

**Assunnah Primary School**  
**behaviour Policy review**  
**March 2020**

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## Assunnah Primary School behaviour Policy review March 2020

This policy is to be read in conjunction with our policies on Anti-Bullying and safeguarding.

### Introduction:

The Prophet Muhammed Peace be upon him,

said "The best of you are those who have the best manners." (Bukhari and Muslim)

Our School's policy on behaviour is based upon Islamic principles and the Sunnah of The Prophet Muhammed (sallallahu alayhi wasallam). We firmly believe, as the Quran states; 'Verily, you have in the Messenger of Allah an excellent example for him who hopes in Allah and the Last Day and remembers Allah much' (Quran 33.21). With good behaviour being a requirement of our faith, we propose to create a calm, respectful, fair, happy and safe environment in which pupils can work towards achieving their full potential. We recognise that children's behaviour and wellbeing directly impacts on their progress in learning and ability to be successful in life. Thus our primary aim is to teach children to develop the skills to make good choices and to learn how to behave in a variety of settings and environments in order to be fully successful throughout their lives

### Golden rules for around the school

Children are encouraged to follow these Golden Rules across the school and in every classroom:

- Keep our hands, feet and unkind words to ourselves
- Do what an adult asks us straight away
- Always try our best
- Respect people and property
- Listen to each other without interrupting
- Always tell the truth
- Walk quietly along the corridors and around the school
- Keep to the left when walking up and down the stairs
- Keep the coat areas tidy; hang up coats and bags so that people will not trip over them
- **Never touch anyone else's property**
- **No-one may return to the classroom at break or lunchtime unless supervised by an adult or with special permission**

➤ **No jewellery are to be worn except small studs.**

### **Playground Rules:**

- Respect all adults and each other at all times
- Speak politely and with manners
- Help one another rather than hurt one another.
- 'It is not cool to be cruel' say NO TO BULLYING!
- Racist remarks or behaviour is not acceptable at all
- When a member of staff raises their hand children must line up in their designated places.
- All problems should be reported to the adult(s) on duty, so that they can be sorted out immediately and amicably.

### **Expectations of pupil behaviour during assembly**

- We walk up the stairs on the left hand side and into the hall and sit down silently
- We listen
- We respect others' thoughts and opinions
- We join in together appropriately
- We wait appropriately when assembly has finished
- We walk out of the hall silently

**At Assunnah Primary School, our new behaviour system 2019-2020, is called *Stay on Green*.**

We use colours to help children understand the choices they are making, each colour representing a clearly defined set of behaviours.

