

Behaviour Development Policy

Al-Noor Voluntary Aided Primary School



Approved by:

Headteacher

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Signed on behalf of GB

N/A

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Al-Noor Primary School

Behaviour Development Policy

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1 Introduction

- 1.1 A positive approach to managing behaviour provides a constructive framework for achieving good behaviour, which in turn, facilitates good teaching and learning. Behaviour, therefore, is seen as a curriculum issue at Al-Noor Primary. In order to learn good behaviour, we at Al-Noor Primary School aim to plan for and provide a positive climate in which effective learning can take place.
- 1.2 Al-Noor Primary School also aims to create a secure Islamic environment where pupils feel safe, enjoy learning and grow in all aspects of their development, spiritually, morally and emotionally, as well as intellectually, physically, socially and culturally. This is accordance with its values and faith ethos. The prophet Muhammad, may peace be upon him, was once reported to have said
- “The heaviest deed to be placed on the scale on the Day of Judgement is husn ul-khuluq (beautiful manners and character)”***
- 1.3 A smaller number of children may display behaviour indicating a need for greater parental involvement and support. The school tries hard to work with such children and their families to modify the problem behaviour and resolve as much as we can, the problems at the heart of such behaviour.
- 1.4 Al-Noor Primary School is responsible for managing children's behaviour in an appropriate way. The school does not administer corporal punishment of any kind to children and will take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child at school. Failure to meet these requirements would be considered a disciplinary matter and criminal offence.
- 1.5 A person will not be considered to have used corporal punishment (and therefore will not have committed a criminal or disciplinary offence) where reasonable force was used for the purposes of preventing violence or injury to any person (including the child) by control or restraint. The school will keep a record of any occasion where force is used, and parents and/or carers will be informed on the same day, or as soon as reasonably practicable.
- 1.6 The school will not threaten corporal punishment, and will not use or threaten any punishment which could adversely affect a child's well-being.
- 1.7 **The** legislation that informs this policy is listed in section 3.

2 Aims and Objectives

We strive to develop a school environment and ethos that promotes and is characterised by good behaviour and manners and respect for others. We have developed a procedural policy that deals effectively with any incidents of poor behaviour that may occur from time to time despite our positive-behaviour-inclined environment.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**.

3 Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
Also informed by the Special Educational Needs and Disability (SEND) Code of Practice.
- Special Educational Needs and Disability (SEND) Code of Practice.
- DfE guidance explaining that maintained schools must publish their behaviour policy online

4 Roles and responsibilities

4.1 The Role of the Governing Body

The governing body sets expectations and supports the Headteacher in all attempts to create an environment at the School, which encourages and reinforces good behaviour and also promotes both social and moral development. The Board is also responsible for monitoring, evaluation and review.

4.2 The Role of the Headteacher

It is the responsibility of the Headteacher to develop the school's behaviour management policy and strategies and to ensure that all staff (both teaching and non-teaching) are aware of and consistently implement them. The Headteacher reports to the governing body about the effectiveness of the policy on request.

The Headteacher aims to exemplify the school's standards for acceptable behaviour through the resources at her disposal. Mutual support, trust, respect and praise is encouraged and as well as the awareness of each child's role as an accountable member of the school community. Praise, reward and celebrating the success of all children is used to create an environment in which poor behaviour cannot thrive.

The Headteacher is responsible for providing advice, monitoring implementation of the policy deciding exclusions, providing staff training and induction and in delegating duties relating to the implementation of the policy.

4.3 The Role of the Behaviour Leader

The Behaviour Leader is the present serving Assistant Headteacher. She assists the Headteacher in implementing, monitoring, evaluating and developing this policy. The Behaviour Leader logs all major disciplinary incidents, detailing investigations, witnesses and sanctions applied. Records are filed and kept in the Assistant Headteacher's office and where appropriate, in class records or the behaviour folder.

