

Training for this life...



And the Hereafter.

BEHAVIOUR POLICY

Summary

This policy sets out Iqra's approach to behaviour principles, management, sanctions and consequences.

Recommendation

Governors to read and agree the policy.

SIGNED BY CHAIR OF GOVERNORS:

Date: Sept 2023

Next Review date: Sep 2024

“Indeed Allah (S.W.T) is close to those who excel (*Ihsaan.*)”

(Al-A’raaf: 56)

Principles of behaviour policy at Iqra

1. The teachings of Islam are the guiding principles for our values and will guide our behaviour policy for the school.
2. We aim to set acceptable standards of behaviour that are meaningful, attainable, discussed and adhered to by all.
3. As responsible Muslims, we believe in taking responsibility for our actions. Therefore, we aim to develop correct principles in our pupils for distinguishing between right and wrong, hence promoting independence, self-discipline and positive self-esteem in each child.
4. The primary aim of the school is to encourage a personality which manifests the highest Islamic *Akhlaaq* (morals and manners) in all pupils. This cannot be through a system alone which only enforces rules but through promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and help them to grow to be Muslims who are strong in their *Imaan* (faith) and have *Taqwa* (God-consciousness) and become responsible members of the society.
5. The school expects every member of the school community to behave in a considerate way towards others with an ethos of kindness and cooperation.
6. We are a caring community, whose values are built on mutual trust and respect for all, modelled after the example of our beloved Prophet Muhammad, peace and blessings upon him.
7. We treat all children fairly and apply this behaviour policy in a consistent way, a pinnacle of Islamic teachings.
8. The school rewards good behaviour based on the Islamic principles that Allah (swt) will reward the good actions in the *Akhirah* (Hereafter). It will also develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
9. We believe that maintaining high expectations of good behaviour is an essential contribution to the educational experience of the pupils and to their happiness and wellbeing while in school.
10. The school aims to instil in our pupils that they have rights which come with rules and responsibilities.

Rights, Rules and Responsibilities

RIGHTS

All children have the right to develop their potential and be safe and happy in an Islamic environment.

RULES

The rules or codes of behaviour are essential for maintaining the rights. These are split into three areas:

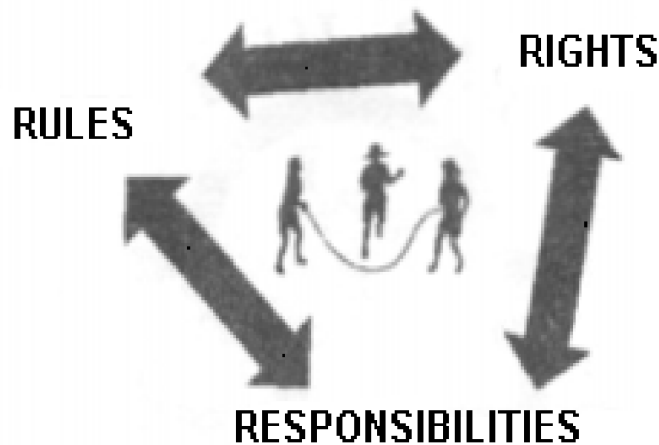
- Whole school
- Classroom
- Playground

RESPONSIBILITIES

For their rights to be maintained children have to take on the responsibility of following the rules.

If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

The children and teachers work together to establish the ground rules within each classroom and they all abide by the school's Code of Conduct and home-school agreement.



Iqra Behaviour and Reward Policy

Awards

The procedures below are to encourage the children to show signs of good behaviour. We have chosen a careful system of rewards that does not promote materialism. We aim to work on the *tarbiya* of the pupil which we believe is a fundamental component of education by giving the correct understanding of Islamic *Akhlaq* (character) and *Adaab* (manners). Children move up on the **Class Behaviour Monitoring Chart System** as they follow rules and choose correct behaviour.

There is a clear system of reward for individual pupils and on class level. Depending on the class, when children follow the rules they will receive:

- praise
- golden tickets
- individual points to work towards Bronze, Silver, Gold or Platinum.
- golden time
- Special Weekly celebration assembly

Rewards

Praise

Praise is used as much as possible with those children who are following the rules. When praise is used, the specific behaviour warranting the praise is addressed. Praise is a zero-sum reward system, the converse of which is ignoring inappropriate behaviour. The teacher ignores the inappropriate behaviour and praises pupils who are close to the “target” pupil and who are behaving correctly. This procedure may need to be repeated several times. Once the “target” pupil responds by behaving correctly, praising the “target pupil” is used to reinforce the appropriate behaviour. The teacher must be careful in praising the desired behaviour of the pupil, not the pupil him/herself.