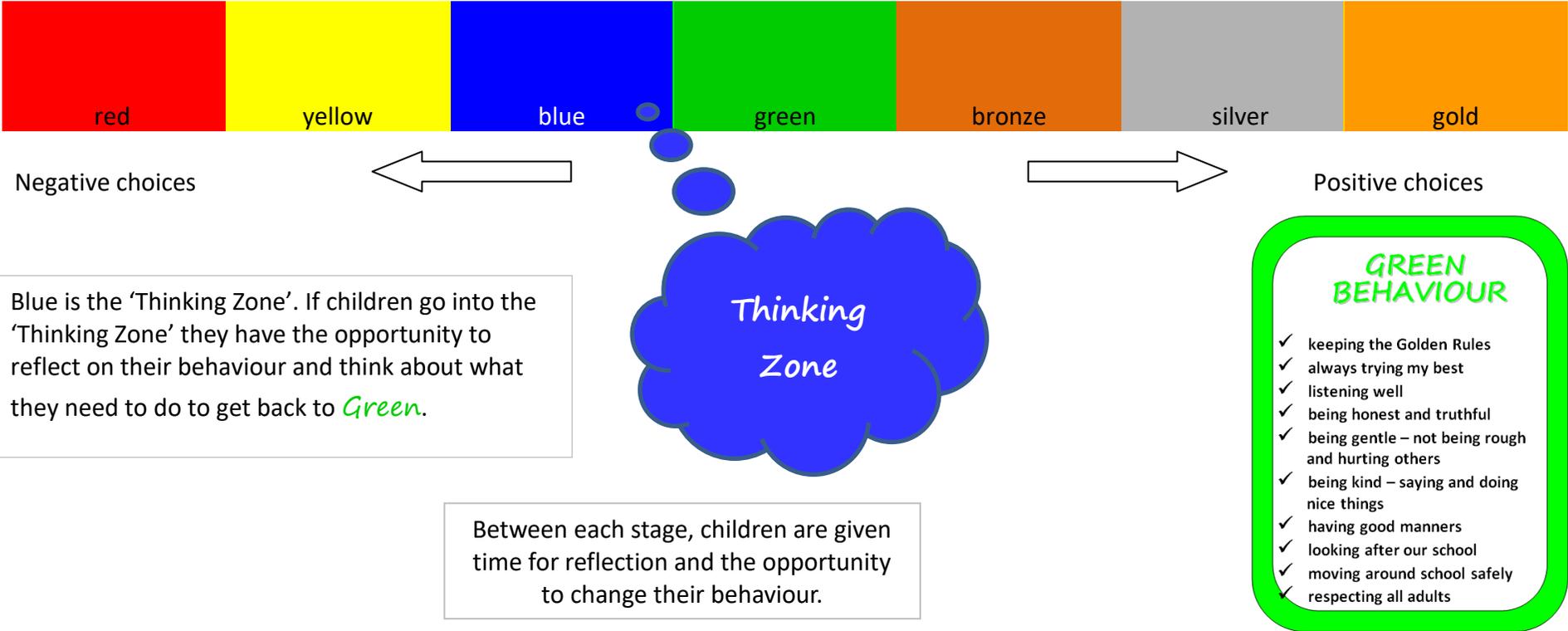
Every class has a *Stay on Green* display. At the start of each day all children begin with their name on the *Green* section.

*Green* means children are following the Golden Rules, listening, following instructions and working hard.

When children follow the Golden Rules they *Stay on Green*

If they consistently make positive choices about their behaviour they may move to bronze, silver or gold.

If children make poor or inappropriate behaviour choices they move to blue, yellow, or even red.



## Rewards

### Individual

The following colours show children that they are making the right choices:

**Green:** 1 point towards the class weekly total.

**Bronze:** Bronze reward card and 2 points towards the class weekly total.

**Silver:** Silver reward card; 3 points towards the class weekly total; note to parents/carers from the class teacher.

**Gold:** Gold reward certificate awarded by the Head teacher and announced in Achievement Assembly; 5 points towards the class weekly total; the child's name is recorded in the special *Gold Book*. (Three Gold awards in a term will earn an invitation to the Head Teacher's *Golden Tea Party*)

Children who end every day on *Green* will receive a *Stay on Green* badge at the end of the half-term.

If they *Stay on Green* every day for the year they will receive a special 'owl' badge to keep.

### Whole class

Each class takes their weekly points total to Monday's Achievement assembly. The class in each phase with the highest score will be awarded a *Stay on Green* poster to hang on their classroom door as well as thirty minutes of *Green Time* fun activities which they will plan with their teacher.

## Consequences

All staff will support children to make good choices. Where poor choices are made, staff will encourage children to make better choices and acknowledge positive changes in attitude and behaviour as they occur.

The following colours are consequences:

**Blue:** Verbal reminders of how to *Stay on Green*.  
Time in the 'Thinking Zone' to reflect on behaviour.

**Yellow:** Time out with either a reflection sheet or work to be completed in another class / member of SLT to sit in class.

**Red:** Red card/Reporting slip/Senior staff may be involved along with parents/carers/  
If a child has 3 reporting slips in a half term, a letter will be sent home to parents/carers and a meeting arranged.



**Working Together  
to**

***Stay on Green***

**at**

**Assunnah Primary School**



## **Whole School Reward System: House Colours:**

In addition to **Stay on Green**, our approach for rewarding and encouraging good behaviour, effort and manners is based on the collection of coloured stickers. We want our pupils to develop good team working skills and strive together for a bigger prize helping and encouraging each other along the way. Our house system is based upon a collaborative effort.

Colours may be awarded for any actions, deeds or attitudes which are deemed noteworthy. Any child can be awarded a House colour which will count towards the overall effort made by a House.

