

Behaviour and Relationships Policy

Approved	Hujjat School Trust Board
Date	December 2026
Owner	HPS SLT
Review By	December 2027



**HUJJAT
PRIMARY
SCHOOL**

VISION

Hujjat Primary School will be a happy and inclusive school inspired by Islamic values. A place where children can indulge their curiosity, develop a love for learning and build the foundation to become ethical, responsible and inspirational members of society.

MISSION

To nurture children within a safe and caring learning environment to realize their full potential academically, physically, spiritually, emotionally and socially. We believe that true education is not just about acquiring skills and achieving standards, but facilitating the well-being and growth of every child's mind, body and spirit in the best possible way.

VALUES

- Integrity
- Respect
- Compassion
- Excellence
- Service
- Gratitude

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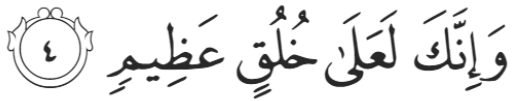
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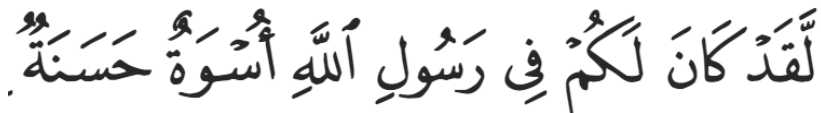
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INTRODUCTION

Good Behaviour is what we strive throughout our lives to achieve as Muslims, using the Quran as our guide. Allah (swt) has blessed us with the ultimate example of behaviour as a role model for us all, the Prophet Muhammad (saw). This is mentioned in the Quran when Allah the Almighty says:



“And verily you are on an exalted moral character” (Quran 68:4)



“Indeed in the Messenger of Allah you have an excellent example...” (33:21)

Expectations of everyone regardless of their faith are underpinned by our universal Islamic Values, British Values and SMSC such that all children successfully participate in a multicultural Britain and this school. Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success and potential and give descriptive praise for effort and achievement, rather than focusing on shortcomings and failure. Encouraging and developing responsibility for own behaviour is also an important element of effective teaching and learning especially as a Values based Education School.

OUR AIMS

The primary aim of Hujjat School is to build morals, mannerisms and values in the children in accordance with Islamic teachings. The behaviour of the children in school should therefore reflect the values of the Islamic faith.

- The primary aim of the school is to encourage a personality which manifests the highest Islamic Akhlaaq (morals and manners) in all children including those children that are not of the Islamic faith.
- To ensure that the management of children’s behaviour preserves everyone’s right to be safe, respected and able to work.
- To provide clear guidance for all staff, children and parents about the systems in place to manage positive behaviour.

PRINCIPLES

Hujjat School is committed to providing an environment where all people can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which an effective teaching and learning can take place.

Hujjat School holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

- An understanding, acceptance and implementation of the policy and procedures by all members of the school;
- The Behaviour for Learning Policy is a true and working partnership between all members of the school and community;
- The recognition that a whole school approach to behaviour management is preventative. Prevention is more desirable and effective than reaction;
- An understanding that self-discipline and outstanding outcomes for all our children is the aim for all members of the school;
- An understanding that behaviour patterns can be changed and managed effectively when behaviour issues are handled consistently;
- A commitment to a fair programme of natural consequences, accepting individual responsibility;
- Effective behaviour management seeks to avoid aggressive confrontation and collective sanctions;
- Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently and fairly;
- Staff always offer encouragement, praise, Dojos and SHINE tokens to encourage positive morals and behaviour.

Negative behaviours are dealt with separately and on an individual basis, with no previously earned rewards being removed and an understanding that behaviour is a form of communication. This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Attendance
- Equality statement
- Safeguarding & Child Protection
- Inclusion & SEND
- Complaint & Grievance
- Parent handbook and Home School Agreement

At Hujjat Primary School, we believe that relationships between adults and children are key to ensuring good behaviour and attitudes.

We consider the following to vital relational functions:

Attune – be aware of how a child is feeling

Validation – provide the child with reassurance that to feel emotional is natural

Contain – ensure that the child feels safe in every situation

Regulate - use the voice and body language to soothe, calm or stimulate

Whenever dealing with any behaviour incident we follow this model

RUPTURE → RELATE → REPAIR

- Rupture is a breakdown resulting in conflict
- Relate is to constructively address the rupture by encouraging the taking of responsibility and collaborating on solutions
- Repair is based on strengthening trust between the child and the adult by restoring the connection after rupture

VALUES BASED EDUCATION

Children at Hujjat Primary School showcase the values:

- Service: to serve Allah (swt) and His creation
- Gratitude: to be thankful
- Excellence: to strive for the best
- Compassion: to be kind
- Integrity: to speak the truth and do the right thing
- Respect: to treat people and the environment, with care

The Behaviour Policy will ensure staff model desired behaviour outcomes by:

- Ensuring opportunities are provided for children to take responsibility and be involved in decision-making.
- Establishing and promoting consistent expectations by and of both staff and children
- Promoting self-discipline and proper regard for authority among children.
- Encouraging positive behaviour thus prevent all forms negative behaviour.
- Fostering a culture in which children's achievements are recognised and celebrated.
- Ensuring that staff are seen to be fair and consistent, taking prompt action to support positive behaviour.
- Working in partnership with home and external agencies.

