision and the pupil will undergo external exclusion for two days.</li> </ul>
STAGE 5 8 hours	Primary 14 Cause for Concern slips Secondary 14 Detentions	<ul style="list-style-type: none"> <li>➤ This will lead to external exclusion for five days.</li> <li>➤ Head of Behaviour, Primary Head Head Teacher Secondary to meet with parents to discuss a behaviour contract.</li> </ul>
STAGE 6 10 hours	Primary 16 Cause for Concern slips Secondary 16 Detentions	<ul style="list-style-type: none"> <li>➤ Permanent Exclusion</li> </ul>

### Sanctions Policy/ KS1

*"Take account of yourselves before you are taken to account, weigh your deeds before they are weighed." (Umar Ibn Khattab RA)*

### Warning Stages/Choices system

When unacceptable behaviour is evident in class, the teacher must try and correct that behaviour. This can simply be done with a 'look' or a comment to encourage pupils to get back in line. If this continues then we should follow the stages a. Depending on the incident and judgement of the teacher pupils may be moved up the stages as appropriate. For example, if a student has been rude to the teacher or used inappropriate language, they may be moved straight to red stage. If a teacher is unsure about this they may consult the Head of Behaviour or Head of Primary.

In Primary, 'Cause for Concern' slips may be issued to parents in cases of lateness, incomplete or absence of homework and in- class behaviour. See primary class teacher duties for further details.

### Break & Lunch times:

At AAB we understand that break times are very important in the development of a child. It is a time for children to have fun but even in fun times we encourage children to consider their conduct and remember to show respect for others and their surroundings.

The following guidelines are to ensure that problems are reduced during these times:

1. If inappropriate behaviour is witnessed during these times, staff on duty must act swiftly to take pupil aside and remind them why this is unacceptable. Reference should be made to Islamic ethics & morals. E.g. ‘Will Allah be pleased with this action?’

2. If such behaviour continues or escalates the child should sit out of the rest of their break either on a bench in the hall or playground. The child needs to complete a reflection sheet which is then passed onto the teacher/tutor.

3. Serious incidences such as physical or verbal abuse, fighting, swearing, disrespect to staff or anything else which may compromise the safety of the child or others then SLT need to be told straight away in order to action the behaviour. These incidences should be reported to parents as soon as possible by the class teacher/tutor or SLT.

The following table will be placed in each classroom and when a pupil is given a particular warning their name will be written beside the stage. Pupils should be made to understand that this is a result of a bad ‘choice’ they have made hence the ‘Choice System’.

WARNING STAGE	ACTIONS	DETAILS
<b>STAGE 1</b>	Pupil is given an initial verbal warning.  A ‘Cause for Concern’ slip may be issued to Primary parents	➤ Number of verbal warnings at discretion of teacher.
<b>STAGE 2</b>	Pupil is moved to a different position in the classroom  A ‘Cause for Concern’ slip may be issued to Primary parents.	➤ To be logged on the KSM behaviour module. ➤ Tutor/teacher to be made aware via outstanding action on KSM.
<b>STAGE 3</b>	Pupil will be removed from class and sent to a designated class.  A ‘Cause for Concern’ slip may be issued to Primary parents.	➤ To be logged in the KSM behaviour module. ➤ Tutor to be made aware via outstanding action on KSM. .
<b>STAGE 4</b>	Pupil will be excluded for a period as decided by Head Teacher.	➤ To be entered into pupil’s permanent file.

### Early Years –Reception

In Early Year and Reception. The teachers will use sanctions that they feel are appropriate for the young children. The behaviour sanctions will be upon the discretion of the teachers’ professional judgement.

### **KSM Behaviour Module**

The KSM behaviour module will imbed all the principles above by recording negative and positive behaviour. Teachers will use the chart below to add positive and negative points.

#### **Positive behaviour points:**

Behaviour	Points awarded
Class work	1pt
Homework	1pt
Immaculate uniform	3pts
Helpfulness/kindness	2pts

Improvement in behaviour	3pts
Community Contribution	2pts
100% punctuality weekly	5pts
Being prepared for lessons	1pt
Enthusiasm	2pts

### **House point deductions & actions**

Extra consideration and leniency may be practised in primary and especially in Early Years, KS1 and early KS2. This can be done by supporting and scaffolding the child's development and through a close and on-going consultation with the parents/guardians.

### **When will you be contacted regarding your child/ward's behaviour? :**

We aim to rectify most behavioural issues within school Insha Allah but at times will need the parents help and support. You will be contacted under the following circumstances;

1. If a secondary child has an afterschool detention, a text message explaining the reason for detention will be sent to you/main contact number you have provided
2. In the cases of a violent or disrespectful incident primary parents/guardians will be spoken to at the end of the day by a teacher/management team. Secondary parents/guardians will receive a phone call from the tutor/management team.
3. In a serious/severe case of violence or disrespect parents/guardians may be called to remove the child from school for the rest of the day
4. If there are continuing issues where pupils are always receiving negative points or our systems of managing their behaviour is not improving the situation, parents will be called in to have a consultation meeting.
5. If there is a serious case where your child needs to be excluded for part of a day or longer you will be called in to remove your child. The day that your child is asked to return to school, you should also accompany them in.
6. If any member of staff or management, notice that there is a change in 'normal' behaviour of your child/ward.