4.4 The Role of Staff

Teaching and support staff are responsible for:

- Implementing the behaviour policy consistently;
- Using positive reinforcement;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Create a positive, warm and welcoming climate with realistic expectations;
- Emphasise the importance of being valued as an individual within a group or class;
- Promote honesty and courtesy;
- Promote the development of good character and manners;
- Provide a caring and effective learning environment;
- Establish clear routines;
- Encourage relationships based on kindness, respect and understanding the needs of others;
- Recording behaviour incidents in the behaviour logs

The Senior Leadership Team will support staff in responding to behaviour incidents.

Staff receive induction when they join the school to familiarise themselves with the school's behaviour management policy and strategies.

4.5 The Role of Parents

Parents are a crucial component in the success of all school endeavours. Therefore, parents are expected to:

- Support their child in adhering to the pupil code of conduct and the behaviour management policy as outlined in a Home-School Agreement that is to be read and sign upon admission of their child
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Reinforce our common values at home to nurture future citizens of society that have a strong sense of personal accountability

5 Pupil Code of Conduct

Pupils are expected to follow these rules to make the school a great place for everyone:

1. We are always polite and kind.
2. We always include everyone.
3. We do and say only what is good.
4. We keep our hands and feet to ourselves.

5. We give and accept good advice.
6. Bullying has no place in our school.
7. We respect everyone, however different.
8. We work hard and try our best.
9. We keep clean and smart.
10. We look after our school and resources.

6 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Details of our school's approach to preventing and addressing bullying are set out in Appendix C.

7 Harmful Sexual Behaviour

At Al-Noor Primary school, we have a zero-tolerance policy in matters that pertain to sexual behaviours. These could be any of the following:

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Through its curriculum and the safeguarding systems employed to keep pupils safe, the school acts to deter such behaviour from ever happening. However if any such behaviour does occur, the school will deal with it carefully and robustly, reflecting pupil needs and the specific details of each case. This sort of behaviour will not be tolerated, individuals will not be demonised and all pupils involved will be supported appropriately. The school aims to condemn the behaviour, not the pupil. We will ensure that we listen to all pupils or parents that have a concern and:

- Take pupils safety and wellbeing seriously
- Investigate concerns robustly and fairly
- Not tolerate or accept abuse in any form
- Sanction proven misbehaviour in line with this policy
- Put in place risk assessments, action plans, behaviour modification plans or safety plans, in response to the findings of investigations.
- Work with external agencies where appropriate such as Social Services, Local Safeguarding Children's Partnership.
- Where a crime has been committed, report the matter to the police.

The DSL will be involved in such cases and we ensure to safeguard all our pupils to our best ability.

Parents will be involved in such matters and one or more of the sanctions below will be applied depending on the case.

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments.

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer

- A letter or phone call to parents
- Reflection time
- Community/school service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

8 Rewards

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. 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.

Positive behaviour will be rewarded with:

8.1 The Class Dojo Points

Dojo Points are awarded to individual children for either good academic effort or for good behaviour **within and outside** the classroom.

8.2 Weekly - Star of the Week & Class of the Week

Each week on Monday morning, certificates are awarded to best performing pupils (usually one girl and one boy).

8.3 Table Points

Table points are awarded to children's tables within the classroom. Pupils on their particular tables, who behave and work well are given table points throughout the school day. This particular awards system promotes team spirit and encourages the children to support and advise one another.

8.4 Golden Time

Every week children work towards earning Golden Time in the school on Friday afternoon. This is when the children are allowed to play games provided by the school. Golden time is very much valued by the children.

8.5 Weekly Headteacher's Stickers

Every week after Friday prayer teachers inform the Headteacher which pupils in their classes deserve a special gold award sticker for effort and achievement in work and behaviour this week. A selected few who have demonstrated the most effort in all areas and at prayer times, are given a special Headteacher's Award sticker. This happens in front of all classes present (KS2 and Year Two in the summer term when they start joining school congregational prayers).

