

# Behaviour Policy

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

Approved	<b>Hujjat School Trust Board</b>
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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.

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

- Anti-Bullying
- Attendance
- Equality statement
- Safeguarding
- Inclusion

### Values based behavioural skills/expectations

**Children should be encouraged to develop: (Key behavioural skills – based on values → list and explain)**

- 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 produce their best work always;
- Respect for the environment: their own, the schools 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 the key behavioural skills are implemented by:**

- 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' 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 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;
- 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 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 and NOT the child
- To link to the values of the school when challenging incidents of inappropriate behaviour
- 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 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.

#### 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;
- Know their children well and meet their individual needs in order to prevent incidents of inappropriate behaviour
- 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
- In the case of any serious inappropriate behaviour refer to the Senior Leadership Team
- Make referrals with the Inclusion Manager/SENDSCO to external agencies.

#### 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 the child/ren's class teacher, who will address it and escalate if necessary
- 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' 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 and actions to improve children's behaviour;
- 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 Inclusion Manager/SENDSCO to external agencies.
- For serious cases of disruption discuss the matter the Headteacher e.g. possible Fixed Term Exclusion

#### Pupils 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 all staff
- Look after the fixtures, furnishings and fabric of the school building.
- Attend school regularly and punctually.
- Wear approved school uniform.
- Behave appropriately on the way to and from school.
- Follow instructions regarding movement in and around the school

**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

1. Children are rewarded with points using ClassDojo when they display examples of these behaviours, and may be rewarded both independently and when working collaboratively. Points can be given out by all adults around the school and children are always encouraged to display these behaviours; (through feedback given to class teachers)
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 behaviours;
3. At the end of each term children who have achieved 50 or more Dojos will receive a prize and have lunch with the Headteacher. These Dojos will consecutively increase each term from 50-300 Dojos, before they are recalibrated for the next academic year, thus encouraging positive behaviour.
4. Where behaviour is considered inappropriate over time, the class teacher will liaise with the Deputy 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 additional behaviour charts) used to support positive behaviour	Class Teacher liaises with parents and carers with an update/progress
 <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 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>

## 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 the school uses reasonable sanctions against a child, parents/carers should support the actions of the school. 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 or Deputy Head. 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 School Board of Trustees in accordance with our complaints policy.

## MONITORING

The Headteacher and Deputy 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. 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.