

## Behaviour Policy

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<b>Headteacher</b>	Maulana Mohammed Patel
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Madrasah Abu Hurairah is committed to creating a safe and secure environment in which children can feel safe, happy and secure, enabling everyone in our community to learn. Everyone is expected to take responsibility for their actions and to show care and concern for people, the madrasah and its contents. Madrasah Abu Hurairah recognises that every member of the madrasah community has a responsibility for promoting consistent good behaviour in madrasah. Staff are committed to working closely with parents, pupils and the community to promote positive behaviour and to create a culture of mutual trust and respect. We will always take a consistent, considered and sensitive approach in order to support all of our pupils.

### Aims and Objectives

1. To encourage a calm, purposeful and happy learning environment within our madrasah.
2. To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
3. To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. To develop a consistent approach for promoting positive behaviour throughout madrasah.
5. To ensure that expectations of behaviour are clearly communicated to children.
6. To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. To raise self-esteem and teach positive behaviour through the content and delivery of the curriculum.

9. To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents.
10. To effectively manage incidents of bullying, sexism, racism and all forms of discrimination if and when they occur.

### **Providing a safe and supportive environment**

#### **Responsibilities of Children**

1. To work to the best of their abilities and to allow others to do the same
2. To treat others with mutual trust respect at all times
3. To respond appropriately to the instructions of staff and other adults working in madrasah
4. To take care of property and the environment in and around madrasah
5. To cooperate with children and adults in all aspects of madrasah life
6. To help formulate and comply with the classroom and madrasah expectations
7. To move sensibly and quietly in and around madrasah
8. To share in celebrating the achievements of all members of the madrasah community

#### **Responsibilities of Staff**

1. To fully comply with the madrasah's policies and is consistent with the procedures employed
2. To attend appropriate training
3. To inform the headteacher or other senior leader of any concerns
4. To treat all children fairly and with mutual trust and respect
5. To raise children's self-esteem and develop their full potential by offering high quality learning experiences
6. To maintain high expectations of pupil behaviour and learning
7. To provide an interesting, relevant and challenging curriculum
8. To create a safe, stimulating and pleasant environment for learning
9. To use rules and sanctions clearly and consistently
10. To be a good role model for behaviour
11. To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim
12. To recognise each child as an individual and to take into account the needs of each child
13. To praise and reward appropriate behaviour and achievements

#### **Responsibilities of the Headteacher**

1. It is the responsibility of the headteacher to implement the madrasah behaviour policy consistently throughout the madrasah, and to regularly review with senior leaders the effectiveness of the policy.

2. It is the responsibility of the headteacher to ensure the health, safety and welfare of all children in the madrasah.

### **Responsibilities of Parents**

1. To ensure children attend school regularly and attend on time each day
2. To inform madrasah immediately of the reason for any pupil absence
3. To tell madrasah staff about anything that may affect children's work and well-being at madrasah
4. To show an interest in all that their child does at madrasah
5. To offer help and support with learning at home, including the completion of any homework
6. To encourage independence and self-discipline in their children
7. To establish good communication with madrasah staff and support the behaviour policy
8. To encourage respect and good behaviour and to make their children aware of inappropriate behaviour
9. To work with madrasah staff to address and review any behaviour issues with their children

### **Related Policies**

The Behaviour Policy is one of the essential Safeguarding Policies.

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ....providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.'

The following madrasah policies are related to the Behaviour Policy:

- Safeguarding Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Equality Policy

The child's welfare is of paramount importance; we are a child-centered madrasah.

We maintain a professional attitude of 'it could happen here' where safeguarding is concerned. When concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in conjunction with our madrasah culture of prevention, protection and support.

Our madrasah will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our madrasah are encouraged to talk freely with any staff member at our madrasah if they are worried or concerned about something.

## **The Behaviour Procedure**

We celebrate good work, good behaviour, good attitudes, progress and individual effort at Madrasah Abu Hurairah. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour.