8.6 Midday Award

Pupils are awarded points during lunch time by the midday staff. The class is awarded 1 point for entering the hall in a quiet and calm manner, they are also awarded 1 point for displaying positive behaviour during lunch time and 1 point for leaving the hall in a quiet and calm manner. Points are awarded on a daily basis and on Friday the class with the most points is awarded Golden time.

8.7 Musalla Points

Pupils are awarded points during prayer time. The class is awarded 1 point for entering the musalla in a quiet and calm manner, they are also awarded 1 point for displaying positive behaviour in the

musalla and 1 point for leaving the musalla in a quiet and calm manner. Points are awarded on a daily basis and on Friday the class with the most points is awarded Golden time.

9 Sanctions

A range of sanctions are employed by the school. Appendix A to the policy document demonstrates how they are progressive in nature. The objective of sanctions is to punish a child's misdemeanour by positive sanctions in order to demarcate the boundaries for acceptable behaviour and to stop the recurrence of particular repetitive misbehaviours. When giving a sanction, teachers ensure it is made clear why the sanction is being given and also state the behaviour that should have been displayed instead. Teachers aim to deal with behaviour management and the giving of sanctions in a positive and personal manner that seeks to understand the pupil and does not harm the pupil's self-esteem whilst positive alternatives to negative behaviours are stressed.

9.1 Warnings and Detentions

These will be issued by class teachers in accordance with the behaviour flowchart (see Appendix A & B)

9.2 Detention – After School

Any pupil who receives nine or more warnings in a day or is found to be damaging the school building or property will be given a 20 min detention the same day. Parents will be notified by the class teacher or teaching assistant at home time. The teaching assistant will supervise the pupil and will start bringing him/her down at 3:15pm. If the pupil has no warnings during the day but receives 3 warnings during afternoon lessons, a 10 minute detention after school on the same day will be applied.

9.3 Time Out

We may use a time out area in response to serious or persistent breaches of this policy. Pupils may be sent to the time out area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. These will be issued by class teachers in accordance with the behaviour flowchart (see Appendix A & B)

9.4 School trips

If a pupil's behaviour before a trip is consistently unacceptable and they continue to exhibit highly inappropriate behaviour, they will not be permitted on a trip unless accompanied by a parent/carer who must be approved by the school. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct. The pupil will be offered an alternative classroom in which to learn for the time in which the trip is taking place. This decision will be made by a member of the school Senior Leadership Team and the parents/carers will be informed before the trip or activity if there are concerns regarding behaviour

9.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

9.6 The use of Reasonable force

Detailed advice is available in [Use of Reasonable Force – advice for school leaders, staff and governing bodies.](#)

There are circumstances when it is appropriate for staff at Al-Noor to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed', with the deliberate intention to diligently avoid harming a child.

Trained members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The Headteacher and senior leaders may also use such force, as is reasonable given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When using reasonable force staff will consider the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

10 Suspensions and Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use suspensions or exclusions in the best interests of the child concerned and the whole school community. This applies to a small minority of cases such as extreme misbehaviour or persistent misbehaviour when the child has not responded to all other available strategies to ameliorate the problem behaviour. The school informs the LA of any suspension or exclusion that is applied.

10.1 Internal Suspension

Internal suspensions are applied for serious misbehaviour or continued misbehaviour despite intervention, when considered appropriate and an external suspension is not appropriate to use. These take place at school and require the child concerned to sit in a safe space away from their classroom for a period of time, to allow him/her time to reflect upon his/her recent behaviour. Parents will be informed about any internal suspension applied and the misbehaviour leading to it. Work will be provided for the child to complete for the period of the internal suspension, in line with the child's class timetable.

10.2 Suspension

The Headteacher will use her discretion in deciding when a suspension is suitable as a sanction but will refer to appendices A and B below. She will take into consideration the use of alternative strategies to exclusion, particularly taking into account any risks to pupils including issues related to: safeguarding, SEND, medical and LAC/post LAC. These might include mentoring, peer mentoring, behaviour contracts, working with other agencies, or any other strategies identified to meet the needs of the child.

