POLICY

Behaviour

September 2024

Review 2027

Assunnah Primary School

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GOVERNORS STATEMENT

The Governors at Assunnah Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. At Assunnah Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our school values of faithfulness, tolerance, patience, respect, gratitude and justice; we have high expectations and support the development of our pupils as effective and responsible British Muslim citizens.

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 SAW. As the Quran states, we firmly believe, '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 creating a calm, respectful, fair, happy and safe environment where pupils can work towards achieving their full potential. We recognise that children's behaviour and wellbeing directly impact 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

AIMS OF THIS POLICY

- To set out guidelines so that the behaviour management systems and processes can work alongside our Islamic values charter.
- To foster a learning environment that promotes positive caring attitudes towards everyone, acknowledged and valued achievements at all levels.
- To have a provision that promotes self-esteem, self-discipline and independence so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To ensure all staff and pupils feel safe at all times.
- To involve parents, pupils and staff in the implementation of this policy.

HEAD TEACHER'S ROLE

Overall responsibility for maintaining positive discipline throughout the school lies with the Headteacher.
The Head teacher's role includes:

- Establishing a culture of positive behaviour and monitoring a consistent approach across school
- Celebrating positive behaviour and instilling a sense of pride in those pupils achieving.
- Supporting staff in managing behaviour through clear policy and procedures.
- Monitoring incidences of all behaviours and taking swift and decisive action to ensure the safety
- and well-being of all pupils.
- Managing the induction of new staff to ensure they adopt the policy and maintain a consistent approach to behaviour management and the restorative ethos.

CLASS TEACHER'S ROLE

The class teachers' example is critical to nurturing caring, positive and collaborative relationships. A climate of high levels of pupil engagement, effort, co-operation and mutual respect should be created as part of the culture of the classroom. All adult interactions with children should follow and model our Islamic Value ethos and model mutual respect, fairness, consistency, encouragement and praise. Each teacher has responsibility for the maintenance of discipline within their own class. They will:

- Create an environment that promotes self-esteem, self-discipline and independence so that each child learns to accept responsibility for his/her own behaviour.
- Have high expectations of children's attitudes to learning, play and transitions through school.
- Encourage, praise and listen to children.
- Have a consistent approach to behaviour following the behaviour policy and maintain Individual
- Behaviour Plans for pupils identified as needing specialised help with their behaviour.
- Know each pupil as an individual and be aware of their (special) needs.
- Keep a written record using the Good to be green behaviour logs and ensure that the Head teacher/SLT are informed of any red/yellow incidents within that same day.
- Involve parents, pupils and staff in the implementation of this policy.
- Issue yellow card if it deems to be necessary for the behaviour

THE ROLE OF SUPPORT STAFF

- Have high expectations of children's attitudes to learning, play and transitions through school.
- Encourage, praise and listen to children in a values manner
- Have a consistent approach to behaviour following the behaviour/values and maintain Individual Behaviour Plans for pupils with support from SLT and teachers.
- Keep a written record of all incidents and ensure that the class teacher is informed of any incidents through the 'Good to be Green' behaviour logs.

RULES

To have a provision that promotes self-esteem, self-discipline and independence, we must have a consistent approach to behaviour throughout the school**. The Assunnah Values of Faithfulness, Tolerance, Patience, Respect, Gratitude, and Justice** provide such boundaries and should be referred to as a point of reference by all adults in school.

REWARDS

The teacher will nominate one class member each week to receive a Value **Ambassador certificate**. The headteacher or a teacher spends some time with those children by having a drink together.

Whole School Reward System:

In addition to Stay on Green, our approach for rewarding and encouraging good behaviour, effort and manners is based on the collection of Class dojo house points. All staff members, including volunteers, lunchtime and additional support staff, can access the class dojo. A new dojo point is started every Thursday when the old one is counted. The house with the most points collected is awarded Golden Time on Friday from 11:00-11:30.

A poster reinforcing the value of the month as well as growth mindset reminders plus house winner of the week is shared with the parents through Class Dojo. At the end of each half-term, the house with four consecutive wins is awarded a trip chosen by the house manager in collaboration with their team and weekly golden times.

We want our pupils to develop good teamwork skills and strive for a bigger prize, helping and encouraging each other. Our house system is based upon a collaborative effort.

Children are placed into one of four houses on entry into school. They are given a coloured badge representing their house.

- The house of Abu BakarRed
- The House of Umar- Green
- The house of Uthman- Blue
- The house of ALI- Yellow

Teachers are given the role of House Managers and selected pupils from years 5 and 6 are given the title of

Excellent attendance is also celebrated in Celebration Assembly with weekly class attendance being displayed and termly attendance trips for the class achieving the highest percentage.

SANCTIONS – The following steps are followed for unwanted behaviours displayed in school.

Good to be Green Behaviour Sanctions

If you don't follow the Assunnah good to be green Code then the adults will

Stage 1 Non-Verbal Warning

Adults use non-verbal warning eg eye contact, shake of the head, a single raised finger to let you know that they are not happy with your behaviour

Think carefully about who your behaviour could be affecting, can you make the right choice?

If your behaviour continues

Stage 2-Verbal Warning

Adult will tell you they are not happy with your behaviour and tell you the behaviour they want to see

Are you making the right choices at this moment?

If your behaviour continues

Stage 3 Stop and think card

You will be given stop and think card

This is an opportunity for you rectify this situation, who is the victim? A child or an adult

How can you repair the relationships with the victim?

If your behaviour continues then

Reflection Sheet Completed

Yellow Cards Are issued by class teachers Reflection sheet completed 3 playtimes taken away

Stage 4 Yellow Warning Card

Lesson Reflection Time

You will be sent to another class where you will have time to reflect on your behaviour. A reflective time will take place with an adult, this will be during your play time to rectify and repair the relationship with the victim. As a standard consequence you will miss 15 minutes of your play time, parents informed.

