



Behaviour, Discipline and Reward Policy

Version 3

Date: 23rd September 2019

Reviewed by governing body on 23rd September 2019. Next review in one year or sooner if required.

Behaviour, Discipline and Reward Policy

Race one with another in hastening towards Forgiveness from your Lord (Allah), and towards Paradise, the width whereof is as the width of heaven and earth, prepared for those who believe in Allah and His Messengers. That is the Grace of Allah which He bestows on whom He pleases. And Allah is the Owner of Great Bounty.

Al-Hadid 57:21

Abu Huraira (RA) narrated, that the Prophet (PBUH) said: "I have not been sent as a Messenger, except to perfect character (Akhlaaq)"

Bukhari

Narrated By Masruq (RA): We were sitting with 'Abdullah bin 'Amr (RA) who was narrating to us: He said, "Allah's Apostle (PBUH) was neither a Fahish nor a Mutafahhish, and he used to say, 'The best among you are the best in character (having good manners).'

Bukhari

Aims

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. As Muslims, it is our natural disposition to be a caring, considerate and progressive community – where values are built on mutual trust, respect for all and fulfilling the rights of others. The school's behaviour policy therefore, seeks to embed an ethical framework for behaviour management, sanctions and rewards that apply to all aspects of school life; thereby ensuring insha'Allah that all members of the school live, study and work together in a safe and supportive manner.

Whilst the school has a number of rules that require enforcement, we are equally focused on ensuring that this particular policy is also about:

Promoting good relationships:

- Between pupils
- Between pupils and staff
- Between pupils, their families and wider community

Encouraging pupils to:

- Perform good deeds and the reasons why
- Set a good example to their peers, family and wider community
- Cultivating a positive reputation for the school in developing a new generation of young leaders and role models for other children and young people

Instilling a values-led behaviour system

By its very nature, the school has a responsibility to instil a set of core values across the school's family – staff, parents, governors, pupils, volunteers and donors that reflect the essence of Islamic principles.

This requires teaching styles and learning methods which develop a holistic framework for moral, emotional and physical development and conduct, embedded in Islamic values that exemplifies what a true Muslim should be.

This could be set against the 5 branches of this Islam:

Branch of Islam	What it means	Examples of how it relates to school environment
Aqaaia-d Beliefs	E.g. Oneness of Allah Ta'ala and finality of Prophethood	Children attend this school to ensure they receive good education and upbringing in order to serve Allah Ta'ala and Him alone and through this contribute to the strengthening of oneself and society as a whole insha'Allah Understanding how Allah Ta'ala provides, being thankful for it and thus encouraging others to remember Him at all times
A'maal Righteous deeds	E.g. Salah, Saum, to educate oneself, to learn about the Sunnah of our Prophet Muhammad (SAW)	The importance of carrying out good deeds and how to do it in order to seek Allah's pleasure and gain success in this life and the Hereafter insha'Allah Correcting one's niyah and subsequent method of performing such deeds Understanding the importance of the Sunnah of Prophet Muhammad (SAW) and how this brings one closer to Allah Ta'ala
Muamalaat Transactions	E.g. Valuing the importance of parents in the direction of the school and understanding ways in which a mutually beneficial relationship can be developed to ensure effective use of financial and non-financial contributions insha'Allah	Home-school agreements in terms of punctuality, attendance, parental oversight and supervision on homework and reading Relationship between teacher and pupil in terms of working with each other to better oneself Improving family liaison activities to ensure that school and parents are communicating and working effectively together insha'Allah for the greater good
Akhlaaq Moral character	E.g. The basis from which to safeguard one's Fitrah and preserving sincerity and purity of	Understanding and embedding correct conduct of a Muslim and characteristics/qualities that are

	one's intentions and subsequent actions insha'Allah	<p>pleasing to Allah Ta'ala; thereby engendering a strong inner and outer Islamic identity insha'Allah</p> <p>Encouraging others to do good and to refrain from bad deeds – understanding the way in which to stop oneself from copying/agreeing with things that are deemed bad</p> <p>Reflecting on things that have been achieved and done well and where improvements are required</p>
Muasharat social conduct	E.g. good relationships with people	<p>Setting a good example to others through etiquettes of eating, listening and respecting teachers etc</p> <p>Recognising the rights of others through civic engagement, responsibility and leadership - across all communities insha'Allah</p>

In doing so, we seek to remind one another of the importance on all 5; with a specific focus on Akhlaaq and Muasharat as these are the simple things that affect the school environment and degree to which a positive influence on Tarbiyah can be made insha'Allah. How this works in practice, therefore, is we use opportunities during the school day to remind all pupils of the values that the school adheres to and simple things that can be done by everyone to embed this into every aspect of school and daily life insha'Allah.

