

Al-Khair Preparatory School

Behaviour Policy



Approved by: GB

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Saher Iqbal

Next review due by: Sept 2024

GB

1. Aims

It is important that behaviour, in and out of the classroom, is managed, so that the aims of the school can be achieved.

This policy aims to:

- Encourage an ethos of positive behaviour management which will create an effective working environment
- Offer a framework for social, moral and spiritual education
- Clarify expectations regarding behaviour
- Maximise the positive effect the whole school can have upon behaviour
- Provide a basis for discussion on issues relating to behaviour
- Give children, staff and parents a shared sense of values and purpose
- Promote a common understanding of desirable behaviour
- Nurture children's self-esteem
- Ensure that differences and similarities between individuals and groups are valued and respected
- Ensure a consistency of approach
- Offer children the security of a happy, safe and well-managed environment
- Reinforce other school policies e.g. Equal Opportunities, Teaching and Learning, PHSE, Race Equality, Anti- Bullying and Health and Safety
- Encourage children to grow into responsible citizens

2. Responsibilities

The responsibility for ensuring good behaviour in school is shared between children, staff and parents. Our good behaviour policy at Al-Khair Prep is aimed at making school a caring place in which all children can do their best. It is based on the principle of inclusion and equal opportunity and reflects the values of our school vision. It will therefore be monitored to ensure this. We want to make Al-Khair Prep a place where children are happy and able to respect others and themselves.

- We believe that the Behaviour Policy will promote self-discipline, self-awareness and a sense of responsibility.
- We believe that all members of the school community are entitled to have a voice.
- We believe that our Behaviour Policy is firmly linked to our anti-bullying, race equality and child protection policies.

3. Our Standards

All adults in school can help children to achieve high standards of behaviour by:

- Having high expectations of behaviour
- Setting a good example
- Being fair and consistent
- Listening carefully to children
- Cooperating with each other
- Being ready to discuss behaviour
- Working to develop good relationships with children
- Valuing each child

Role of the Head Teacher

It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school and to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

A record is kept (on aims) of all reported serious incidents of misbehaviour including bullying and racism.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner at school.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Behaviour Lead, then the Assistant to the Head and if necessary the Head teacher

The Learning Mentor is employed by the school to **support** children who, for a variety of reasons, find the school environment challenging. The Senior Management Team, agree with staff, those children who need to be supported and the Learning Mentor reports progress to the class teachers and the Senior Management Team.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Behaviour Lead and the Head teacher) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform the class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Assistant to the Head and Head teacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

4. Our School Rules

The school rules are displayed in each classroom. They should be revisited with the children at the beginning of each term and at other times when necessary.

- * **Always try our best** – we will be good learners and allow everyone to learn together
- * **Be kind and respectful** – we will treat everyone how we would like to be treated ourselves
- * **Always tell the truth** – we will respect everyone, including ourselves
- * **Don't hurt anyone** – we will always keep our hands, feet and unkind words to ourselves
- * **Take pride in our school** – we will look after and care for our own and our schools' belongings
- * **Display good manners** – we will say Jazzak Allah, Alhumdulillah, please; thank you; excuse me; sorry; may I and I beg your pardon
- * **Walk around the school sensibly** – we are considerate of others learning and will line up and walk through school quietly

Class Rules

Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Rules should be written up neatly and prominently displayed in the classroom.

Circle/ Morning Time

All classes use Circle/ registration Time as a tool for promoting positive behaviour. Circle Time may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

5. Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, a behaviour point is given and the child is isolated from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Behaviour Lead/ Assistant to the Head teacher or Head teacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Behaviour Lead, Assistant to the Head or Head teacher. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Racist incidents will not be tolerated in any form.
- All Teachers/ Support Staff should complete a reflection form and hand it to the Behaviour Lead as a record of negative behaviour.
- Teachers need to ensure all staff, particularly support staff and midday meal supervisors know that a child is under sanction or has behaviour targets.
- **Give children opportunities to take on responsibilities within their class, and across the school as this will boost confidence and independence. These could include:**
 - a) House captaincy and membership of School Council;
 - b) Monitor duty and teaching games on the playground;
 - c) Taking care of the class lunch boxes;
 - d) Playground friends;
 - e) Handing out and collecting resources;
 - f) Filling water bottles;
 - h) Supporting office admin staff to deliver letters/resources;

6. Strategies for Managing Behaviour

As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are known, and used by all staff: teachers, support staff, Admin Staff, visiting support staff etc. All new members of staff will receive a copy of this policy and training as appropriate. Assemblies and other whole school events are often used to encourage good behaviour by thinking of others.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

- Teachers should instil the above core values in children's daily behaviour by reinforcing them within the classroom, at assemblies, during play/ lunch times, morning dua time and home time.
- Children should be reminded about the rules in positive ways and those who are keeping them should be praised and awarded achievement points.

