



Behaviour and Discipline Policy

At Assunnah the Aims and Discipline policy will reflect the ethos of the school; the objective is to promote Islamic behaviour of high moral standards. We believe that in order for learning to occur, good behaviour and discipline is a necessary required. We further believe that as Muslims any behaviour should reflect that of the Prophet (PBUH). The primary aim of the behaviour and discipline policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, with values built on Islamic principles such as mutual trust and respect for all. The school behaviour policy is therefore designed to support a way in which all members of the school can live and work together.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to learn, and grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Rewards, punishments and sanctions

We praise and reward children for good behaviour in a variety of ways:

Teachers congratulate children;

- Children are awarded with golden time every week;
- Each week we nominate a child from each class to be 'star of the week';
- Each 'star of the week' receives a certificate in the school assembly;
- We distribute stars to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- The motivation board (reward board) is an on-going incentive throughout the pupil's time at Assunnah School. For each 10 stars awarded in Reception and KS1 and for each 15 stars awarded in KS2 a sticker is placed on the child's record on the board. After receiving 10 stickers a certificate is given and the pupil moves on to the next level. There are five levels in total. Where a child joins the school after Reception class, double stickers are given in the first year as an incentive to catch up with other pupils.
- Classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- Children are taught about rewards and sanctions so they understand the implications of their actions, but also to emphasis our lives on earth and how humans are and will be rewarded and punished by Allah (SWT).



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- Teachers may choose to reward the class as a whole either by organising a shared activity enjoyed by all the children or visiting the local library (with the consent of the Head or Deputy Head).

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The school employs a number of sanctions to enforce the school rules.

We employ each sanction appropriately according to individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until child calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and appropriate sanctions are used. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Exclusion from educational visits may also be used especially if there are concerns regarding a child placing themselves and others in danger through their refusal to follow instructions. The school does not tolerate bullying. If we discover that an act of bullying or intimidation is or has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

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In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that is expected in the school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or at another appropriate time.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils (appendix 1)*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. Moreover, the actions that we take are in line with government guidelines on the restraint of children. Further details on this are found at the end of this policy.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their classroom, and that their pupils behave in a responsible manner during lesson time.



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The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently.

If a child misbehaves repeatedly in class, the class teacher has the option of keeping a personal record of all such incidents as an aide memoire. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the deputy head teacher.

With regards to anti-social conduct, a child may be placed on report. This entails the child being closely monitored over an agreed period of time between the Head, teacher and child. At the end of each lesson the class teacher will indicate on the report form how the child has behaved.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement and monitor the school behaviour policy consistently throughout the school, and to report to governors, (when requested), on the effectiveness of the policy.

The head teacher supports the staff in the implementation of the policy and keeps records of all reported serious incidents of misbehaviour.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school handbook, and we expect parents to read these and support them.

We expect parents 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 immediately if we have concerns about their child's welfare or behaviour.

The purpose is to encourage the child to reflect on the moral dimension of their conduct. All parties need to agree on a plan of action which will be written agreement to include:

A self reflection journal; family journal; or informal chats with a designated member of staff. The concept of this is to give the child a sense of personal responsibility and that change in conduct is only effective when it is self directed.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Head or Head Teacher him/ herself. Final recourse is to the school governors. If these discussions have not resolved the problem, a formal grievance or appeal process can be implemented.

The role of governors



The governing body is accountable to parents and has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Permanent exclusion is always a last resort and it is important that parents work in partnership with the school to ensure this is kept at a minimal

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Exclusion procedure

If the head teacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to proceed with appeal.

The head teacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body considers any exclusion appeals received.

When the governing body or its appeals panel (if formed) meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

If the governors or their appeals panel decide that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis, and also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break times or lunchtimes. Lunchtime assistants note such incidents in their individual notebooks which are then brought to the attention of the Lunchtime Supervisor and monitored by the Deputy Head.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review



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The governing body will review this policy every two years. The governors may however, review the policy earlier than this, if the government introduce revised or new legislation or regulation guidelines, that relate to or have an immediate effect on this, policy or if the governing body receives recommendations on how the policy might be improved.