## **Rewarding Good Behaviour**

Reward systems are in place - these differ operationally depending on the age and abilities of the pupils in each class and the agreed classroom rules. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Verbal praise and feedback
- Written feedback in children's workbooks/planners
- Stickers/certificates
- ClassDojo points for different 'skills'
- Verbal and written messages home to parents
- Visiting the headteacher/senior leaders with 'good work' and good news

## **ClassDojo Points**

Pupils are awarded ClassDojo points for the following 'skills' and behaviours:

- Creativity
- Curiosity
- Fluency
- Kindness
- Memorisation
- On task
- Participating
- Persistence
- Progress
- Respect
- Teamwork
- Working hard

Children will receive an e-certificate for every 50 points achieved for any one 'skill'. Certificates will be sent to parents via WhatsApp/email/ClassDojo.

## **Addressing Inappropriate Behaviour**

### **Tadhkir 1 - Reminder of expectations**

Teachers may remind pupil/s of classroom expectations when they are not being met as outlined in the Code of Conduct. This action will prevent the children and class from accessing an excellent lesson.

### **Tadhkir 2 - Formal warning**

Teachers may use a verbal reprimand to address pupil/s not meeting classroom expectations. Pupil/s are given a formal warning that their behaviour is preventing an excellent lesson from taking place.

### **Tadhkir 3 - Moving area/seat**

If T1 and T2 have been implemented by teachers then they will move children into a designated area/seat within the room. At this point the class will be reminded that if anyone else reaches this stage then they will move straight to T4.

### **Tadhkir 4 - Moved classrooms**

Having tried all of the previous consequences, the pupil/s are sent out of the room to another classroom that has been pre-determined. This will be recorded in the madrasah behaviour log book. Madrasah are not required to give notice of behaviour log entries but we will inform parents as and when required. When working in another classroom, a pupil may be set extra tasks or asked to repeat tasks until it meets the required standard.

### **Tadhkir 5 - Muhasaba**

If a pupil who has been moved classrooms continues to misbehave, or a pupil/s refuses to enter another classroom then they will be sent to the headteacher or other senior leader (Muhasaba). Once in Muhasaba, pupils participate in a discussion with the headteacher or other senior leader. This will be recorded in the madrasah's behaviour log book. The pupil uses this time (with the support of the staff member) to reflect on their behaviour, consider what has happened and to suggest what may have been a better, more considered course of action. If a pupil becomes a regular visitor to Muhasaba (3 occasions in a half term or the same inappropriate behaviour is repeated) the pupil will be placed on an individual behaviour programme, which will be monitored over a half term and parents will be invited to discuss the issue with the class teacher and/or a member of the leadership team.

### **Tadhkir 6 - Fixed term exclusions**

If a pupil/s fails to behave in an acceptable manner following Muhasaba sessions (as evidenced through the behaviour log), then they will face a one day fixed exclusion. A fixed-term exclusion can only be sanctioned by the headteacher or senior leader. Upon return to madrasah, the pupil,

accompanied by a parent or guardian, will undergo a reintegration interview where expectations regarding future conduct will be presented. The pupil and parent/guardian must confirm an intention to meet these expectations before a full return to madrasah will be allowed. If a pupil or parent/guardian does not confirm an intention to meet these expectations, the period of fixed-term exclusion may be extended and a further reintegration interview scheduled.

### **One-off serious issues**

Certain targeted behaviours may result in an immediate higher level sanctions being imposed. These behaviours include:

- Use of foul language directed at staff
- Physical Violence
- Use of a prohibited item (e.g. weapons or imitation weapons, laser pens, mobile phones if being used inappropriately)

In these instances the actions will be investigated by the leadership and an appropriate and reasonable level of sanction imposed by the investigating staff depending on the investigation findings. Madrasah Abu Hurairah defines the following as examples of prohibited items:

- Weapons and imitation weapons (or anything intended to be used as a weapon)
- Pornographic images (including commercially available publications)
- Online abuse through social media
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Laser pens
- Mobile phones/electronic devices if being used inappropriately

### **Permanent Exclusion**

Permanent exclusion may be employed by the headteacher as a final measure where all strategies identified above have failed to modify inappropriate trends and re-establish appropriate learning behaviours. Permanent exclusion may also be used as a first response in cases where serious incidents, for example extreme physical violence, have occurred.

### **Equalities Statement**

Through appropriate treatment of all, Madrasah Abu Hurairah aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the madrasah community – pupils, staff,

parents/carers and community members and is based on the madrasah's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.