The Headteacher may resort to a suspension in the following cases:

- For pupils, proven upon investigation, engaged in fighting¹ in the school. The school has a zero-tolerance approach to fighting in order to set a high standard for behaviour and work against an aggressive or violent environment. We want all our children to feel safe and happy in our school.
- For pupils whose continued poor behaviour has resulted in the escalation of sanctions up the sanction ladder – Please see Appendix A.
- Where the outcome of an investigation reveals a child to have been bullying another pupil. This includes cases of racist bullying, cyber bullying, homophobic and transphobic bullying.

¹ Fighting is deemed as two children engaged in deliberately hurting one another through use of force. Both children will be considered for suspension, whichever child instigated it but the retaliator will be given a lesser sanction than the instigator. If the Headteacher is satisfied that fighting has taken place between both parties, she will recommend the children involved to be suspended. If it is clear that a particular child was being bullied or had tried insistently to end the violence, suspension may not be necessarily applied to him/her at the discretion of the Headteacher.

- Repeated defiance and refusal to follow instructions of staff members.
- Attacking a staff member in any form, whether physically through for example, hitting, kicking, biting or punching, or verbally through insult or profanity.

The children to be suspended will be informed by the Headteacher or behaviour leader of their sanction and letters to their parents will be prepared. A major behaviour record form will be completed and copies kept in the assistant head's office and within the pupils' file.

Internal suspension will be applied until home time, or such time that parents have arrived to collect their child. Parents will be sent or given a letter explaining the suspension and the circumstances surrounding it. If a child's parents will not be collecting him/her that day, they will be contacted by telephone.

Parents of the child will be invited to a further meeting upon the child's return to school to discuss his/her behaviour and set up a behaviour plan, if deemed necessary by the Behaviour leader and/or Headteacher. Strategies to reintegrate a pupil who returns to school following a suspension and for managing their future behaviour will be discussed. These might include mentoring, peer mentoring, mediation between all involved parties, circle time, a behaviour contract, a referral for counselling and any other strategy that might be suitable to meet the needs of the child, including referral to external services.

10.3 Length of Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers and teachers will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This will include utilising Google Classroom. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

As above, the headteacher will determine the length of the suspension, in association with the Behaviour leader. The nature of a pupil's SEND or other learning or emotional difficulty and disability as well as the severity of the incident and the level of violence used will play a part in determining the length of the suspension.

10.4 Permanent Exclusion

In cases of extreme misconduct, or the on-going occurrence of behaviour deemed by the Headteacher, behaviour coordinator and SENCO and other involved specialists, to put the child, other

pupils, or the school into danger or continued disruption or disrepute, the Headteacher may decide to permanently exclude a pupil

Whenever the headteacher suspends or permanently excludes a pupil they will, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They will also, without delay, after their decision, provide parents with the following information in writing:

- The reason(s) for the suspension or permanent exclusion;
- The period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 95 to 105 in the permanent and exclusion guidance) and how the pupil may be involved in this;
- How any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. See Paragraph 8 of DfE guidance for further guidance on utilising online pathways and the potential significance of SEND law.

11 Confiscation

Any prohibited and banned items (as listed in the DfE's latest guidance on searching, screening and confiscation) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. Confiscation also applies to items prohibited in the pupil code of conduct as set out in the school's Parents' Handbook which each parents is supplied on enrolling a child at the school. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. See Positive Handling policy for more information.

12 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil this includes SEND and LAC pupils in particular.

Children who are regularly found to be earning detentions and/or time out in the reflection area will be referred via an Initial Concerns Form from their class teacher. Together the Headteacher, deputy head, assistant head and SENCO will decide the appropriate intervention to use.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

An internal referral may be made for:

- an ILP (individual learning plan) for SEN (special educational need),
- an IBP (individual behaviour plan/behaviour modification plan) Referrals will be made in accordance with the SEND policy. ILPs will be reviewed according to the SEND policy and IBPs every six weeks.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

13 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14 Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and child protection policy
- Anti-bullying policy
- SEND policy
- Positive pupil handling policy
- Equality policy




15 Monitoring arrangements

The implementation of this policy is monitored by the Headteacher, who reports to the governing body about the effectiveness of the policy and provides data on exclusions.