Children are placed into one of four houses on entry into school. They are given a coloured badge representing their house. Children must wear their badges every day on their jumpers where it is visible. Failure to wear their badge may mean losing house colours!

- The house of Abu Bakar- RED SCALE
- The House of Umar- GREEN HORSE
- The house of Uthman- BLUE SHIELD
- The house of ALI- YELLOW LION

Teachers are given the role of House Managers and selected pupils from years 5 and 6 are given the title of House Captains. All staff members including volunteer, lunch time and additional support staff can have access to a house chart. A new chart is started every Thursday when the old one is collected. After collection of all charts a count of the total number of colours collected from each house is made. The house with the most colours collected is awarded Golden Time on Friday from 11:00-11:30.

The scores of the Houses are displayed on the behaviour board in the school corridor. Posters displaying the name of the winning team are placed around the school for a week. At the end of each half term the House who have earned Golden Time the most are awarded a trip chosen by the house manager in collaboration with their team.

**House Points are small colour coded stickers which are awarded to children for any of the following reasons:**

- Helping others
- Producing an outstanding piece of work
- Demonstrating good effort when encountering a challenge

- Following a school rule
- When a learning target has been achieved
- Supporting other pupils in their learning
- Demonstrating that a school rule has been followed
- Promoting good behaviour in others
- Improving their behaviour
- Taking responsibility for their learning
- Carrying out extra responsibilities in class
- Answering a question well
- Developing confidence in an area

### **Celebrating Success- Individual recognition**

In addition to the House Colours, we also have a system of recognising individuals who are consistently behaving well and working really hard in their learning. We have class behaviour trackers to monitor and keep track behaviour of individuals. (See appendix) Behaviour can be placed into either Reward Bands or Warning Bands.

Below is a description of types of behaviour with their outcomes.

## **REWARD BANDS**

<b>Rule Makers</b>		<b>Reward Bands</b>	<b>Outcomes</b>
Good manners, following classroom rules, concentrating on work, being kind and helpful, making an effort to answer questions, good Muslim	<b>1-3</b>	<b>RB1</b>	Mentioned in class, Verbal feedback given.

character,  
completing work

Consistent in RB1,  
trying to achieve  
personal goals,  
positive outlook on  
everything, best  
working table,  
showing  
engagement in  
work,

**4-6**

**RB 2**

Child can choose  
activity in the  
class- become  
teacher's special  
helper.

Producing an  
exceptionally good  
piece of work,  
achieving personal  
goals, consistent in  
RB1 and RB2

**7-10**

**RB 3**

Text message or  
commendation  
note sent home.

Completion of  
Quran, helping  
others and making  
a difference to  
others.

**11-14**

**RB 4**

Chance to make  
dua in assembly,  
get a prize or go on  
a special trip.

### **Value of the month**

We encourage all our pupils to develop universal values and principles from a young age. We recognise that the more children are exposed to values the more they are likely to act upon those values. Every month we share a value that we would like our pupils to adhere to. Children will have opportunities to discuss the value and ways it can be expressed throughout the month. At the end of the month class teachers in discussion with their pupils can add a stamp to the value observed in a pupil. This stamp is to be given on the child's 'collection of my values' poster. Children who have collected all the values for the whole year can attend the values party. Children who have not been able to collect a value can ask to be reassessed and be awarded a stamp providing they are demonstrating a value.

Below are this year's values of the month

<b>Faithfulness</b>	<b>Gratefulness</b>	<b>Love</b>
<b>Responsibility</b>	<b>Appreciation</b>	<b>Tolerance</b>
<b>Determination</b>	<b>Patience</b>	<b>Forgiveness</b>

## Sanctions

The purpose of sanctions at Assunnah School is to give children the opportunity to change their behaviour and remove barriers to learning. We understand that mistakes can be made and where children display unacceptable behaviour and sanctions are imposed then we always give children a way to return back.

Where a sanction needs to take place, it is vital that the child understands that it is the behaviour s/he is exhibiting that we find unacceptable, not the child him/herself.