ROLES AND RESPONSIBILITIES

The Board of Trustees has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Board of Trustees support the Headteacher, Deputy Headteacher and Faith Leader in carrying out these guidelines. The Headteacher, Deputy Headteacher and Faith Leader have the day-to-day authority to implement the school behaviour policy, but trustees may give advice about disciplinary issues. The Headteacher, Deputy Headteacher and Faith Leader must take this into account when making decisions about matters of behaviour such as: bullying, aggression, discrimination etc.

The Headteacher holds overall responsibility for ensuring that this policy is implemented and for reporting to the Trust Board on its impact. They will ensure that staff receive appropriate training and support and that the statutory guidelines in place in relation to children's behaviour are applied. Ultimately, and only once all procedures have been followed, there may be the possibility of suspending or excluding a child. Refer to the school's Exclusion Policy for additional information.

WHOLE SCHOOL APPROACH

The school recognises that effective learning and teaching can only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour for learning. Actions which prevent teachers from teaching and children from learning are not acceptable.

To help pupils fulfil their responsibilities and to help maintain good order, the following rules and regulations form the code of conduct for the school. This applies when on or near school premises or when representing the school off site.

All staff are expected to:

- Welcome students into school every morning with positivity and an Islamic greeting.
- Lead by example in their conduct within and out of school.
- Implement Values based Education in their lessons and classroom environment.
- Be consistent and fair in the application of rewards and natural consequences.
- Actively seek opportunities to promote positive learning behaviour.
- Set high standards in order to help children establish regular punctual attendance.
- To involve parents/carers in the process from the very beginning.
- All staff understand how to manage challenging behaviour and can employ effective techniques such as child mentoring, buddying and following SEND support plans.
- All staff are expected to understand that all behaviours are a form of communication and they should seek to understand the needs of individual children and parents/ carers.
- To give children choices and help them to understand the consequences for their actions.
- To provide an appropriate curriculum, and high-quality teaching, promoting challenge and high expectations, whilst also meeting the needs of each child to ensure learning is accessible.

Please note: all rewards such as Dojos and SHINE Tokens must not be taken away once awarded

Class Teachers will:

- Plan and deliver engaging lessons at an appropriate level of challenge with support and scaffolds where appropriate.
- Maintain a positive, well managed classroom environment where every child can achieve outstanding outcomes.
- Know their children well and meet their individual needs.
- Record any incidents of inappropriate behaviour in the School's/Classroom Behaviour Log in CPOMS in order to communicate issues and inform other staff.
- Implement Dojos and SHINE Tokens to reward and promote good behaviour.
- Implement a traffic light scheme to encourage and reward good behaviour and attitudes and to provide opportunities for children to reflect on behaviour that is at odds with school values.
- The Head teacher will contact parents/carers by letter/telephone or message to inform them of issues/concerns and actions taken promptly. (Step 3 on the flowchart below **if** the traffic light system has been used to encourage better behaviour). In other, more serious cases for example rudeness to staff, refusal to follow an instruction without good reason, swearing physical violence, verbal threats or intimidation the Head teacher will contact the parent/carer and will arrange reflection time. In cases of bullying, the Anti – Bullying Procedure will be followed.
- Build in daily reflection time, with regards to values, behaviour and learning.
- Consistently use Zones of Regulations, especially during transition times.
- Contact parents/carers by letter/telephone or message to inform them of issues/concerns and actions taken promptly.
- Make referrals with SLT/SENDCO to external agencies.