This policy is the responsibility of the headteacher who regularly monitors and reviews its effectiveness, alongside senior leaders. They do this by examining the school's behaviour logs to assess trends and through discussions with the Behaviour leader, class teachers and other staff members.

Next Review Date: May 2024

Appendix A: Challenging-Behaviour Management Flowchart

Behaviour
<p>Make direct Eye Contact & Facial Expression</p> <p>Say child's name aloud and allow a few moments take-up time</p> <p>Explain to child how to behave –</p> <p>Citing the positively reframed behaviour then move away.</p>
<p>First instance of misbehaviour /misdemeanour = 1 warning</p> <p>Explain to child that he/she can re-deem him/herself by stopping the problem behaviour and adopting positive behaviour</p>
<p>Allow child to re-deem him/herself, removing warnings one at a time =strike)</p> <p>(to be recorded in the strike book for all staff to visibly see, including specialists but kept discretely)</p>
<p>Second instance of misbehaviour /misdemeanour = 1 warning If negative behaviour continues</p>
<p>Upon third instance of continued misbehaviour/misdemeanour issue strike </p> <p>(The two first warnings are now changed to a strike) Sanction applied: detention for 10mins in the first break</p>
<p>If the misbehaviour continues:</p> <p>repeat cycle as above which may result in a 10 minute detention at lunch break if a (second) strike  is recorded</p>
<p>If the misbehaviour continues:</p> <p>repeat cycle as above which may result in detention at home time if a strike is recorded – see below for sanction</p>
<p>Third strike </p> <p>Sanction applied: detention for 20mins at home time (2:55-3:15pm)</p> <p>Nine warnings/three strikes in a day = keep child for detention on the same day for 20mins</p>
<p>If a child has had no warnings or strikes during the day and then gains a strike before home time, he/she should be kept for 10mins at home time</p> <p>This is due it being their first strike (the same would apply in the case of a second strike) of the day</p>
<p>If the misbehaviour continues, the following steps can be applied gradually but within an agreed timeframe:</p> <p>Another teacher to talk to the pupil</p> <p>A specialist to speak to the pupil</p> <p>Speak to parents</p> <p>Other concerns can lead to:</p> <p>ICF- refer to counselling</p>
<p>Further misbehaviour leads to:</p>

Call Parent Meeting with teachers & SLT Individual Behaviour Plan (IBP) targets to be enforced by child, teacher and parents
Report child's lack of improvement to Headteacher
Call Parent Meeting with Headteacher
Suspension from school (head decides after discussions with the relevant staff)
Permanent exclusion (refer to DfE & LA guidance) Resort to permanent exclusion if behaviour does not improve.
All major and recurring minor incidents are logged on Integris via the quick entry tab under behaviour. The initial staff member dealing with the incident completes this.

Inclusive practice: Pupils who have SEND needs and emotional behavioural difficulties (EBD) require differentiation in the behaviour approach used with them. These concerns need to be discussed with the SLT and SENCO to formulate an approach that is suitable, meets the needs of the pupils, and circulated to all staff who work with the pupil.

IMPORTANT NOTES:

1. At each stage the child must be allowed and encouraged to re-deem him/herself and rewarded for progress made.
2. Staff members' role modelling the desired behaviour is required at all times.
3. Take care over speaking to parents (when & how) –also remember to speak to them to praise (reward) their child when they have behaved well/met targets.
4. Whole class sanctions –loss of “fun” lesson–whole class detention/loss of play, can be effective deterrents/sanctions too but use infrequently.