This will be achieved through:

- '99 Names' of Allah (learning and understanding the Greatness of Allah Ta'ala and the Bounties and blessings that He continues to provide)
- Hadith of the week
- Reminders prior to break and lunch time on good etiquettes
- Reflections prior to home time – to help children remind one another of what they have learnt, what has gone well/what hasn't that day (and why) and ways in which to improve the next day.
- Broadening scope of Islamic studies to engage the children in different types of activities and understanding the rich heritage of Islam.
- PSHEE lessons that develops a wider appreciation of a child's role in society and thus valuing everyone and everything around them insha'Allah
- Nasheed club and competitions – this is an opportunity to enhance children's participation in healthy competition and one geared to the remembrance of Allah.
- Weekly assemblies – this is an opportunity to discuss a generic topic that can positively affect the Tarbiyah of the children at school and to recognise good work/effort/conduct insha'Allah

At pupil level, however, assessment should be done in the main by the class teacher who decides (in consultation with other members of staff) who exemplifies these values and has the potential to be a role model for others. Such achievements are recorded into pupil files, the golden book; with external support sought insha'Allah on how to nurture these qualities further through mentoring and extra-curricular leadership activities. This could readily align itself to a class monitor role.

The role of the head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports staff by:

- implementing the policy
- setting the standards of behaviour, and
- supporting staff in their implementation of the policy

The head teacher should work with the administration team to ensure records of all reported serious incidents of misbehaviour are maintained in pupil files.

It is the head teacher's responsibility to:

- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Liaise with the class teacher in working with parents/carers in addressing severe cases of indiscipline

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified and after remedial action has proved ineffective.

The role of teachers

It is the responsibility of class teachers to ensure that the school rules are enforced in and that every child behaves in a responsible manner throughout the school day to ensure they maximise the time available and work to the best of their ability insha'Allah

The class teacher, for example, must treat each child fairly and enforce the classroom code in a consistent manner, based on respect, understanding and differentiation of learning needs

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. This is at parent evenings and specific individual sessions.

Where a child misbehaves repeatedly in class, the class teacher should keep a record of all such incidents. In the first instance, the class teacher deals with incidents herself in a manner that adheres to safeguarding protocols and the 'It's good to be green' chart. Therefore, should a consequence card (i.e. red) be issued then the child would lose their golden time. This would be an opportunity for the child to reflect on their behaviour and the impact on others. However, if misbehaviour continues, the class teacher should seek help and advice from the head teacher.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. In practice, this means:

- The School prospectus sets out what the school rules are and what we expect parents and carers to comply with
- Through the home-school agreement, parents and carers are supporting their child's learning and through this, a supportive partnership is in place to maximise potential and safeguard their wellbeing at all times
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support this fully. Should there be concerns about this process, they should follow the School's procedure on complaints.

Rewards procedure

Our reward system acts as a positive reinforcement of good behaviour. An abundance of praise is used both for the individual, groups and classes as a whole. We always aim to encourage good behaviour and work by praising such and avoid criticising unacceptable behaviour, in an attempt to avoid highlighting it.

In practice this means a member of staff will often encourage all children to act in an appropriate way by praising those who are already behaving in that way. The praise takes the form of the member of staff directing other children's attention to those whose behaviour is exemplary.

The member of staff praises a child, group or class and states why they have received the praise. This reinforces to the other children the behaviour that is desirable. The praise is sometimes accompanied by a reward for the child, group or class. We recognise that rewards are a much more effective means of eliciting good behaviour than sanctions, though both are necessary.

- **Verbal praise**

Phrases such as 'well done,' 'you have tried hard,' and 'what a good response' etc should be used but more importantly, **Masha'Allah** should precede these positive phrases.