Class Rewards

Golden Tickets

These are used to encourage the children to work together as a team. The classes that received the most Golden Tickets will receive the following, weekly:

1. Top table: a table will be allocated to the weekly Golden Ticket winners. This table will be decorated with table cloth, flowers etc. Children at this table will also be allowed smoothies as an alternative to water and other healthy snacks.

2. A trophy will also be awarded to the winning class, which they can display in their classroom.
3. Extra play. This would be awarded for both KS1 and KS2.
4. '**Grand Prize**' at the **end of every term**, to ensure continued efforts from our pupils to achieve a high standard of behaviour. The reward for the class who receives the highest number of Golden Tickets within a term will be a field trip e.g. a trip to the local leisure centre, picnic in the park, bowling etc.

Reward for Individual Pupils

We aim to encourage better behaviour by acknowledging it on an individual basis as well in and around the school.

Three stars will be displayed in the main reception area for everyone to see (Wall of Fame). The stars will be bronze, silver, and gold.

Each child will work his/her way up to bronze, silver, gold and platinum.

Bronze: 75 stickers

Silver: 150 stickers

Gold: 225 stickers

Platinum: 300 stickers

Children can earn stickers through their own specific targets, or through acts of kindness, patience, politeness etc.

Once a grid is completed, the children will be able to purchase a badge representing the stage they have completed. They'll also be able to wear these badges with pride around the school.

Special Weekly celebration assembly

This is a time when the children are congratulated in front of the school for work and good behaviour shown during the week. Three children from each class are nominated, one for best *Adaab and Akhlaq* and two for academic performance. The criteria for their selection are their performance in the entire week.

How do we encourage good behaviour?

Islamic acculturation

Children are to be constantly exposed to the highest moral and ethical (*akhlaq and adaab*) values and standards in their interaction with all staff members and are to be encouraged to manifest these *akhlaq and adaab* in their interaction with each other. This pursuit must

permeate all interpersonal interaction, such that staff and students constantly strive to exhibit the highest Islamic *akhlaq and adab*. The reference for all *akhlaq and adab* must be the Quran and Sunnah. Children are encouraged to uphold the characteristics of our beloved Prophet Muhammad, peace be upon him.

At Iqra, our emphasis is on noticing and rewarding good behaviour. We know that children who behave well, learn well and that is our main concern - we want Iqra to be full of good learners. We also know that many children, by their nature, are attention seekers. Therefore it is our aim for children to be noticed for doing the right thing and we avoid making an example of children doing the wrong thing.

Children are taught explicitly to follow the school rules. Each class develops their own version of the school rules at the start of the year, based on the school rules.

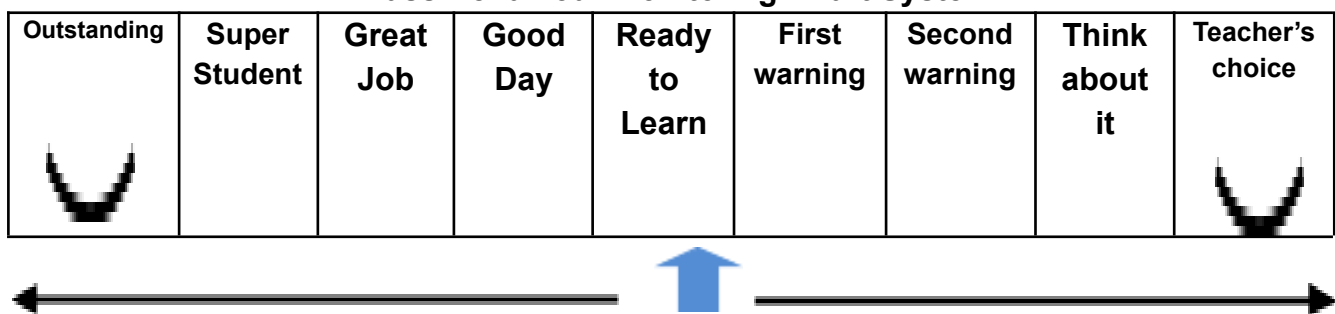
Conflict Resolution

Staff will aim to resolve negative behaviour in the first instance. This will involve making sure that behaviour expectations are clear. Reminding any child who has contravened the rules what the required behaviour is and giving them a choice: either to follow the rules or if they continue with the negative behaviour to receive a consequence. If the child has chosen to follow rules they will be praised and if they choose to continue with negative behaviour then consequences will be carried out.