Appendix B1: Behaviour Management at Al-Noor Primary School: REWARDS

REWARD	VARIOUS MOTIVATIONAL STICKERS	CLASS DOJO POINTS	STAR OF THE WEEK CERTIFICATES	CLASS OF THE WEEK	GOLD STARS	TABLE POINTS	GOLDEN TIME
TARGET	Individual	Individual/ Whole class	Individual	Whole class	Individual/whole class	Class	Individual/Class/ whole school
WHEN	Whenever any member of class staff observes a child to be behaving well or working hard in class in meeting his/her targets.	Whenever any member of class staff observes a child/whole class to display good academic effort or for good behaviour within and outside the classroom	Once a week at Monday assemblies.	Once a week at Monday assemblies.	After Friday prayer and for exceptional work/behaviour	Every lesson.	Once a week on a Friday afternoon
WHO	Individual pupils - all and those on IEP, IBP, strategies and targets.	Individual pupils - as many as relevant Whole class	Individual pupils - as many as relevant (usually two per class)	Whole class	Individual pupils - all	Tables of pupils in each class.	Every whole class (yrs two-six)
AIM	Encourage relevant child to make individual efforts to achieve their targets.	Encourage every child to make individual efforts to work hard and behave well/To affect whole class behaviour.	Encourage every child to make individual efforts to work hard and behave well.	Encourage team spirit and every child to make individual efforts to work hard and behave well	Encourage every child to make individual efforts to work hard and behave well.	Encourage every table of children to compete with the other tables to win most table points through hard work and good behaviour. To affect whole class behaviour.	Encourage children to behave well as individuals as well as collectively as classes.
HOW IT WORKS	Member of staff teaching/supporting rewards child instantly with verbal praise and stickers whenever child shows progress towards or achievement of targets. These stickers are collected on their personalised chart or in their books or jumpers.	Dojo Points are awarded to individual children/ whole classes and recorded on the system. Whole class affect whole class behaviour.	Certificate issued for each child in each class that earns most ClassDojo Points in class across the previous week.	Whole class trophy is awarded and the class is give a priority to choose a playground activity for a week	Awarded for behaviour/work in/outside class	A table point is allocated by class teachers to a table whenever she/he makes them compete with each other e.g. to tidy up first or best, to work most cooperatively etc	'Golden Time' at the end of the week for all the pupils who follow the rules and expectations.

Appendix B2: Behaviour Management at Al-Noor Primary School: SANCTIONS

SANCTION:	Minor		Major			
	Short timeout from classroom Note: for EYFS and Year One: 1 min for every year of age with longer timeouts only in severe instances of misbehaviour	Detention	One lesson timeout & break & Informing parents	Behaviour Contract/ Behaviour Modification Plan	1 day internal or external suspension (full day 'timeout') upwards to fixed-term exclusion	Permanent exclusion
SAMPLE MISBEHAVIOUR FOR ITS APPLICATION	<ul style="list-style-type: none"> Repeated low level disruption Disturbing the learning of other's Put downs Sarcasm 	<ul style="list-style-type: none"> Pushing Arriving late to lessons 3 warnings 	<ul style="list-style-type: none"> Play fighting Absconding Wilful hitting of another child Inappropriate language 	<ul style="list-style-type: none"> On-going repeated bad behaviour 	<ul style="list-style-type: none"> Defiance towards any staff member Bad language and swearing Involved in fighting Bullying (ranging from taunts through to physical harm towards another child) Behaviour that does not improve using sanctions lower down the scale. 	<ul style="list-style-type: none"> Sexual assault Gross misconduct In response to a serious breach or persistent breaches of the school's behaviour policy A pupil staying in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Appendix C: Anti-Bullying Management at Al-Noor Primary School

1 Introduction

1.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is deliberately hurtful and difficult to defend against, and is repeatedly targeted at a victim, often over a period of time.