- The use of sanctions should be characterised by these features:
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

**The table below lists types of unacceptable behaviour that will result in various outcomes.**

WARNING BANDS			
Rule Breakers	Strikes	Warning Bands	Outcomes
Chatting, moving around without permission, not following instructions, not wearing correct uniform, talking over others, interrupting, distracted from work, off task.	1-2 strikes	WB 1	VERBAL WARNING

Disturbing others, incomplete work due to lack of effort, lack of correct equipment, homework not complete/not handed in, rude behaviour or attitude, leaving classroom without permission, unnecessary talking, moving or hiding things.	3-4	WB 2	DETENTIONS – playtimes, after school. Removal of privileges.
Repetitive disruptive behaviour, deliberate damage to property, physical violence, disrespect towards adults, any form of bullying, continuous defiance, throwing things with intent to hurt, racist or discriminatory behaviour, obscene language, no adherence to values of school.	5-7	WB 3	SENT TO UST. FERUZ OR USTA SHIREE. Placed on behaviour support plan.
Serious challenges to authority, fighting or intention to harm to others, loss of control in anger management, consistent lateness and absences, Refusing to	8-10	WB 4	PARENTS INFORMED - Child removed from scene,

work,			
Creating a situation in which it is impossible for teaching and learning to take place, deliberate destruction of property. Fighting and intentional physical harm to other children, verbal abuse, persistent bullying.	11-13	WB 5	SUSPENSION- fixed term drawn up.
Causing danger to self and or others, serious challenges to authority, extremely dangerous or violent behaviour, extreme views or actions that conflict with the ethos of the school. Noncompliance of parent – school agreement.	14-16	WB 6	EXPULSION – LA made aware, details entered in child record.

### **Detentions**

Detentions can be given both during and after school, however, parents must be informed for any detentions given after school. Detentions after school can last between 30 minutes to 1 hour. Teachers should not issue a detention out of school hours where they know that doing so would compromise a pupil's safety. A member of the SLT must be informed and a letter sent home for children given after school detentions. With lunchtime and break time detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

### **Exclusions from school**

We work hard to support children in developing positive behaviour, and avoid exclusions. However, when proportionate, reasonable and absolutely necessary we will exclude a pupil if they are causing serious harm to the safety, education or welfare of the pupil or others in the school.

### **Parental Involvement**

The involvement of parents in school life can help break down barriers and negative attitudes towards learning. A positive relationship between teachers and parents can influence how a child perceives the teachers and the school's authority. Parental responsibility can be seen as extending beyond the individual child and should involve supporting a positive school ethos and accepting that school is the appropriate educational environment.

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home. If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact the head teacher or a member of the SLT.

### **Role of SENCO**

When behaviour records show that a child is persistently behaving inappropriately, teachers can liaise with the SENCO who may, following discussions with parents, place the child on the SEN register at the appropriate level. A Behaviour Support Plan will then be devised by the Class Teacher and SENCO, again, in consultation with the parents and child. This will trigger a range of strategies to encourage positive behaviour from the child. They may also be expected to attend regular nurture club sessions. Progress will be regularly monitored and assessed with rewards given for success. We always consider the needs of individual pupils when dealing with behaviour and this is in line with the Equality Act 2010.

### **Behaviour support plan**

Where a child is consistently displaying challenging behaviour A Behaviour Support Plan (BSP) may be put in place. This is a school-based document designed to assist individual pupils get back on track with their behaviour or employ ways to manage their behaviour more appropriately. Targets are set to help individuals and those working with him/her. These targets are set as SMART targets and should be reviewed regularly.

### **Conduct outside the school gates**

As advised by the DfE guidelines on conduct outside the school gates, teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

Teachers may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply that:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Should the school receive report of, or complaint regarding, inappropriate behaviour of pupils that has taken place outside of school, the Head Teacher will investigate the incident. Where there is sufficient evidence that the behaviour took place, the Head Teacher can employ sanctions that are proportionate to the severity of the behaviour.

### **Confiscation of inappropriate items**

The school fully adheres to all legal requirements and DfE guidelines on confiscated items as detailed below.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline (as described in Discipline in Schools – Teachers' Power) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. School staff can search a pupil for any item if the pupil agrees (but this will depend on a child's age). The school is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or coat, etc. and for the pupil to agree.