Class Behaviour Monitoring Chart System

KEY STAGE 1 & 2

Class Behaviour Monitoring Chart System



Children begin on 'Ready to Learn' on **Class Behaviour Monitoring Chart System** every day. All children are encouraged to follow the class and school rules using the '**Class Behaviour Monitoring Chart System**' which is linked with the school's reward and sanctions system. Pupils collect points for good behaviour by following the class and school rules and move up the chart to 'outstanding'.

Even when some children behave less well, teachers will pick on those children who are doing the right thing to make sure that the class as a whole is seeing that good behaviour

receives positive attention. This gives children who are not following the rules a chance to change what they are doing in a positive way.

Sanctions

There is a consequence ladder from Stage One to Stage Five under which inappropriate behaviours warrant a relevant sanction.

Classroom sanctions (Stage One and Two)

There are occasions when, even after the majority of the class has seen that good behaviour has been rewarded, some children do not follow the school rules.

When this happens a child enters 'Stage One' of sanctions which is an informal stage where children are given an opportunity to rectify their inappropriate behaviour without any formal record of it. Pupils may lose some privileges at this stage but will have the opportunity to gain it back if they replace the poor behaviour with some good actions.

In the classroom, when children do not follow the rules they will:

1. Be given a warning and moved down from the 'Ready to Learn' zone.
2. If their behaviour persists, move them down the chart gradually with an opportunity to move back up the ladder.
3. Once children reach 'Teacher's choice' they will enter 'Stage Two' of the sanction system.
5. At this point the child's behaviour is recorded to track patterns of behaviour.
6. If a teacher considers any incident to be sufficiently major, such as violence, cruel language or anything else where the wellbeing of others in the class is at risk, the child can be moved immediately to 'Teacher's Choice'.

Persistent poor behaviour (Stage Three-yellow card, Four and Five-red card)

1. After poor behaviour during a day, teachers will mention it to parents at school pick up time and briefly discuss ways to improve behaviour for the following day.
2. Should the behaviour persist, parents will be contacted by the senior leadership team to discuss ways of improving behaviour. If behaviour is poor consistently or follows a pattern of some kind, a behaviour contract may be organised to help improve behaviour in school.
3. When a behaviour contract is drawn up, the SENCo may become involved to investigate the possibility of adding a target to an IEP (Individual Education Plan) to help manage and improve the child's behaviour during the school day.
4. Should poor behaviour be so extreme (i.e. abusive language, violence) that senior leaders are concerned about either the well being of the other children in the class, the well being of the child in question or the well being of the teachers, then a temporary exclusion will be considered.
5. More serious incidents are logged on an 'Incident Report Form' and kept securely on the school's Behaviour Management system. Parents are informed.

6. Should a child be excluded for a period, the SENCo may seek advice from suitable external experts such as the Educational Psychologist and the Behaviour Support Team and the PRU. Plans may be put into place to provide support such as an outreach teacher from the PRU or a part-time provision to aid the child's integration into school. If these plans do not work and more temporary exclusions occur, then the headteacher may seek a permanent exclusion.

Playground sanctions

On the playground, when children don't follow the rules they will:

1. Be warned that their behaviour needs to improve. More serious incidents will be recorded on blue cards and may escalate to Stage 3, 4, 5 in which case appropriate sanctions will be imposed.
2. Pupils may be removed from the playground for a specified time during which time they have to stand with the adult on duty or go to a designated time-out area.

Behaviour at *Salah*

Repeated disrespectful and disruptive behaviour will result in children losing the privilege of praying with the rest of the school. Parents will be informed in the first instance.