Support Staff will:

- Assist in maintaining a positive and well managed environment; by leading through example.
- Refer to the behaviour policy to promote positive behaviour based on the school values.
- Record any incidents of inappropriate behaviour on CPOMS in order to communicate issues and inform other staff

Senior Leadership Team will:

- Ensure the staff fulfil their roles and responsibilities and follow the Behaviour Policy;
- Conduct 'learning walks and discussions with pupils' regularly calling into lessons particularly those lessons which staff have identified as concerning or where SLT support has been requested;

- Liaise with staff and teachers regarding the concerns about the behaviour of individual children or groups of children and act accordingly;
- Regularly monitor and analyse the Conduct or Behaviour Log in order to take appropriate action.
- Contact parents/carers by letter/telephone or message to inform them of issues/concerns and actions taken promptly.
- Following Steps to move forward with a plan to meet the child's needs

WHOLE SCHOOL BEHAVIOUR MANAGEMENT SYSTEM

At Hujjat School, we believe that children who are inspired learners, have the confidence to recognise that by focusing on building their learning skills and working hard, they can achieve success. The Whole School Reward System focuses on developing and deepening key behaviour skills that children are taught from the beginning of their journey at the School. These key behaviour skills are delivered through our core values promoted through SHINE.

1. Children receive values-based Class Dojos and SHINE tokens when they display examples of the school values, good morals and effective behaviour. Dojos can be given out by all adults around the school. Children receive class – based bronze, silver or gold awards for behaviours and attitudes that reflect the school values. Where a child's behaviour falls below common expectation he/she will move from "green" to "yellow" and, if the behaviour continues, to amber and finally to red, leading to reflection time with a member of teaching staff. Full procedures are set out at appendix 2. It will not be used in place of any other procedures and it should not be used in cases of serious poor behaviour such as rudeness to staff, refusal to follow an instruction without good reason, physical violence, verbal threats and intimidation or bullying. These cases should be referred immediately to the SLT. The traffic light system will not apply to all children, for example, it may be adapted for those with special educational needs at the discretion of the SLT or the SENDCO.

2. Each week, one child is chosen from each class to receive a special certificate in the school achievement assemblies for showing an example of these values-based behaviours; This will be displayed in school, with specific examples mentioned.

3. Children who have achieved a target number of Dojos and SHINE tokens will receive a star badge.

4. Where behaviour is considered inappropriate over time, the class teacher will liaise with the Headteacher, Deputy Headteacher and SENDCO; this will also be communicated with parents and carers to ensure collaboration in supporting the child

Note: Intervention Groups will be carried out for children needing additional support with regulating positive behaviour.

Flow Chart to Support Positive Behaviour

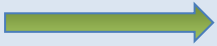
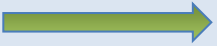
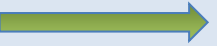
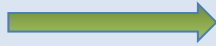

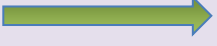
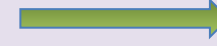
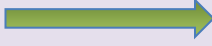
If the individual behaviour of the child justifies a behaviour report card (appendix 1), this can be processed by the class teacher, following approval by the SENDCO/ SLT.

PARENTAL INVOLVEMENT

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement and by modelling our school's desired behaviours and values at all times. We try to build a supportive dialogue between the home and the school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. These conversations are held confidentially. There is a parent code of conduct attached to this policy.

The school works collaboratively with parents/carers so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents/carers to come into school to clarify any issues. We also send out questionnaires to parents/carers to get their views on a variety of subjects.

If parents/carers have any concerns about their child they should initially contact the class teacher. If their concern continues, they should contact the Phase Leader and SENDCO/ Inclusion Leader.

If the behaviour is very serious and involves rudeness to staff, refusal to follow an instruction without good reason, swearing physical violence, verbal threats or intimidation refer to SLT immediately. The SLT will contact the parent/carer and will arrange reflection time. All such behaviour incidents are recorded on CPOMS. The Anti Bullying Policy will be followed in all bullying cases	In other less serious cases and the Class teacher has used Zones of Regulation to help understand and communicate with pupil but he/she continues to find it challenging to demonstrate behaviour adhering to school values	Class Teacher support to promote and encourage positive behaviour	Dojo Points and Tokens (Behaviour Report Card and Traffic Light System) used to support positive behaviour	Class Teacher uses Traffic Light System (Appendix 2) to help child understand and take responsibility and liaises with parents and carers with an update/ progress
1		 2 (STEP 1)	 3	 4
Adults will encourage children to take time to reflect (as considered appropriate) in order to promote positive behaviour and showcase our school values.				
Persistent misbehaviour, within the day, which does not adhere to school values will result in child moving to red on the traffic light system Reflection form is completed with an adult and logged on CPOMS (See Appendix 3)	Three reflection forms are completed within a single half term period, head teacher arranges meeting with parents/carers to discuss approached towards improvement.	Class Teacher liaises with the Senior Leadership Team (including SENDCO) to promote positive behaviour	Ongoing, persistent misbehaviour over a period of time or a serious behaviour incident, the child may have to spend an appropriate period of time in another class or with a member of SLT reflecting on the importance of positive school values Meeting for parents with HT arranged beforehand	Class Teacher and/or a member of the Senior Leadership Team continue to liaise with parents and carers
 5 (STEP 2)		 6 (STEP 3)	 7 (Internal Isolation)	 8

If parents feel their issues have not been resolved successfully, there is a formal process can be followed in accordance with our complaints policy.