Three Yellow Cards before red card Parents informed throughout.

Physical Violence Swearing at a person Racism Vandalism. Bullying (Persistent unkind behaviours

Consequence Card

Red Warning Car Headteacher

If inappropriate behaviour continues, a referral to the headteacher will be made. Your parents will have to come into school to discuss your behaviour. Your consequence is you might have to work in a room in a different building for reflection or in serious circumstances excluded. You will lose all of your playtimes; you will not take part in house teams trips.

Consequence Card

Headteac issues red card and parents are invited to school to discuss Positive Behaviour Startetgies

Children are given the opportunity to rectify their behaviour before they receive a yellow or red card unless the behaviour/s displayed hits the criteria set out by below and after a conclusive outcome has been obtained from a (Behaviour Reflection). Each Class has a behaviour log.

Persistent behaviours
Homework
Swearing (not at someone)
Defending yourself in a physical or verbal manner.
Rudeness to adults
Rudeness to children
Name calling.
Play fighting
Lying
Physical Violence
Swearing at a person Racism
Vandalism.
Bullying (Persistent unkind behaviour towards the same person)
Discrimination
Stealing
Persistent Lying

Behaviours

These behaviours and categorisations have been determined through pupil and staff voice and are fluid according to the impact they have on overall behaviours. If any changes are needed then staff and pupils will discuss changes together with the support of the Restorative Practice Representatives.

PLAYGROUND

All staff will follow the Behaviour Policy in the playground and continue to observe and reward positive behaviours through house points and praise. To maintain the safety and well-being of all pupils, ALL incidences of misconduct in the playground will be recorded using the 'Good to be Green' behaviour logs.

All playground incidents are recorded on Incident report sheets if a child receives a red or yellow card and are recorded on a data sheet to ascertain trends.

If a single/group of child/ren are consistently breaking the conduct behaviours, a member of staff might be required to monitor and record their behaviours on the attached form (appendix 1)

RISK ASSESSMENTS

When a child consistently displays unsafe behaviours within school, a risk assessment will be written to ensure that a duty of care can continue for that child and all other members of Assunnah Primary School. In some cases, such as school trips, children with behaviour risk assessments may not be able to participate if it is felt that the risk cannot be managed effectively and all other alternatives are beyond reasonable adjustment.

PHYSICAL INTERVENTION

A small minority of pupils might require the use of positive handling techniques in order to ensure their safety, the safety of others and damage to property or to maintain the good order and discipline within the classroom. In such circumstances, the Head teacher and any member of staff chosen (Preferably with Team Teach training) may do this. At this point, a positive handling form needs to be completed and logged and parents will be informed by SLT or Head Teacher. However, in some circumstances, at the decision of the most senior member of staff involved in the incident, the decision to remove other children from the situation maybe the most appropriate and safest for all involved.

PARENTS ROLE

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education

COMMUNICATING WITH PARENTS

We support the early intervention of behaviours causing concern and work in partnership with parent/carers to support individuals and families. A high level of cooperation and open communication is seen as an important factor encouraging positive behaviour in the school. Meetings following negative behaviours will be scheduled so that parent/carers, school staff and the child can attend and discuss the incidences. It is vital that parent/carers attend meetings with school-based staff in an appropriate manner and are able to act as role models for their children in the appropriate way to speak to adults. Where this is not possible, the meeting will be adjourned and re-scheduled. Following exclusion, children are not to return to school until an appropriate conversation has taken place between all parties.

Structures designed to maintain a high level of communication between staff; pupils and parent/carers have been established and are being reviewed regularly. Parents are encouraged to talk in confidence to teachers or other members of staff about any significant developments in a child's life, in their past or present, which may affect the child's behaviour.

If disruptive behaviour becomes a frequent occurrence from a group of pupils or an individual, we will evaluate school procedures and seek external advice from colleagues from Haringey Council in managing the behaviours. Individual pupils may require an Individual Behaviour Plan to work through a period of persistent misconduct. Where a pupil is under the guidance of an Individual Behaviour Plan, their behaviour **may** be managed in ways outside of this policy. We reserve the right to agree IBP's with parents and pupils where this is appropriate and are not able to discuss the conduct of and provision for individual pupils with nonfamily members.

POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Schools have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable". Non-criminal bad behaviour and bullying which occurs off the school premises and which

is witnessed by a staff member or reported to the school, may result in a sanction from s at the discretion of SLT/Head teacher.

School may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or wearing school uniform or 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 or • poses a threat to another pupil or member of the public or • could adversely affect the reputation of the school.

In all cases of misbehaviour, the school will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the school.

School reserves the right to confiscate pupil's property and has the power to search without consent for any prohibited items (Education Act 1996)

The safeguarding of all pupils and staff including SEN is of paramount concern to us and every step will be taken to ensure that pupils at Assunnah Primary School are happy, safe and in an environment that fosters learning and wellbeing in accordance with the school's legal duties under the Equalities Act 2010.

Date Agreed	Written By	Review date
September 2023	Hodan Yussuf	September 2026
Signed (Headteacher) **Chair of Governors)**		

Behaviour/Incident Report Form

Name of Child _____ _____ _____ Class _____ Date____ _____ ___

Main Staff Member _____Other Staff Involved

Behaviour	Time	Location
E.g. verbal abuse pupil/adult, refusal		

Details of Incident:

Follow up:	Who:

Outcome
Pupil Voice:

Behaviour Reflection

Name:	**Date:**
What I did?	
Why it was wrong?	
What problems did it make?	
What can Ido to make things right?	