- Children should be encouraged to take responsibility for their own actions and behaviour. They should learn and familiarise themselves with the rules and the reasons for them and what the sanctions will be if they infringe them.
- Children should be redirected to the above rules with every positive and (particularly) negative choice they make.
- Mirror & praise the expected behaviour
- Model calmness, fairness and reason
- Be consistent
- Avoid 'You' statements, e.g. "You are always talking" and replace it with 'I' statements, e.g. "I don't like it when you are talking".
- Use eye contact to engage pupils when giving instructions and ignore unwanted behaviour by deliberately not looking at the pupil involved.
- Move confidently and calmly in the classroom space to give the message that you are in control
- Move into pupils' space and offer assistance in a non-threatening way
- Praise much more than you reprimand
- Be imaginative and varied in your praise e.g. describe the good behaviour you have seen – not simply "Well done" or "Good boy".
- Have a wide range of rewards for on-task behaviour and good work
- Do not set unrealistic or unnecessary restrictions on pupil behaviour
- Non-verbal interruptions can often be an effective way of gaining class attention so never talk over noise – be prepared to wait until pupils are silent and attentive
- Humiliation and sarcasm can damage pupil self-esteem and should be avoided
- Use class discussions/projects on behaviour/feelings to help children develop socially and emotionally, e.g. Circle Time
- Avoid class punishments – they are grossly unfair and rarely appropriate
- End lessons positively with feedback or an opportunity for pupils to demonstrate what they have learnt
- Give disruptive children small achievable behavioural tasks to be worked on over a short time and reward suitably

Remember that the best time to deal with poor behaviour is before it escalates too far. Seek to defuse incidents that have the potential to escalate. Do this by:

- a) Keeping calm and speaking quietly in measured tones when situations are tense;
- b) Listening carefully to both sides of the situation and being sensitive to all points of view;
- d) Being consistent in your dealings;
- e) Using humour and praise wherever possible;
- f) Not talking negatively about children in front of them or in front of other children;

- g) Ignoring unrealistic threats, being careful to talk about sanctions you mean to uphold;
- h) Admitting when you are wrong.

7. Rewards

So that children can feel good about themselves and the school, we will give a range of rewards for good work and behaviour. The fundamental aim of the commendation system is to recognise, acknowledge and wherever appropriate, reward pupils' achievement. The system aims to be accessible to all pupils, regardless of ability or set placement.

The aim of the commendation is not to bribe or cajole pupils. The key word is recognition, the recognition of individual improvement and sustained effort.

Pupils can achieve this recognition, and ultimately the appropriate reward, on several levels. The aim is to provide the opportunity to achieve both long and short-term goals. The commendation system also aims to involve pupils not only in individual achievement but also in group achievement. The awarding of a commendation point is envisaged as an important, positive balance to the set referral system already in place.

- * **Verbal praise as much as possible**
- * **Stickers/ stars/ smiley faces**
- * **Positive emails messages to parents**
- * **Merit/ Most achievement points/ 'Child of the week' & Achievement Assemblies**
- * **House Points**
- * **Opportunity to tell/show Head Teacher/Deputy Head/other staff**
- * **Classroom monitors – e.g. in charge of register**
- * **Class & House Trophy based on reward points**

8. House Groups and Achievement Points

If the School Rules are observed, pupils will be in a position to earn **achievement points**.

- Every Friday, the behaviour graph is printed for each year group and the class with the highest point from each key stage is given a trophy for the week. The winning class in each key stage has the privilege of playing football/basketball and/or playing on the green area. The classes would be able to do this on the following Friday. These points also link directly to the Houses.
- Across the term children will be taking part in various competitions and school incentives; points awarded will contribute towards the House group.
- Pupils with the most achievement points will also be awarded certificates at the end of each half term –

Below is an example list of some of the additional ways in which Merits can be gained - **these points form the house points**.

Merits	Points Awarded
Achieving a high score in assessment	2
Committed attitude to self improvement	4
Completed an outstanding piece of work	2
Consistently completed homework independently	2
Consistently working hard (Arabic)	2
Consistently working hard (Quran)	2
Contributing in class discussion	1
Contributing to class discussions (Arabic)	2
Contributing to class discussions (i.s)	2
Displayed excellent behaviour	2
Displaying good manners towards peers and adults	3
Excellent effort	2
Excellent progress in Arabic	2
Excellent progress in reading (Quran)	2
Excellent reading	1
Excellent teamwork	2
Focused during Salah and encouraged others	3
Going above and beyond	3
Going above and beyond (Arabic)	3
Going above and beyond (i.s)	3
Helping others	2
Lining up quietly	1
Outstanding contribution during lesson	2
Smart appearance	1
Taking good leadership	2

House Points

During the course of the Half Term, House points will be given to the children. This will work hand in hand with our whole school House points system which again will reward good consistent behaviour and hard work.

