

Behaviour Policy

Where education is more than what you know, it's who you can become...

Approved	Hujjat School Trust Board
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Owner	David Poole
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**HUJJAT
PRIMARY
SCHOOL**

VISION

To be an outstanding, happy and inclusive school that cultivates our relationship with God through the conduct and teachings of Prophet Muhammad (Peace be upon him). A place where children can indulge their intellectual curiosity, develop a love for learning, and build the foundations to become ethical, responsible and inspirational members of society.

MISSION

We will facilitate the well-being and growth of every child's mind, body and character through:

- Nurturing children within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core curriculum that fosters curiosity and outstanding academic achievement;
- Facilitating experiential teaching, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to think, question and reflect independently;
- Developing confident, respectful and effective communicators who can express themselves and make informed choices;
- Encouraging positive relationships;
- Listening deeply and accepting every child as a gift from God.

This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (Peace be upon him), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.

VALUES

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

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INTRODUCTION

Good Behaviour is what we strive throughout our lives to achieve as Muslims. A sign of Allah's bounty upon the Prophet (peace be upon him) is his good behaviour. This is mentioned in the Quran when Allah the Almighty says:

"And verily you are on an exalted character" (Quran 68:4)

The Prophet (peace and blessings be upon him) said,

"He is not of us who does not have mercy on young children, nor honour the elderly" (Al-Tirmidhi).

Expectations of everyone regardless of their faith are underpinned by 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 the mannerisms and values of the children in accordance with Islam. The behaviour of the children in school should therefore reflect the Islamic faith.

- The primary aim of the school is to encourage a personality which manifests the highest Islamic Akhlaq (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 effective teaching and learning can take place.

Hujjat School will hold 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.

Children should be encouraged to develop:

- Respect for others: their feelings, opinions, cultures, limitations and the right to individuality;
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to always produce their best work;
- Respect for the environment: their own, the school's and other people's property and the community in which we live;

Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

The Behaviour Policy will:

- Ensure that opportunities are provided for children to take responsibility and be involved in decision-making;
- Establish and promote consistent expectations by and of both staff and children;
- Promote self-discipline and proper regard for authority among children;
- Encourage good behaviour and respect for others and prevent all forms of bullying among children;
- Foster a culture in which children's achievements are recognised and celebrated;
- Ensure that staff are seen to be fair and consistent;
- Ensure that all staff take prompt and effective action when children behave inappropriately;
- Promote 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 supports the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour policy, but trustees may give advice to the Headteacher about disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Headteacher will be responsible 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 excluding a child.

TEACHERS AND SUPPORT STAFF ARE EXPECTED TO:

- Implement Values based Education in their lessons and classroom environment
- Be consistent and fair in the application of rewards;
- Do not ignore poor behaviour;

- Celebrate good behaviour as a way of maximising children's self-esteem and confidence as learners;
- Set high standards in order to help children establish regular punctual attendance and good behaviour from the beginning;
- To involve parents/carers in the process from the very beginning;
- To intervene promptly where there is poor behaviour or unexplained absence, so it is clear that this is not acceptable;
- To employ techniques such as assertive discipline, child mentoring and buddying to help improve and maintain high standards of behaviour and discipline;
- To identify underlying causes since poor behaviour may be linked to a child's problems in accessing the curriculum;
- To recognise that when they need to challenge children, the focus must be on the behaviour in relation to the values of the school and pupil;
- To give children choices and help them to understand the consequences of their actions;
- To provide an appropriate curriculum, and high-quality teaching, promoting challenge and high expectation;
- To ensure that teaching methods promote active participation for all, within a challenging and supportive environment;
- To create a stimulating learning environment that promotes independence and on task behaviour;
- To encourage pride in achievement.

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 code of conduct for the school is as follows. This applies when on or near school premises or when representing the school off site.

Pupils or their parents will:

- Work to the best of their ability.
- Show respect to others and their property.
- Be pleasant and considerate to all visitors to the school.
- Follow instructions given by any staff.
- Look after the fixtures, furnishings and fabric of the school building.
- Attend school regularly and punctually.
- Wear approved school uniform.
- Remain in school during the school day.
- Behave appropriately on the way to and from school.
- Advise the school office of any reason for being late, for needing time off school or for bringing medication to school.
- Follow instructions regarding movement in and around the school

Class Teachers will:

- Plan and deliver engaging lessons at an appropriate level of challenge;
- Maintain a positive, well managed classroom environment where every child can achieve outstanding outcomes;
- Record inappropriate behaviour on CPOMS/Arbor in order to communicate issues and information to other staff;
- Implement good behaviour charts, and at times set behavioural targets to enable good communication between home and school;
- Follow the Suggested Behaviour Steps in the case of any inappropriate behaviour before referral to the Senior Leadership Team.