2. Power to search without consent for “prohibited items”. The Head teacher and staff authorised by the Head Teacher have a statutory power to search pupils or their possessions, without consent, where there is reasonable grounds for suspecting that the pupil may have a prohibited item. The list of prohibited items can be found in the DfE document- Searching, screening and confiscation.

• **Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property**

• **Any item banned by the school rules which has been identified in the rules as an item which may be searched for.**

A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a “with consent” search as long as it is reasonable in the circumstances. Where any article is thought to be a weapon it will be passed to the police.

### **The Power to use reasonable force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE 00060-2011: Use of Reasonable Force. Staff will only intervene physically to control or to restrain pupils where they are at risk of causing harm to themselves or to others. This can include removing disruptive children from the classroom when they have refused to follow an instruction to do so; prevent pupils leaving the classroom where allowing the pupils to leave would risk their safety or lead to behaviour that disrupts the learning of others; and to prevent physical harm to staff, other pupils or themselves. The actions that we take are in line with government guidelines on the restraint of children.

### **Staff development**

We believe in Continuous Professional Development of staff at all levels, individually and as a school. We believe that all members of our school community are responsible for the behaviour and wellbeing of our pupils, with the class teacher, best placed to have overall responsibility for ensuring that emotional and educational needs are met to reduce barriers to learning.

When a new member of staff joins Assunnah Primary School they are given clear guidelines on the school’s agreed behaviour system and routines and policy is shared with them. All staff members are kept up-to-date with any issues regarding individual children and their behaviour via email or staff briefings.

We work as a team to support the class teachers to do this effectively and in the best interests of the children.

We run and organise regular training and meetings where staff can keep up to date with current best practise of behaviour management, understanding and strategies.

We hold regular staff, parent and pupil consultations in order to continuously improve our practise as a school.

### **Monitoring and review**

The head teacher and members of SLT will monitor the effectiveness of this policy on a regular basis. They will hold meetings on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The class teacher deals with the majority of incidents of behaviour during the day as part of their pastoral care of the class. When the lunchtime supervisors deal with behavioural issues they communicate with teachers as necessary. The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. This policy is to be reviewed yearly.

**Date of review: February 2020**

APPENDIX 1

**Behaviour checklist for teachers**

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy. Pupils
- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs. Teaching
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

➤ **Parents**

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

### **Staff Tips for Promoting Good Behaviour**

- **AN EXCELLENT TEACHER INSPIRES, CARES AND UNDERSTANDS THEIR PUPILS... AND THEIR PUPILS KNOW IT!**
- Always aim to DIFFUSE a situation, not IGNITE it!
- It's not personal! Don't get angry or upset.
- Positive reinforcement, pick on good behaviour.
- REWARDS are always more effective than SANCTIONS.
- Always give children a 'way out' of their behaviour pattern.
- Don't zoom through the systems. They are there as a guide and to ensure consistency and fairness.

**MOST IMPORTANTLY** find out why! There's always a reason why a child misbehaves. They are not adults; they do not have our vocabulary or ability to explain their feelings. Build positive relationships based on care, trust & high expectations and 99% of behaviour problems will disappear.

### **Behaviour Reflection**

**Name**

**Date**

**What I did?**

**Why it was wrong?**

**What problems did it make?**

**What can I do to make things right?**

Appendix 3

Behaviour Chart for \_\_\_\_\_

Date \_\_\_\_\_

Targets	M	Tu	W	Th	F	Teacher Comments
Assembly						
Line up						
Lesson 1						
Snack time						
Lesson 2						
Playtime						
Lesson 3						

<b>Playtime</b>						
<b>Lunchtime</b>						
<b>Salah time</b>						
<b>Lesson 4</b>						
<b>Story time and pack up</b>						
<b>Home time</b>						

My target is to get \_\_\_\_\_ ticks

My reward will be

**ASSUNNAH PRIMARY SCHOOL**  
**BEHAVIOUR SUPPORT PLAN**

**NAME OF PUPIL:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

**SEN STATUS**

**DATE:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**PEOPLE PRESENT:**

What the child can do now	Target	Activities to develop skill (who, where what you will need)	Review Date
		•	
		•	
		•	
<b>What contribution parents will make:</b> •			
<b>Evaluation:</b>			
<b>Signed (teacher)</b> <b>Signed (Parents)</b>			