1.2 The specific characteristics of victims are often targeted for bullying, for example those categorised below.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <input type="checkbox"/> Racial <input type="checkbox"/> Faith-based <input type="checkbox"/> Gendered (sexist) <input type="checkbox"/> Homophobic <input type="checkbox"/> Transphobic <input type="checkbox"/> Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

1.3 Bullying causes suffering and is damaging. It can have long-term negative effects on its victims.

1.4 The school is aware that those who bully others may have been the victim of bullying themselves. Bullying is a safeguarding issue, both the victim and the bully need support to be safe from the harm that is caused by bullying, or the harm that is caused by it. Mental health needs must be addressed to effectively stop the negative cycle of bullying.

1.5 The school teaches pupils to be of exemplary character and treat others with respect in line with its faith ethos.

1.6 The school strives to develop a school environment which is nurturing and safe and in which bullying cannot thrive.

1.7 This policy embodies all the requirements detailed in the DfE guidance 'Preventing and tackling Bullying' (July 2017).

2 The Role of the Board of Governors

2.1 The Board of governors monitors bullying and supports the headteacher's work to tackle it.

3 The Role of the Headteacher

3.1 The headteacher ensures that senior leaders investigate, identify and deal with cases of bullying robustly.

3.2 The headteacher also ensures that children learn through the curriculum that bullying is wrong, and that it is unacceptable behaviour in this school.

3.3 The headteacher ensures that senior leaders deliver training on the school's approach to behaviour management and bullying in induction of new staff.

3.4 The headteacher sets the school's standard for acceptable behaviour. Mutual support, trust, respect and praise is encouraged as is the awareness of each child's role as an accountable member of the school community.

3.5 The headteacher is responsible for setting the sanctions for bullying. Sanctions include internal exclusions as well as external exclusions. The level of sanction is determined by the seriousness of the bullying involved.

4 The Role of the Anti-Bullying Leader

4.1 The Anti-Bullying Leader is the serving assistant headteacher and Behaviour Leader for yrs 2 upwards and the serving deputy head for yrs Reception and 1 and Behaviour Leader.

4.2 The Anti-Bullying Leader logs and investigates all incidents of bullying reported by pupils, members of staff, or parents.

4.3 The Leader also ensures that the anti-bullying procedure is understood and followed by teachers.

4.4 The Leader also liaises with the headteacher in deciding appropriate sanctions.

4.5 The Anti-Bullying Leader periodically attends training to refresh and inform their knowledge of best practise in this area and that of behaviour management.

4.6 The Anti-Bullying Leader liaises with teachers over the implementation of the school's anti-bullying strategy and helps in counselling or circle time for the victim and the bully.

4.7 Claims must be investigated by the Anti-Bullying Leader within one school week of being made. This must be done by surveying classmates of the victim and child against whom the allegations of bullying have been made. Reports must be taken from witnesses to specific acts of bullying that are alleged to have taken place and these must be verified by checking the stories with other witnesses. In the case of cyber-bullying, screen shots of activity involving bullying may be used to gather evidence of alleged bullying.

4.8 The Anti-bullying leader liaises with the headteacher to determine appropriate sanctions and interventions if needed.

4.9 The Anti-bullying leader must liaise with the parents of the bully and discuss their role in correcting their child's behaviour and share details of a behaviour plan if one is required. This should take place as soon as a case of bullying is verified.

4.10 The Anti-bullying leader must also inform the victim's parents within a day and set up a meeting within a week to discuss the steps the school will take. The leader must also continue to liaise closely with parents to support the child, communicating with them through meetings, letters or phone calls until the bullying is resolved to their satisfaction and meets the child's needs.

4.11 If a child is repeatedly involved in bullying, behavioural targets will be defined and appropriate strategies put in place in a behaviour modification programme. Where appropriate, for example where these steps have proven ineffective, the Anti-bullying Leader may contact external support agencies.

4.12 The Anti-bullying leader invokes the Anti Bullying Circle Time Strategy (ABCT Strategy) to start the work of repairing the damage done by bullying, as soon as the perpetrator has received his/her sanction and returned to class. It is a circle time taken by a member of staff relatively unknown to a class. It aims to eradicate a case of bullying by making pupils take account of the consequences of their own actions through restorative justice.