Learning Support Assistants and Support Staff will:

- Assist in maintaining a positive and well managed environment;
- Refer children whose behaviour gives cause for concern to their Line Manager, Phase Leader or the Senior Leadership Team.

The Phase Leader will:

- Liaise with staff regarding the concerns about the behaviour of individual children or groups of children and act accordingly;
- Regularly monitor and analyse the Behaviour Log and actions to improve children's behaviour;
- Regularly liaising with and informing the Headteacher where serious situations arise with children;
- Contact parents/carers by letter/telephone or message to inform them of issues/concerns and actions taken to date;
- If necessary, arrange meetings with parents/carers to outline concerns and find a way forward to meet the child's needs;
- Make referrals with the SENCO to external agencies.

The Senior Leadership Team will:

- Ensure the staff fulfil their roles and responsibilities and follow the Behaviour Policy;
- Conduct 'Learning Walks' regularly calling into lessons particularly those lessons which staff have identified as concerning or where SLT support has been requested;
- For serious cases of disruption discuss the matter with the Headteacher who will then discuss the next steps with the SLT e.g., possible Fixed Term Exclusion

The ultimate responsibility of the school's behavioural policies and practices is that of the Headteacher

GOLDEN RULES

The school follows 6 Islamic Values:

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

These will be visible around the school so that everyone including visitors to the school will understand the school's aim for excellent Behaviour.

PRINCIPLES

The following principles will be recognised to ensure that a whole-school approach to behaviour management is successful and ensures outstanding outcomes for all our children.

1. An understanding, acceptance and implementation of the policy by all members of the school;
2. The Behaviour Policy is a true and working partnership between all members of the school and community;
3. The recognition that a whole school approach to behaviour management is preventative. Prevention is more desirable and effective than reaction;
4. An understanding that self-discipline and outstanding outcomes for all our children is the aim for all members of the school;
5. An understanding that behaviour patterns can be changed and managed effectively when behaviour issues are handled consistently;
6. Effective behaviour management seeks to avoid aggressive confrontation;
7. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently and fairly.

Several other school policies should be referred to in conjunction with the Behaviour Policy, for example: -

1. Anti-Bullying
2. Attendance
3. Equality statement
4. Safeguarding
5. Inclusion

POSITIVE FEEDBACK

Here are some practical examples of how we ensure that we give positive feedback to our children at Hujjat School:

- Smiley faces

- Praise stamps/stickers
- Class privilege
- “Circle time”
- Good behaviour/achievement certificates given out weekly
- Positive messages sent home
- Attendance rewards given out termly
- Whole School Reward System.

WHOLE SCHOOL REWARD 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.

Based heavily on the Early Years National Curriculum, the Whole School Learning Reward System focuses on 5 key behaviours:

1. Independence
2. Critical Thinking
3. Caring
4. Resilience
5. Being Creative

Children are rewarded with points using ClassDojo when they display examples of these behaviours, and may be rewarded both independently and when working collaboratively:

1. Points can be given out by all adults around the school and children are always encouraged to display these behaviours;
2. Each week, one child is chosen from each class to receive a special certificate in the school t assemblies for showing being a learner of the week;
3. At the end of each week, the group of children who have displayed the Learning Behaviours the most, and have therefore collected the most points, are rewarded by their class teacher in an appropriate manner.

We believe that these Learning Behaviours can help prepare our children with the skills and attitudes for adapting to the future challenges they may face, as well as emphasising the crucial link between the way that children learn and their social awareness.

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. 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.

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 concern about the way that their child has been treated, they should initially contact the class teacher. If their concern continues, they should contact the Phase Leader. The Headteacher will get involved when all other avenues have been explored. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the Board of Trustees in accordance with our complaints policy.

MONITORING

The Headteacher monitors 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 on CPOMS/Arbor. All adults take an active role within school to monitor behaviour. The Headteacher keeps 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.