House points will be given to every child and are available for the following:

- When children make contributions to the school by taking part in special events.
- When children make improvements in their work either in class or their homework
- When children show the teacher a commitment to their progress and try really hard to improve in subjects.
- When children try hard and make a big effort to improve their work or homework for a lesson.
- When children contribute to lessons in a positive way by helping out by answering questions or by supporting friends to do better.
- When children do something that is outstanding and is the very best that they can do.
- When children improve their punctuality and / or attendance (over a term).
- When children represent the school at events and sporting teams.
- When children take part in after school activities, homework clubs and coursework clubs and show good manners.
- When they represent their House or school in competitions and events.
- Show good manners and are polite both in and out of school on trips, tours and events.

All members of staff should make a conscious effort to award children with Achievement points across the school and not just to their own classes. The person awarding the points is responsible for recording this on to the school's system for awards (AIMS).

At the end of the school year, the winning House will have a special treat with all members of the House participating. This will be decided by the School Councillors (children) and the teachers of that winning House.

9. Behaviour Modification

Class Management – Whole Class

- Use of a behaviour reward system
- Control seating arrangements and do not let challenging children bunch together
- Lessons are most successful when there is an overall theme with clear learning objectives and success criteria which are shared with children
- Negotiate simple rules and routines with children that can help minimise disruptive behaviour
- Remind the class of these regularly
- Introduce the task with clear explanations
- Check pupils' understanding through verbal feedback
- Vary activities
- Make it more rewarding for pupils to do the work than to avoid it
- Pace the lesson and keep it moving
- Be aware that some activities may not suit certain classroom conditions, for example, pair and group activities can rarely be done silently
- Ensure that there is a high probability of pupils achieving the proposed outcomes
- Make good use of classroom space – ensure seating arrangements are suitable for the task

- Make sure all rules and routines are clear and explicit
- Keep an attractive and tidy classroom using interesting wall displays, preferably including pupil's work
- Make sure work is regularly marked and accompanied by verbal feedback, if necessary
- Allow time for lessons to finish in an orderly manner
- Use circle time to promote good relationships with children; they are less likely to want to let you down
- If you enjoy what you are doing, then it's likely that the children will too!

Dealing with unwanted behaviour - Marking the limits of acceptable behaviour

- Have in mind the behaviour you are looking for and communicate this clearly. Make it clear which behaviours are not acceptable
- Negotiate simple rules with your class
- Know how to reward systematically the appropriate behaviour of pupils and sanction inappropriate behaviours

Children exhibiting these behaviours are referred directly to the Behaviour Lead, Head Teacher or a member of the Leadership Team.

If pupils fail to abide by any one of the aforementioned points, they will accrue **Behaviour Points**.

Incident	Demerits
Absconding	10
Bullying	5
Chatting/ misbehaving during Salah time	3
Chewing gum	2
Consistently failing to do homework	2
Consistently failing to do homework (Arabic)	2
Damaging school property/equipment	2
Defiant refusal	10
Disrespecting the Teacher/ staff	3
Disruptive behaviour in class	2
Failing to do homework	1
Hitting/ Physical incident	5
Inadequate school resources	1
Not following instructions	2
Persistent bullying	10
Physical abuse (consistent and targeted)	10
Play fighting	2
Racial abuse (consistent and targeted)	10
Racist incident	5
Refusal to work in class	4
Running around in class/ school	2
Stealing	5
Temper tantrum	3
Using abusive language	5
Verbal abuse to teacher	10
Wearing incorrect uniform	1

Once the child has accumulated 10 behaviour points, the teacher must inform the behaviour lead during the weekly staff meeting. The behaviour lead along with the teacher will decide what steps to take depending on each situation.

If a child receives points for incidents which are highlighted in red (above), please follow the table below:

