



BEHAVIOUR POLICY

Date of last review:	July 2018
Date of next review:	July 2019
Approved by:	Rabia Education Trust

“The best of you is the best among you in conduct.” (Al- Bukhari)

At Rabia Girls’ School we believe that every child has a right to have their educational and spiritual needs developed to their full potential in a warm, safe, caring, and stimulating environment.

Underpinning all our work is the Islamic ethos which runs through the entire school. We endeavour to develop their religious, moral, and social values and integrate a solid Islamic criterion to promote discipline, behaviour, excellent personal manners and mutual respect for all.

This is reflected by the cultivation of respect for all and by a substantial programme of investment in pastoral pupil care whereby we have a behavioural system that is based on the values of justice, forgiveness and responsibility, and which encourages ethical and emotional growth, and development in students, staff and parents / carers.

We take seriously inappropriate behaviour by any child towards other students, members of staff and the setting. Students need to learn to consider the views and feelings, needs and rights of others and the impact that behaviour has on those around them.

Parents are expected to take responsibility for their child’s behaviour and we encourage two-way communications with parents so that together we encourage and nurture students.

This policy reflects the values of our school. It sets out the principles, routines and procedures, and is a working document where our practice is constantly developing and will be updated at regular intervals to reflect these developments.

To achieve our aims a clear agreed behaviour management policy has to be implemented fairly and consistently by all members of staff and volunteers.

All adults in the School are required to:

- Take active responsibility for student's behaviour around School, in the classroom and playground;
- Ensure pupils have full access to the curriculum and all aspects of school;
- Ensure pupils are free to learn without disruption, are safe from threat and harm in the classroom and in the playground;
- Take the initiative in establishing a positive ethos, communicating in a clear and friendly manner; and giving and expecting respect.

In order to achieve this, students must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

Underlying Principles for Managing Behaviour at our School

- The enhancement of self-esteem and the development of self-discipline;
- Positive relationships are crucial to behaviour management;
- We should manage students positively whenever possible;
- We should have high expectations of our students' behaviour;
- We should teach and model "good" behaviour;
- We should reward good behaviour and sanction poor behaviour;
- We should be consistent and fair;
- We should balance the needs of most students who are able to manage their behaviour positively and the particular needs of those students who find it more difficult to do so;
- We are most effective when there is a close professional relationship between staff, students and parents.

All staff will:

- Provide a positive model of behaviour by treating students, parents / carers and one another with respect, friendliness, care and courtesy;
- Work in partnership with student's parents / carers by ensuring that they are regularly informed of their child's behaviour by their key person. Where there is recurring inappropriate behaviour parents and staff will work together to decide jointly how to respond appropriately;
- Never use physical punishment, such as smacking or shaking. Students are **NEVER** threatened with these;
- **NOT** shout or raise our voices in a threatening way;
- **NOT** use techniques intended to single out and humiliate individual students;
- **ONLY** use physical restraint, such as holding to prevent physical injury to students or adults and / or serious damage to property. In the event that this action is taken, it will be logged, and the parent / carer will be informed on the same day about the incident;
- Use 'time out' (only when the behaviour has occurred persistently) to provide an opportunity for the child to reflect on inappropriate behaviour.

Managing Behaviour in the Classroom

Essential to good classroom management is the quality of relationship between the class teacher, and the students in the class.

A positive classroom

- Always use positive statements - **Give Plenty of PRAISE!**
- Use their names;
- Have a seating plan – and keep changing till it works;
- Criticise the behaviour not the child;
- Try and model the behaviour you would like to see in students;
- Be consistent in what you say, follow through – **If you say you are going to do something – DO IT!**
- Negotiate classroom rules and display them clearly where everyone can see them;
- Talk quietly whenever possible to establish an atmosphere of calm;
- Be assertive without raising your voice – **DON'T SHOUT!**
- Have clear routines that you have explained to the students;
- Teach routines for certain activities e.g. morning taleem, breaktime, lunchtime, salaah, end of the day.
- Be clear about jobs and responsibilities – display them if possible;
- Try to stay calm and positive and fair;
- Encourage students to listen to others and to take turns in speaking;
- Encourage students to learn to share and take turns in all activities;
- Encourage students at all times to be considerate towards other students;
- Everyone is of equal importance and all should be encouraged to take a pride in their work.

Rewards and sanctions should also be explained and displayed, as students will need reminding throughout the year. "Good" behaviour has a lot to do with students' motivation to learn.

Classroom Code of Conduct

- Enter the classroom with the greeting 'As-salaamu alaykum';
- Not come late to lesson;
- Knock on the door and wait for a response;
- Enter the classroom sensibly and quietly;
- Prepare books and equipment and follow instructions to start the lesson promptly;
- Always work to the best of ability without disturbing others;
- Show good manners and listen carefully when the teacher or another person is talking;
- Follow instructions immediately without comment or argument – first time, every time;
- Put hand up and wait for permission to speak;
- Treat the school environment and others in the classroom with respect;
- Seek the teacher's permission before leaving the classroom;
- Do not chew or eat anything in lesson;

- Ensure that the

classroom is left tidy;

Managing Behaviour Around School

After break, lunchtime and at home time, all the classes have to be accompanied by the class teacher or teaching assistant.