MONITORING

The Headteacher and Deputy Headteacher monitor the effectiveness of this policy on a constant basis. They also report to the Board of Trustees on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a log of incidents of misbehaviour using CPOMS. All adults take an active role within school to monitor behaviour. The Headteacher and Deputy Headteacher keep a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Trust Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. Refer to the school's Exclusion Policy for additional information.

Hujjat Primary School Behaviour Report Card
















(To be shared with parents at the end of the week)

Week Commencing:

Targets:

(for example)

1. I will show respect towards my friends when playing in during breaktimes.
2. I will show integrity and honesty when talking to my peers and adults.

Days of the Week	Monday <small>Tick when a star is achieved</small>	Tuesday <small>Tick when a star is achieved</small>	Wednesday <small>Tick when a star is achieved</small>	Thursday <small>Tick when a star is achieved</small>	Friday <small>Tick when a star is achieved</small>
Morning					
Break and lunchtimes					
Afternoon					

Teacher's Comment:

Teacher:

Parents' Comments:

Parent:

Agreed outcomes for consistently achieving targets:

The aim of the traffic light system is to provide the children with the opportunity to reflect on negative behaviours and to redeem themselves before there is a consequence.

The traffic light system is a graduated scheme and it does not replace existing strategies designed to encourage the children to adopt behaviours and attitudes in line with the school's values. In cases where children have been bullying, openly rude to staff, have failed to obey instructions without good reason, used bad language, violence or intimidatory language or threats, the system should **NOT** be used and the SLT should be alerted via **CPOMS** and will meet with the child to investigate further and arrange a reflection session, if appropriate.

It is important to understand that the system is graduated so a child who moves up from green to bronze will move next to silver if further positive attitudes/behaviour linked to school values are shown. It is not possible to move directly from green to yellow or silver or from bronze to gold. A child should never be placed directly on red or gold.

Posters will displayed in all classrooms with the following

- a. Going For Gold
- b. Super Silver
- c. Brilliant Bronze
- 0. Green is Great
- 1. Amber – Let's Think
- 2. Yellow – Let's Talk About It
- 3. Red – Time to Reflect

The posters will display the school values prominently and an appropriate verse from the Holy Qu'ran linking with the school vision.

1. Children start at neutral green each day and will have the opportunity to move up the scale through Bronze and Silver up to Gold whenever they show positive behaviour and attitudes, linked with our school values. Teachers will hold weekly in - class celebrations for children who attain gold.
2. If children show negative behaviours they can move from green to amber. **They should always have the opportunity to redeem themselves by changing the negative behaviour and when they have done this to the teacher's satisfaction, they can move back up the scale. If the child is on red, they are will not move back up the scale that day.**
3. If a child moves to red, this is recorded on CPOMS and the child will complete a Red Reflection Form with the aid of a member of teaching staff during their lunch break. When 3 Red Reflections Forms have been completed, parents will be emailed and invited to a meeting with the Headteacher to discuss the child's behaviour and to find ways of moving forward.
4. Every child starts afresh the following day on neutral green.
5. Staff should make it clear to the child that Red Reflection Form is to improve their behaviour as it helps them to reflect on it and that it is not simply a punishment.



WE SHINE BY DEMONSTRATING OUR
VALUES

GO FOR GOLD!

SUPER SILVER

BRILLIANT BRONZE

GREEN IS GREAT

AMBER - LET'S THINK

YELLOW - LET'S TALK ABOUT IT

RED - TIME TO REFLECT

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا
Laqad kaana lakum fee Rasooli laaha uswatun hasanatu lliman kaana yarjui laaha wal yawmal aakhirah wa azakaral laaha kasheera
"Indeed, in the Messenger of Allah you have an excellent example for
whoever has hope in Allah and the Last Day, and remembers Allah
often." (33:21)



Name: _____ Date: _____



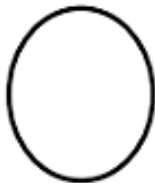
1. What happened that led to the consequence? Write or draw

2. What were you thinking?

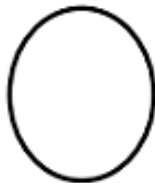


3. What was the impact.

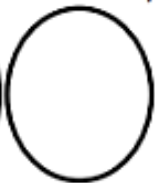
Draw a face to show how it made you, your class and your teacher feel



Me



My Class



My Teacher

I missed....

4. Tick the values you were showing and cross the ones you weren't showing.



Compassion



Respect



Service



Gratitude



Integrity



Excellence

5. What will you do now?

6. What could you do next time?