- All the children in each class are made to step into the shoes of the victim by listening to detailed accounts of the victim's feelings without being told who the victim is. Once they have empathised with the victim and understood that the behaviour causing those feelings and experiences is wrong they are told who the victim is in order to "humanise" the victim in their eyes and empathise with him/her.
- They are then made to consider whether they were complicit in the bullying by taking part in some acts of bullying themselves or doing nothing to stop it. Subsequently they are asked to consider how they can help put things right. This is a brain-storming session and its conclusions must be summed

up and put on display as “promises” of how everyone will solve the problem through their own behavioural choices.

5 The Role of Staff Members

5.1 Teachers receive induction when they join the school to familiarise them with the school's anti-bullying strategy.

5.2 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By raising awareness of each child's role as an accountable member of the school community and by praising, rewarding and celebrating the success of all children, they aim to create an environment in which bullying cannot thrive.

5.3 Teachers can be the last to receive a report of bullying, so they should endeavour to monitor playground behaviour and talk to identify or pre-empt cases.

5.4 Staff members in our school take all forms of bullying seriously and intervene when possible to prevent incidents from taking place. They report all allegations of bullying to the anti-bullying/behaviour leader and keep records of bullying involving their own pupils in the school's behaviour log on Integris, the school's data management software.

5.5 If a pupil or parent approaches a staff member with concerns that a child is being bullied, the teacher must invoke this anti-bullying policy at once. The staff member must report the claim immediately to their anti-bullying/behaviour leader.

5.7 Teachers must employ the Anti-Bullying Circle-Time Strategy (ABCT Strategy) within a day of a case of bullying being verified. They should also support the child who is being bullied by providing a “buddy” from the current “Peer Mediation Team” for the child and by counselling the child in an ongoing arrangement, discussing the child's feelings and experiences at least once a day. They should also refer the child to the school counsellor if needed.

6 The Role of Parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents are a crucial component in the success of all school endeavours. Parents have a responsibility to support the school's code of conduct and anti-bullying policy as they all read and sign a Home-School Agreement upon admission of their child to the school which outlines this. We ask parents to actively encourage their child to be a well-behaved member of the school who feels responsible for his/her own behaviour and tries hard to be respectful and well behaved towards others.

6.3 The school communicates with parents from time to time on the issue of bullying and behaviour management through its weekly bulletin home. It also arranges workshops from time to time on relevant issues to support good parenting.

7 Whole school proactive strategies to prevent bullying

7.1 Anti Bullying week is run across the school every year.

7.2 Assemblies are delivered on anti-bullying.

7.3 Bullying is addressed in PSCHÉ lessons.

7.4 Circle time takes place in PSCHÉ time and pupils can discuss problems they are experiencing with their teachers and adults in the class.

7.5 The Anti-bullying Leader has an open door policy for pupils to approach her.

7.6 Peer mediators are in place for years 2-6.

7.7 The school has made pupils aware of how to report bullying or concerns through its work and anti-bullying posters located across the school.

7.8 Pupils can use a ‘worry box’ located in the musallah area to, discreetly alert the Anti-bullying Leader of their concerns. The box is checked daily.

7.9 Peer Mediators are trained to intervene in situations of conflict between children in the playground to support them to resolve their differences between themselves.

8. How the school supports pupils who have been bullied, and those vulnerable to bullying

8.1 Teachers or Class teaching Assistants talk to pupils effected.

8.2 School counselling is offered to pupils if needed.

8.3 A mentor is assigned to the pupil, a member of staff from the school, if needed.

8.4 Restorative justice session (ABCT) takes place with the pupils and peers involved.

8.5 Staff meetings take place to prevent and handle bullying.

8.6 Staff members have behaviour meetings on a termly basis.

9 Monitoring and Review

9.1 This policy is regularly reviewed in the light of statutory and best practise guidance.

9.2 School data on bullying is reviewed termly by senior leaders, alongside school data on behaviour.