



Karima Weekday School

Behaviour for Learning Policy

For the purpose of the document, the term 'parent/s' indicates any adult who plays a significant role in a child's life.

Introduction

The Prophet ﷺ said:

"I am a guarantor of a house in the highest part of Paradise for the one who makes his behaviour good."

Good behaviour is essential in providing a secure and settled, safe environment in which good learning takes place and all students are able to achieve to the best of their ability.

Aim of the Policy and Procedures

Our overall aim is to build a compassionate and cooperative school community based on an Islamic ethos, in which all are able to grow and flourish. Research and experience tell us that this is most likely to happen when:

- boundaries are clearly expressed, understood and maintained by all members of the school;
- all members of the school community feel valued and respected, and that each person is treated fairly and well;
- a basis is agreed upon which members of the school community interact with one another in support of the climate we want to create and nurture within school;
- all members of the school community feel they have a voice in shaping its norms and expectations;
- positive contributions to the school community are noticed and acknowledged; and
- behaviour that damages the school community is consistently challenged and followed up.

Code of Conduct

We expect everybody to come to Karima School ready and prepared to learn and to make the most of the opportunities available.

Our Code of Conduct is based on respect and rights (Haqooq):

- **Respect for Ourselves**

This means we take care of our minds and our bodies and try to live as healthily as we can (work hard and play hard, sleep well, eat well, take exercise, don't get into dangerous situations).

- **Respect for Each Other**

This means we take care of our school community. We enjoy and celebrate the fact that people at Karima come from many different backgrounds and we make sure that everybody has the same chance to succeed.

- **Respect for Achievement**

This means that we understand that one of the most important reasons for coming to Karima School is to learn new things and to do them well. We set ourselves challenging targets and we are always keen to do better than we have before. We recognise that it is important to be able to achieve as an individual and as a member of a successful team. We celebrate other people's success as well as our own.

- **Respect for the Environment**

This means that we take care of our school environment and also take care of the equipment that is available for us to use in school.

We expect all members of our school community to make positive choices about behaviour, attendance and attitude to school. If students make the right choices, this will be noticed and rewarded.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff

Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school. 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, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious incidents, the Head Teacher may permanently exclude a child. These actions are taken only after consultation with the Director of Education.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low-level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents agree to adhere to the 'Parental Engagement to Support Learning' policy. Parents support the actions of the school but are able to address any queries regarding sanctions following the procedures outlined in the 'Complaints and Concerns' policy.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to co-operate with the school.

Class Rules

Class teachers, support staff and students in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Rules are then typed up and attached to the students' planners as a reference point.

Promoting Positive Behaviour

We reinforce, praise and reward students for good behaviour in a variety of ways:

- Teachers congratulate students.
- Children receive Jaza (reward) points which are stamped into the student's planners - students then have two opportunities in the year to redeem (spend) their Jaza points against prizes.
- Students receive 'Student of the Month' certificates, along with a prize at the end of each month.
- Students participate in reward-based activities which they are nominated for by their teachers.
- Students participate in Golden Time
- The Head Teacher actively encourages staff members to send students to her for good behaviour, improved attitudes to learning, and outstanding achievement.
- Students receive a 'Head Teacher Award' for outstanding achievements along with a prize.

Sanctions

Karima School expects school rules to be followed to ensure a safe and positive learning environment. If students choose to behave in ways that are not respectful, and which damage the school community, we use a range of approaches to encourage them to make better choices in the future. These include classroom sanctions, informal conversations, being put on report, one to one meetings, parental meetings, meetings with Head Teacher and on very rare occasions fix term exclusion or permanent exclusion.

We review each situation on an individual basis. Although not an exhaustive list, at Stage 1 and 2 poor behaviour may include:

- a) Disruption of learning
- b) Failure to complete class work
- c) Failure to complete homework
- d) Poor attendance
- e) Persistent late arrival to class
- f) Causing damage

Stage 1: Isolated Poor Behaviour/Disruption to learning

Resolution

- We expect students to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- If behaviour is inappropriate, then a verbal warning is given to the child and the class teacher explains to the child what he/she is doing that is not acceptable.
- If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down and is able to work sensibly again with others.
- There are Time Out tables in every classroom where a child can be placed in order to reflect on his/her behaviour.
- We expect students to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during 'Golden Time' or at home.
- Students may be set written tasks, such as writing lines or an essay.
- There may be a loss of privileges – for instance the loss of a golden time or not being able to participate in a non-uniform day (referred to as 'mufti' days).
- Students may receive a detention*.
- Form Teachers will inform parents via a telephone call or by setting up a meeting.

The safety of the students is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Head Teacher.

Record Keeping

- Incident to be logged on behaviour log
- Head Teacher to be made aware
- Parents to be notified by class teacher (method of communication to be agreed by Head Teacher)

Stage 2: Repeat Offending

If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Head Teacher. The school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Resolution

- Discussion with Head Teacher on pupil's behaviour for learning
- Agree action plan with Head Teacher followed up with a meeting with student and parent
- School based community service or imposition of a task – such as picking up litter or tidying a classroom
- Student is placed "on report" for behaviour monitoring

Record Keeping

- Incident logged on behaviour log

- Parents informed via telephone followed up with a meeting

Stage 3: Major incident

These incidents are of a more serious nature and require immediate attention. Including, but not exclusively:

- Verbal abuse
- Physical assault
- Bullying
- Bringing the school into disrepute
- Damaging School property
- Bringing a dangerous weapon into school
- Bringing an inappropriate substance into school

The school does not tolerate abuse or bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all students attend school free from fear.

Resolution

- Referral to Head Teacher
- Parents informed by telephone call as early as possible, followed up with a meeting
- Targets set by Head Teacher.
- Further intervention and Pupil Plan put in place
- Consideration of fix term or permanent exclusion subject to outcome of any investigation

Permanent exclusion is an absolute last resort and will be considered by the Head Teacher with guidance from the Director of Education.

Record Keeping

- Report reviewed weekly to determine whether the student requires further week of report. Maximum 3 weeks.
- Once weekly report is complete - letter sent to parents to give a brief overview and whether report is to continue for the following week.
- Incident and agreed actions to be logged with Head Teacher and reports filed in student file.

***Detentions**

- Child must be told, and an explanation given by class teacher
- On the day detention (for low level behaviour incident) of 10 minutes may be given without prior notification to parents
- For more serious incidents a 15 - 30 minute detention can be given to be held on the Friday that follows the day of the incident - parents will be notified by student planners.
- If student has had more than 3 detentions in 2 weeks - a meeting must be arranged with parents.

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class has a behaviour log.
- Children who are involved in incidents, will have the incident recorded in the log detailing the incident, the child's response and action taken.
- Conversations with parents are also recorded in this log
- Serious incidents are recorded in an incident log which is kept securely.

Power to use reasonable force

Members of staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head Teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for articles that have been or could be used to commit an offence or cause harm.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all students fairly and apply this behaviour policy in a consistent way. Karima School will ensure the health and safety, safeguarding and welfare of students when imposing any sanctions.

Policy reviewed August 2018.