- **Peg Chart – Reception class - full academic year, Year 1 – Autumn and Spring term only.**

Child will move up the peg chart as and when they produce good work, good behaviour etc. When a child reaches the top star on the peg chart, they will be allocated a sticker for the sticker chart. At the end of the term, the stickers will be counted to identify the child/children with the most stickers and they will receive a gift.

- **Delegating responsibility**

Where a child is consistently attending on time, performing well academically and in conduct; then it is at the teacher's discretion to delegate specific tasks for a child to encourage a sense of responsibility and recognition (from the child) that they can be trusted.

- **Weekly Star of the Week Award**

Every Friday during whole school assembly, one pupil from each class is nominated to achieve the Star of the Week Award. Teachers nominate the pupil who they feel deserve the special award and the gold award sticker for outstanding achievement in work and/ or behaviour that week in the Golden Book.

- **Headteacher's Award**

This award is given to pupils throughout the course of the year to acknowledge exceptional performance (this is not limited to behaviour). The head teacher presents an award to a pupil or group of pupils who he feels is worthy of the accolade. This will be based on something the headteacher has observed himself or something other members of staff have observed and brought it to his attention.

- **Class Dojo Points**

ClassDojo is a school communication platform that teachers, students, and families use every day to track pupil's behaviour in classroom. Positive and negative behaviour will be tracked on Class Dojo through teachers awarding/ deducting dojo points depending on the pupil's behaviour.

At the end of each half-term pupils will be rewarded depending on how many points they have acquired – see table below for details.

No. of Dojo points	Award	Prize	Frequency
40 – 69	Bronze Dojo Award	Certificate & gift from the Bronze Goody Box*	Half-termly
70 – 99	Silver Dojo Award	Certificate & gift from the Silver Goody Box*	Half-termly
100 +	Gold Dojo Award	Certificate, medal & gift from the Gold Goody Box*	Half-termly
Student with most points in the year	Platinum Dojo Award	Certificate, medal & £10 gift voucher	Annually
Class with most points in the year	Class Dojo Champions	Children select a treat from three options provided by the Headteacher	Annually

The dojo points will be reset on the last day of each half-term, so that the beginning of every half-term is a clean slate for the children, with no negative baggage being carried over.

However, the school will keep a track of:

- The total number of points each class gets at the end of every half-term
- The total number of points each student gets at the end of every half-term

This is so we can establish the 'Platinum Dojo Award' winner & 'Class Dojo Champions' at the end of the year.

*Goody boxes:

Bronze Goody box – variety of medium sized wrapped sweets/chocolates

Silver Goody box – variety of stationary e.g. packs of bendy rulers, small elasticated note books, scented gel pens etc.

Gold Goody box – variety of large toys

- **The Platinum Dojo Award**
This award will be given to the pupil with the highest number of Dojo points at the end of the academic year. The pupil will receive a certificate and a medal with his/her name.
- **Class Dojo Champions**
The class with the highest number of Dojo points at the end of the academic year will be given the chance to choose their reward from a list of activities that has already been approved by the headteacher.
- **Core subject awards**
Subject awards, such as, mathematician of the week and writer of the week will be awarded to pupils on a weekly basis to encourage pupils to apply their mathematical skills by solving problems in real-life context and also encourage pupils to write at length.
- **Other awards**
Subject and various other achievement awards are presented in the final assembly of the year reflecting exceptional achievement and effort.

Attendance

- An attendance certificate is given at the end of each term for 100% attendance.
- Attendance award is given to pupils who have achieved 100% attendance for the whole academic year.
- The class with the best weekly attendance and punctuality is announced in assembly and results are displayed in the school reception area.

Sanctions Procedures.

Sadly, there will be times when children are badly behaved.

Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined below.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually.

Should problems persist or be recurring, then parents will be involved at the earliest possible stage to ensure a collective approach to restorative behaviour and a more detailed behaviour monitoring system introduced.

Major breaches of discipline is generally rare and it is the responsibility of the head teacher primarily who will deal with it, particularly if the problem keeps recurring.

Procedures for Dealing with Minor Breaches of Discipline – The Heart Chart

“Verily, when the servant commits a sin a black spot appears upon his heart. If he abandons the sin, seeks forgiveness, and repents, then his heart will be polished. If he returns to the sin, the blackness will be increased until it overcomes his heart. It is the covering that Allah has mentioned: No, but on their hearts is a covering because of what they have earned.”

