

# 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	HPS SLT
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**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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## 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:

***“I was sent to complete the best of morals” (Al-Muwatta and Kanz-ul-Ummal).***

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 the mannerisms and values of the children in accordance with Islam. 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
- Effective behaviour management seeks to avoid aggressive confrontation;
- Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour

and should be applied consistently and fairly.

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

## VALUES BASED EDUCATION

**Children SHINE by showcasing 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 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 governing body 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.

## 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 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 by 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

**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 to reward and promote good behaviour.
- Build in daily reflection time, with regards to values, behavior and learning.
- Contact parents/carers by letter/telephone or message to inform them of issues/concerns and actions taken promptly. (Step 1 and 2).
- Make referrals with the Inclusion Leader/SENDSCO 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 in the School's/Classroom Behaviour Log in 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. (Step 3)
- Following Step 3 to move forward with a plan to meet the child's needs

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









## 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 behavior skills are delivered through our core values promoted through SHINE.

1. Children receive values-based Class Dojos and tokens when they display examples of effective behaviour. Dojos can be given out by all adults around the school.
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. At the end of each term children who have achieved Dojos and token will receive a SHINE badge and an invitation to have a celebratory lunch with their CT and SLT.
4. Where behaviour is considered inappropriate over time, the class teacher will liaise with the Headteacher and SENDCo; this will also be communicated with parents and carers.

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

### Flow Chart to Support Positive Behaviour

Pupil finds it challenging to demonstrate behaviour adhering to school values	Class Teacher support to promote and encourage positive behaviour	Dojo Points and Tokens (and additional behaviour charts) used to support positive behaviour	Class Teacher liaises with parents and carers with an update/ progress  Behaviour Report Card will be monitored and logged on CPOMS (See Appendix 1)
 <b>1</b>	 <b>2 (STEP 1)</b>	 <b>3</b>	 <b>4 (STEP 2)</b>
Persistent misbehaviour which does not adhere to school values	Class Teacher liaises with the Senior Leadership Team (including SENDCo) to promote positive behaviour	Dojo Points and Tokens (and additional behaviour charts) used to support positive behaviour  ----- Additional support through interventions (lunchtimes included) put in place to support pupil's behaviour needs  ----- Child may have to spend an afternoon in another class reflecting on the importance of positive school values	Class Teacher and/or a member of the Senior Leadership Team continue to liaise with parents and carers
 <b>5</b>	 <b>6 (STEP 3)</b>	 <b>7</b>	 <b>8</b>

In all cases, the class teacher is the first contact, followed by the phase leaders if the issue has not been resolved successfully, then subsequently referred to the SENCO and SLT if needed.

## 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 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 Senior Leadership Team 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 using CPOMS. All adults take an active role within school to monitor behaviour. The Headteacher and Inclusion Leader 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.



## 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 SHINE star is achieved</small>	Tuesday <small>Tick when a SHINE star is achieved</small>	Wednesday <small>Tick when a SHINE star is achieved</small>	Thursday <small>Tick when a SHINE star is achieved</small>	Friday <small>Tick when a SHINE star is achieved</small>
<b>Morning</b>					
<b>Break and lunchtimes</b>					
<b>Afternoon</b>					

**Teacher's Comment:**

**Teacher:**

**Parents' Comments:**

**Parent:**

**Agreed outcomes for consistently achieving targets:**

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