POINTS	People Involved	Action to be taken
5 POINTS	Teacher	<ol style="list-style-type: none"> 1. Child spoken to regarding their behaviour 2. Behaviour logged onto aims 3. Parent informed via email (template letter) and teacher complete incident record form 4. The child must complete a behaviour reflection form (keep in behaviour folder) 5. The teacher might also decide to make the child stay in at playtime (10 minutes) or give them lunch time detention (10 minutes). 6. Logged in behaviour folder
10 POINTS	Teacher Behaviour lead	<ol style="list-style-type: none"> 1. Behaviour lead informed 2. The child is placed on an internal exclusion for one full day (on the following day). Parents must be informed by email of this action. 3. In some instances, the child will be placed on a yellow card (1 week), this is decided by the behaviour lead. 4. Following completion of the sanction, parents are informed that the sanction has been completed.
10 +	Teacher Behaviour lead Head teacher	<ol style="list-style-type: none"> 1. Parent meeting must be arranged with the Head teacher or Behaviour lead to discuss interventions and strategies. 2. An external exclusion of a minimum of one day will be considered <p>Exclusions (internal/external) will occur if:</p> <ul style="list-style-type: none"> • Children repeatedly violate the Behaviour Policy • Children seriously assault children or staff • Children commit serious breaches of the Behaviour Policy • Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time

10. Guide to age appropriate sanctions

Foundation Stage

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- Teachers will be regularly using the class reward system to encourage good behaviour.
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to another carpet in Foundation Stage.
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues there reward chart will be adjusted accordingly.
- Any aggressive or violent behaviour results in a child being spoken to by the teacher and/or behaviour lead. If poor behaviour continues after they will be sent to see the Behaviour Lead.
- Staff meet weekly to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO, Early Years Lead, behaviour lead and Parents/Carers.




11. Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues, timeout inside for 5 minutes. The adult may decide that they cannot go to the playground as a consequence.
- Any more serious incidents such as aggressive behaviour either physical or verbal are dealt with by the Behaviour Lead or the Assistant to the Head teacher.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan. Midday meal supervisors write concerns on the whiteboard in the staffroom with children's initials.
- Positive behaviour acknowledged with postcards
- Serious misbehaviours are reported verbally to class teacher
- Incident log to be kept and information is shared and strategies agreed
- Persistent concerns and emerging behaviour patterns are monitored at staff meetings.

12. Yellow card

Teachers will monitor the pupil's behaviour over the week throughout the school day, as follows:

1. Teacher will stamp/ complete the Card using one of the 3 symbols below:

 – Very Good  – Satisfactory  – Unsatisfactory ✖ – Extremely Poor
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2. The pupil will remain on the **Yellow Report Card** for 5 days and if they complete it satisfactorily (achieve a grade B or above), they will be taken off it and all of their **behaviour points** will be erased.
3. However, if they achieve a grade C on the **Yellow Report Card**, they will be placed on **Red Report Card** for a further five days.
4. If they obtain a 'D' grade on the **Red Report Card**, the parents will be called in and the pupil may be **suspended**.
5. Pupils will only be allowed to be on **Red Report Card** for a maximum of 3 times during the academic year before they can be **Permanently Excluded**.

Appendix 1: Email to Parents advising of behaviour incident and detention (Example only)

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them. As a result, your child has been placed on a break time detention.

The aim of the detention is to help your child understand and reflect on their actions during the school day. I will be monitoring your child's behaviour and In Sha Allah, there will be no need to take the issue further.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reflection on appropriate behaviour will be sufficient.

Yours sincerely,

Class Teacher

Appendix 2: Email to Parents requesting a meeting to discuss behaviour

(Example only)

Dear parent,

Following my previous email regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me so we can discuss a way forward.

Yours sincerely,

Class Teacher

Appendix 3: Email to Parents advising non-successful completion of Yellow Card period – Prep Templates

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting to discuss how we can best support your child in improving their behaviour. I will contact you directly to arrange a suitable time.

Yours sincerely,

Class Teacher

Prep Yellow/ Red Report Card - Parent Information

What is a report card?

A report card is a document that helps a senior member of staff track a pupil's progress in his/her lessons on a daily basis.

Why is my child on report?

Your Son/daughter has been placed on report because concerns have been raised regarding his/her academic performance or self-management.

What is my child expected to do with the card?

It has been made clear to your son/daughter that it is his/her responsibility to present this report card to the subject teacher at the end of every lesson, who will grade and sign it accordingly. At the end of the day, he/she must then take it to the senior member of staff who is responsible for monitoring his/her progress, who will check and sign it at the end of each day.

What happens if my child fails to show any progress whilst on report?

Once placed on the **Yellow Report Card** your child is given one week to demonstrate improvement in those areas that he/she has shown significant weakness in. If there is no progress whatsoever, or your child is given a **Grade C** on his/her Yellow Report Card then he/she will be placed on the **Red Report Card** for a further five days. If after the end of this period your child has failed to improve, or he/she is given a **Grade D** on his/her Red Report Card, then he/she will be **Suspended** from school. Please refer to the school's behaviour policy for further details about subsequent action. There will be, in some cases, legitimate reasons for a child failing to make progress over this long period of time and the school will naturally take all factors into consideration before making any decisions.

What can I do to help my child?

Help and encourage your child to reflect on their behaviour.