## APPENDIX 7

### Classroom Management ideas

#### Routines and procedures

- Be prepared- leave issues at the gate
- Prepare the classroom- set up all resources and books before children come- monitors can do their jobs throughout the day
- Prepare for your day- have all resources ready- worksheets printed off e.tc.
- Establish clear procedures and routines – have very high expectations- zero tolerance
- Meet children at the door
- Welcome them in only if they are quiet and ready to learn.
- Watch them as they put coats and bags away quietly
- Get them seated, carpet/table, review seating plan- do not worry about differentiation
- Do not get drawn into conversations remain silent and display body language that shows you are watching.
- Once seated- give greetings
- Ask how is everyone
- Address issues
- Go through the plan of the day- lessons- use of visual timetable
- Remind children about rules- hands up for questions, good sitting, good listening, good learning
- Do not spend too long on this as children will switch off.

### **Tutor time activity- building relationships**

### **My Aspirations**

- Build relationships with children particularly those with challenging behaviour.

**Long term goals-** Ask chn what they would like to be when they grow up.

What does the job involve?

How can they achieve it?

**Short term goals-** What can they do now to start helping them achieve their aspirations?

Create a display- child's name- their aspiration- their steps to get there

YR 1- what would they like to be when they grow up?

**Display to be up by Friday please**

**Refer to the aspirations for points of discussion and to keep chn focussed. Engage the challenging children.**

**Children love to speak about themselves and their family and experiences use this to build relationships with those children.**

### **Time management and lesson delivery**

- Start all lessons on time and finish on time
- Make lessons as interesting as possible taking into consideration all different types of learning styles and dispositions
- Be enthusiastic and passionate- very effective for engaging the chn
- Do not lose focus of objectives of lesson- make sure you follow a structure- starter, whole class, independent, plenary. Include a range of activities, partner work etc. Ensure you ask HOT questions to challenge, link to the big picture, S/C self-assessment and self-evaluation time must be given too. Give effective feedback linked to the LO.

### **Snack and play time**

- Remind chn of etiquettes of eating and drinking
- Send chn individually or in 2s to get their snack bags and eat on the table.
- Eat with the chn- do not leave them to do something else- make it a whole classeating together session- this will be temporary- you are re-teaching them
- Keep the bin easily assessable, chn to collect all rubbish and put it away at the end.
- Ensure chn line up when leaving to and returning from play.
- Chn to exist and return in an orderly fashion.
- Toilets during break- 1-2 chn to be sent at a time.

### **Strategies**

- Deal with issues in class and do not automatically send to head teacher-system should be in place- 3<sup>rd</sup> warning for same incident then should be sent to head teacher.
  - Log incidents in behaviour log
  - Have high expectations
  - Peer reminders-can be the very effective
  - Share the school behaviour code with chn and follow through
  - Use sanctions and rewards in line with school system.
  - Build the teacher-pupil relationship
  - Vary volume and tone of voice
- Be just and consistent
- Move in, move out
  - Silent treatment
  - 1, 2, 3,
  - Hands up,
  - Countdown

- Use 'niceties' – please and thank you
- Table points
- Spell it out
- SEAL

### Adhering to the Sunnah- developing habits

#### Class record

Name of class: We are adhering to the Sunnah when:	Monday	Tuesday	Wednesday	Thursday	Friday
We great each other with salams					
We say JazakAllah Khair to show our thanks					
We dress smartly					
We speak kind words in a polite manner					
We take turns to speak					
We sit down to eat and drink together					
We work hard and try our best in all that we do					
We do not give up					
We do not disturb others					
We keep our things neat, clean and tidy					
We take care of school property as it is an ammanah					
We help each other					
We say Alhamdulillah for all that we have					
We respect our elders and show mercy to our young					
We do not speak in the toilets					
We enter and leave the toilet correctly					
We remind each other about being good and forbid the bad					
We are ready for Salah					

We have khushoo in salah by following the imam and thinking of Allah					
We remain silent after salah and read tasbih					
We clean up after ourselves					
We respect all people no matter who they are.					

Reviewed on 3<sup>rd</sup> March 2020