Tirmidhi

The teacher is expected to use the heart chart to manage minor breaches of discipline. The concept comes from the hadith mentioned above. It must be noted, pupils are innocent and they haven't reached the age of puberty to sin. This is just a way to get them to take responsibility for their actions and to become god-conscious at the same time.

The heart chart behaviour system is consistent and fair and all members of staff should use it. The benefits of using the system are as follows:

- It praises those who always get it right (who make the right choices) and it supports pupils who are struggling, through nurture.
- It provides opportunity for pupils to make choices and alter their behaviour.
- It is easy to use (quick for supply teachers or PPA teachers to take on board) and easy for pupils to understand.
- It is a visual reminder to all pupils in class.



Each class has their own chart with the pupil's names displayed on a peg. Each day is a fresh start, all children start every day on the bright shining heart. Exceptional behaviour that reflects superb behaviour for learning is rewarded with merits.

Pupils are made aware that they are responsible for their own actions and that breaking rules will lead to loss of privileges, such as, loss of break or enrichment lesson.

If a pupil breaks a class/school rule or shows inappropriate behaviour, at first, they will be reminded of expected behaviour and given the chance to alter their behaviour. If pupil persists on misbehaving then an assertive reminder and warning of consequence is given and the name peg is moved down to the second heart, with a black dot. At this point the pupil has another chance to turn the behaviour round and go back to the shining heart. An explanation of how the pupil can do this is given.

If the behaviour continues, then the pupil moves on to the last heart. At this point, the pupil will be given time out to reflect on their behaviour. Teacher will complete the behaviour incident form and give pupil 'My Think sheet' to reflect on their behaviour (see Appendix 1).

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the head teacher as to future conduct
- Withdrawal from the classroom for the rest of the day
- A letter to parents informing them of the problem
- A meeting with parents, setting out the details of the offence and ways that the school and parents can work together to address behavior issues of the child concerned
- If the problem is severe or recurring then fixed term or permanent expulsion is to be considered in consultation with the Governing Body.
- A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

Further details on the school's sanctions can be found in the **Annex A** below and for details on the sanction procedure see **Annex B**.

Sexualised behaviours

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care
- In all cases of peer on peer abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the LSCB Thresholds Framework.
- Where necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures
- Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police.

Fixed-term and permanent exclusions

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

If the head teacher excludes a child, they will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body.