When moving around school, the class teacher is responsible for ensuring appropriate behaviour is maintained, however, **all staff are responsible for supporting this and addressing unacceptable behaviour.** Often, speaking directly to the individual or group will correct the behaviour but if it does not, the class teacher should be informed so that appropriate sanctions may be applied.

Around school rules

- Be polite and show respect for other people;
- Wear correct uniform at all times;
- Look after property and put litter in bins;
- Eat and drink in the right place at the designated time;
- Walk around the school sensibly and quietly.

Managing Behaviour in the Playground

When on duty in the playground the following points will help maintain positive behaviour:

- Be outside before the students;
- Be consistent and enforce playground rules at all times;
- Be vigilant and intervene early if a situation looks tense
- Move around the playground
- Encourage the use of co-operative, non-equipment games and playground friends.
- Apart from balls don't allow students to throw other items unless a member of staff has given permission.

At lunchtime the students will be supervised by lunchtime supervisors. Minor incidents will be dealt with in the playground. More serious incidents may involve students meeting with the SMT Behaviour Lead.

Serious Incidents

“One – off” serious incidents will be dealt with on an individual basis but should always involve SMT. Parents will usually be informed and asked for a response dependent on the incident. Any incidents of serious aggression, bullying or racism must be reported to the SMT straight away.

Challenging Students

Most students are able to manage their behaviour positively with only slight intervention, responding well to positive management. A small number of students, however, have significant difficulties in managing their behaviour and need a more individualised approach. In these cases, class teachers, SMT and parents will work closely together on how to support the child and outside agencies will be involved when appropriate.

Rewards and Sanctions

Students must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

Rewarding Good Work and Positive Behaviour

The school acknowledges that pupils work better when their good work and good behaviour is recognised. Teachers will praise pupils on their good behaviour, enthusiasm and hard work verbally or, by writing positive comments in the planner or on their work.

Work of a very high academic quality and positive behaviour will be rewarded. Stars/Stamps will be collected in the student planner. Pupils will try to collect as many stars/stamps to gain certificates as recognition of their academic efforts and good behaviour.

Stars / stamps will be awarded as follows per subject:

- Good work and behaviour = 1 star
- Excellent work and behaviour = 2 stars
- Teamwork/Helping others = 1 star
- Homework completed to a high standard and handed in on time = 1 star
- 100% punctuality and 100% attendance per half term = 5 stars

We aim to promote high standards of behaviour, self-discipline and learning through positive encouragement. Those who behave consistently well will be rewarded. Those who misbehave will face the consequences of their actions. These are:

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When the children reach a certain level of stars they can receive "GOLD STARS", when 10 "GOLD STARS" have been received these can be exchanged for treats at the Reward Shop.

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- Phase 1** Verbal warning
- Phase 2** Negative comments in planner
- Phase 3** Further comments in planner
- Phase 4** Final comments in planner resulting in sanction 1 (S1)

- Phase 5** Sanction 2 (S2)
- Phase 6** Suspension from school (1-5 days depending on severity of incident) at the discretion of Governing Body
- Phase 7** Permanent exclusion (decision made by Governing Body)

Verbal warnings and written comments will be given for the following:

- Shouting in and outside the classroom;
- Disturbing others;
- Talking whilst teacher or others are talking to the class;
- Running in classroom and corridors;
- Litter not put in bins;
- Eating and drinking outside break times;
- Eating and drinking outside designated areas;
- Not paying attention in class when teaching takes place;
- Taking longer than necessary in the toilet.

Written comments will be given without a verbal warning for the following:

- Incorrect Uniform;
- Homework incomplete or not handed in on time;
- Failure to complete and hand in 2 pieces of homework on time in any one month will result in sanction 1;
- Play fighting;
- Dangerous behaviour.

PRIMARY SANCTIONS

Sanction 1

Missing break and lunch during which the child will produce a hand-written copy of an explanation of their behaviour.

(What did you do?) (Why did you do it?) (How could you improve?)

Sanction 2

If sanction 1 incomplete, the child will be put in isolation for 1 day and a call to the parents.

SECONDARY SANCTIONS

Sanction 1

Detention / missing break and / or lunch or other sanction deemed appropriate by teacher.

Sanction 2

Students will be put in isolation for 1 day and a letter will be sent to the parents.



Sanction 1 will be given without written comments for the following reasons:

- Disrespectful behaviour towards member of staff and poor attitude;
- Refusing to follow instructions;
- Bullying;
- Foul / bad language.

If a child receives three Sanction 1s in a term, parents will be called into school to discuss behaviour. The child will also be given Sanction 2.

If a child is put in isolation three times in any one term, then this will result in suspension from the school. The duration will be at the discretion of the Headteacher / SMT or Governing Body depending on the severity of each individual case.

Cases of extreme misbehaviour may need to be brought directly to the attention of the Governing Body. The parent will be requested to come into school.

We believe that a successful partnership between parents and the School can bring out the best in students. The student planner is an effective medium to keep Parents informed of their child's good behaviour/progress and can immediately be made aware of any patterns of poor behaviour/concerns, whereby parents can work with school to improve behaviour.

Staff should be approachable and accessible, prepared to listen to pupils and Parents and ensure that pupils and Parents feel their concerns have been heard.

NOTE: Any changes to this policy must be reflected in the Staff Handbook