Exclusions:

Only the Headteacher or adult in charge, in his/her absence, has the power to exclude a pupil from school

Serious actual or threatened violence against another pupil or a member of staff and persistent defiant behaviour are some of the valid reasons for exclusion. Only the Headteacher (or adult in charge such as an assistant head) has the power to exclude a child from school. The Headteacher 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 Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent or fixed-term exclusions. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Bullying

(Please also refer to our anti-bullying statement)

Bullying is defined as unwanted behaviours or actions perpetrated by one or more persons

against one or more others over time. These behaviours produce a damaging, or hurtful effect - physically and/or emotionally and will be dealt with appropriately by the school.

Bullying examples include the following:

- verbal; saying unkind or hurtful things to another person/s, including things about their family, their identity, gender identity and orientation (eg; homophobic bullying / racist bullying)
- excluding others from your circle, from a game, in a deliberate attempt to exclude them
- threatening other/s either verbally or physically
- taking or damaging the property of other/s
- asking or encouraging other/s to perform actions they are not comfortable with
- cyber bullying, including the sending of unkind or malicious messages through text, email, whatsapp, or using social media to perform these actions - or setting up a group to deliberately exclude another person/s
- cyber bullying can also consist of abusive, harassing and misogynistic messages, and non-consensual sharing of sexualised images to those who do not want to receive such content

All reported incidents of bullying are investigated and recorded on the school's management information system. Parents are informed, usually resulting in a meeting with a senior leader and the pupils involved (both victims and perpetrators) are dealt with appropriately, for example by sanctions, by coaching and counselling in order to affect improved future conduct.

A bullying log is kept in school for accountability purposes and is, for example, available for scrutiny to the Governors.

Use of Reasonable Force

The use of reasonable force with children is only permissible when a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Where children have been handled in this context, a form is completed. Parents are informed as soon as reasonably possible and a copy of the form given to them.

Role of the Parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain our expectations for behaviour in the school prospectus, and we expect parents to read them and support them. We expect

parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

Zones of Regulation at Iqra Primary School

At Iqra Primary School, we are committed to providing a safe and nurturing environment where every student can learn, grow, and thrive. One of the key pillars of our approach to promoting positive behaviour and emotional well-being is the "Zones of Regulation." This framework, based on the principles of self-regulation, helps our students understand and manage their emotions effectively.

The Zones of Regulation is a systematic framework developed to teach students about self-regulation, emotional awareness, and the ability to manage their own feelings. The framework categorises emotions into four colour-coded zones, each representing a different emotional state:

- The Blue Zone is used to describe low states of alertness such as when one feels sad, tired, sick, or bored. In the Blue Zone, students may appear lethargic, slow-moving, or have low energy.

- The Green Zone is used to describe regulated states ideal for focused learning. In the Green Zone, students feel calm, focused, happy, and ready to learn. This is the zone where optimal learning occurs.

- The Yellow Zone is used to describe heightened states of alertness and elevated emotions such as frustration, anxiety, excitement, silliness, or nervousness. In the Yellow Zone, students may be distracted, hyperactive, impatient, or impulsive.

- The Red Zone is used to describe extremely heightened states of alertness and intense emotions such as anger, rage, panic, elation, or terror. In the Red Zone, students may be out of control, unable to make good decisions, or have extreme outbursts.

At Iqra Primary School, teachers help students recognise when they are in the different zones based on how they feel and behave. Students learn strategies to help them self-regulate their emotions such as taking deep breaths, walking away to get a drink of water, or talking to a teacher.

Teachers incorporate the Zones of Regulation framework into the classroom by:

- Having students identify their zone and explain why at various times of the day
- Using zone-related vocabulary when talking about behaviours and emotions
- Teaching specific strategies students can use in each zone
- Creating a zone corner in the classroom where students can go to help regulate
- Tracking student progress with zones and regulation strategies

Using the structured Zones of Regulation framework equips students with the self-awareness, language, and tools to manage their behaviours and emotions. This proactive approach helps create a positive, productive learning environment at Iqra Primary School. The explicit teaching of self-regulation skills aligns with our school's values of responsibility, integrity, and empathy.

School Rules

At Iqra we promise to...

Follow instructions.

Use our indoor voices.

Make others feel safe.

Walk around the school
silently and on our left.

Respect people and school
property.

Show good Manners.

Try our BEST!

Love for your brothers and sisters
what you love for yourself