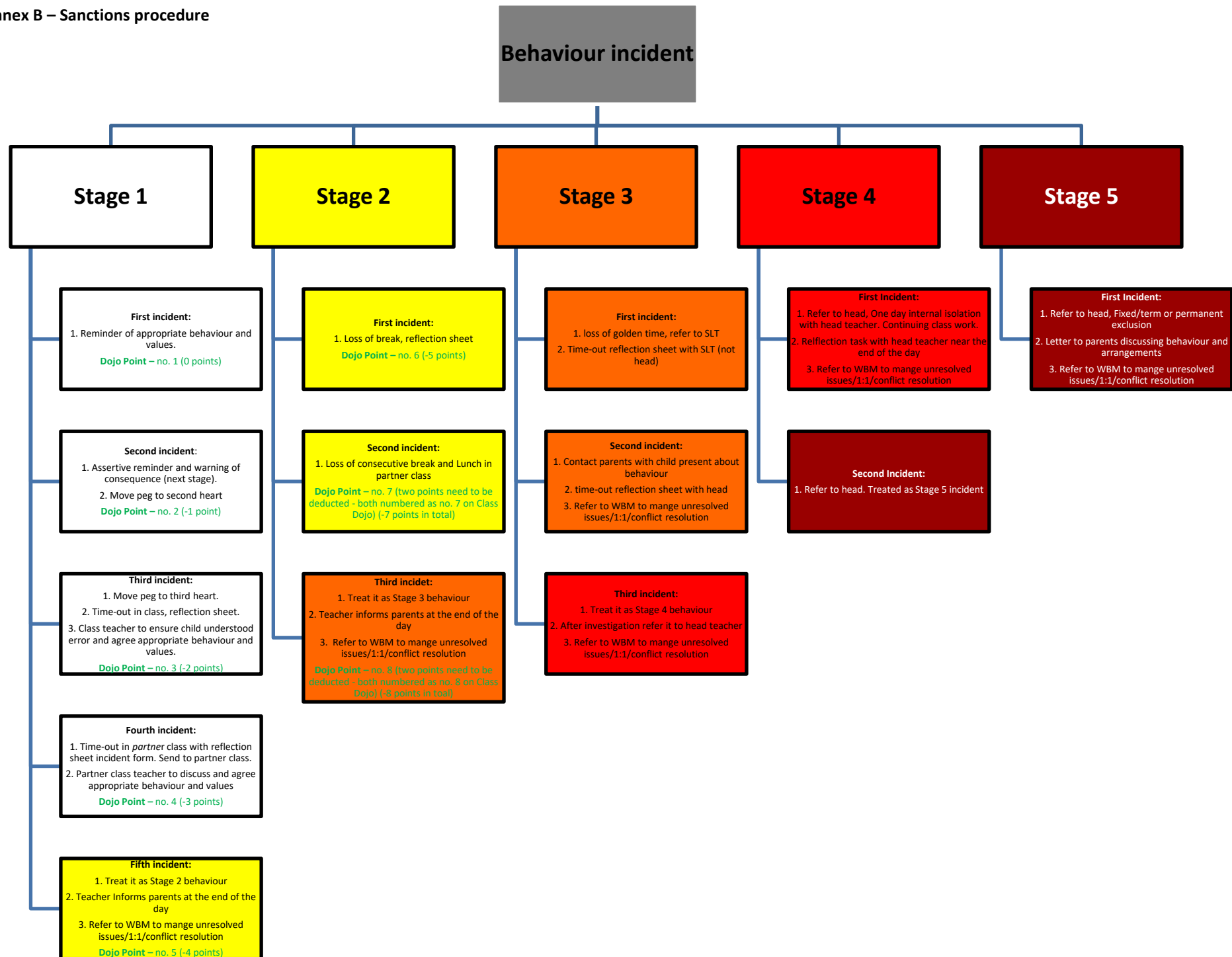
Monitoring and review

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

The head teacher keeps a record of any child 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; contextualizing issues against statutory guidance where possible.

Annex A – School’s sanctions

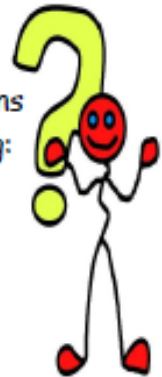
STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
	Minor		Major	
Low Level Disruption	Disrespect of People or Property	Malicious Behaviour & Refusals	Anti-Social Behaviour	Aggressive, Violent & Threatening Behaviour
Actions	Actions	Actions	Actions	Actions
<p>For examples:</p> <ul style="list-style-type: none"> a) Interrupting the learning b) Off task, wasting time c) Talking whilst the teacher is talking d) Distracting others e) Making noises, gestures or inappropriate actions f) Calling out/shouting g) Inappropriate movement around the classroom / school h) littering i) Not sharing j) Ignoring instruction 	<p>For example:</p> <ul style="list-style-type: none"> a) 3x stage 1 behaviours b) Talking in assembly/test c) Deliberate minor damage to school/ school/ another person’s property d) Disrespectful language e) Making fun of others f) Deliberately annoying/hurting others g) Misuse of classroom equipment h) Throwing objects in the classroom i) Misuse of school property j) Dangerous movement around the classroom / school k) Talking during Salah l) Refusal to follow instructions (after a warning) m) Aggressive behaviour towards peers 	<p>For example:</p> <ul style="list-style-type: none"> a) 3x stage 2 behaviours b) Maliciously hurting others c) Spreading rumors/backbiting/slandering d) Lying e) Swearing/offensive language to others f) Verbal threats of violence g) Deliberately targeting another child h) Fighting 	<p>For example:</p> <ul style="list-style-type: none"> a) 3x stage 3 behaviours b) Physical violence c) Verbal abuse d) Significant, deliberate damage to school/ another person property e) Stealing f) Leaving the learning environment without permission g) Bullying 	<p>For example:</p> <ul style="list-style-type: none"> a) 3x stage 4 behaviour b) Physical violence that requires hospital medical attention c) Leaving the school premises without permission d) Vandalism e) Throwing furniture f) Deliberately throwing objects at another person or property g) Actions which affect the health and safety, welfare and learning of members of the school community
Consequences	Consequences	Consequences	Consequences	Consequences
<p>All staff address behaviour in these stages:</p> <ol style="list-style-type: none"> 1. Reminder: Positive reinforcement of appropriate behavior and values. Dojo Point – no. 1 (0 points) 2. Warning: Assertive reminder of appropriate behaviour and values and warning of sanction. Dojo Point – no. 2 (-1 points) 3. Time-Out + Reflection sheet: reflection corner, set reflection sheet to consider actions and their impact Dojo Point – no. 3 (-2 points) 4. Time-out + Reflection sheet: Partner Class Dojo Point – no. 4 (-3 points) 5. Treat it as S2a: and inform parents and WBM (persistent) Dojo Point – no. 5 (-4 points) 	<p>All staff address behaviour in these stages:</p> <ol style="list-style-type: none"> 1. Loss of Break-time + Reflection sheet: Isolate from other children and games set reflection sheet to consider actions and their impact. Agree appropriate behaviour. Dojo Point – no. 6 (-5 points) 2. Loss of consecutive break + Lunch Reflection sheet: Isolate from other children and games and to complete reflection sheet with in partner class. Dojo Point – no. 7 (there are two points that need to be deducted – see Class Dojo – both numbered as no. 7) (-7 points in total) 3. Treat it as S3a: and inform parents and WBM (persistent) Dojo Point – no. 8 (there are two points that need to be deducted – see Class Dojo – both numbered as no. 8) (-8 points in total) 	<p>After teacher investigates refer to SLT for following stages:</p> <ol style="list-style-type: none"> 1. Loss of Golden Time + Reflection sheet with SLT (not head): Isolate from other children and games and admonishing from SLT. 2. Inform parents + reflection sheet with Head : make parents aware so they can reinforce appropriate behavior. 3. Treat it as S4a: and inform parents and WBM (persistent) <ul style="list-style-type: none"> • +Refer to WBM: to consider conflict resolution for unresolved issues. 	<p>Refer to SLT for investigation then carry out these stages:</p> <ol style="list-style-type: none"> 1. 1 day Internal Isolation with Head + reflection task: Pupil does all their work in isolation and completes a reflection task near the end of the day. <ul style="list-style-type: none"> • +Meetings with parents: Discuss actions to be agreed post incident. • +Refer to WBM: to consider conflict resolution/1:1 	<p>Investigated by Head</p> <ol style="list-style-type: none"> 1. Fixed term or permanent exclusion <ul style="list-style-type: none"> • +Meetings with parents: discuss incident and outline school course of actions • +Refer to WBM for fixed term exclusions: develop action plan for transition back
<p>A Behaviour incident report is to be completed with every sanction other than a reminder or warning. Reminders and warnings visualised on peg charts for alternating staff in class.</p>		<p>Triggers for Parents and Behaviour plan:</p> <p>4x behaviour consequences in one half term or 3x Stage 2 consequences in one half term or 2x Stage 3 consequences in one half term or 1x Stage 4 consequence in one half term</p>		



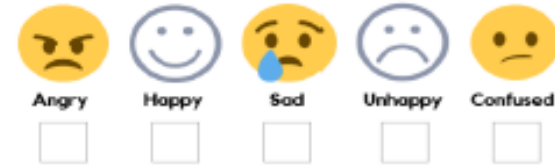
Behaviour Incident		
Child Name:	Year group:	Date:
Staff initials:	Lesson/activity:	Time:
Details of misbehaviour		
Behaviour code:	Add context or clarification if the code does not suffice:	
Action taken by adult:		
Reminder	Lost break	Reflection task
Warning	Lost lunch break	Informed parents
Time out	Lost Golden time	Referred to WBM
Referred to Head	1-day isolation	Exclusion
Other actions:		
WBM/SLT/Headteacher comments:		
Office use only:		
Logged by:	Date logged:	Term:

My Think Sheet

You have made a choice to do something that means you need to **STOP** and **THINK** about the following:



1. How am I feeling?



2. What was my behaviour?

3. What were the reasons for me behaving like this?

4. My behaviour has affected... (tick ✓)

- How pleased Allah is with me
- My safety or the safety of others
- My learning or the teaching and learning of others
- My relationship with others
- How I feel about myself

5. What's my plan to improve my behaviour?



Signed: _____