



AL-FURQAN PRIMARY SCHOOL

BEHAVIOUR POLICY

Review Date	14.3.2018	
Date agreed by IEB	14.3.2017	
Chair of IEB	Signed:	Date:
Head Teacher	Signed:	Date:

Al Furqan Primary School committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

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Prophet Muhammad ﷺ said

“The best among you are the best in character (having good manners).”

1. Rationale

We believe that children have the right to feel safe, to be treated with respect and to learn. Good behaviour is essential for effective learning, good relationships and an orderly school community.

We respect and observe our duty under the Equality Act 2010 to safeguard and meet the needs of all pupils including those with additional needs (SEND).

Al-Furqan promotes an Islamic ethos based on the Islamic and Universal values of:

- Equality under the law of all people of all races and cultures.
- Respect and tolerance for all people of all faiths and beliefs.
- Care for oneself, all people, animals, other living things, environment, own property and other people’s property; achieved through due diligence to the law of Allah and the rule of law of this land.
- The process of democracy and active citizenship in British life
- Being mindful of our accountability to Allah (s.w.t) at all times.
- Aspiring to reach our full potential at all times and in all aspects of our lives.

2. Policy and Practice

Our policy and practice is underpinned by our belief that good behaviour has a great deal to do with a pupil’s motivation. We believe that motivation can be increased or decreased by curriculum content and methods. Hence a prerequisite to achieving good standards of behaviour is the need for teachers to exercise good classroom management in terms of:

- Preparing lessons well
- Differentiating work to levels that are appropriate and meet the needs of all pupils
- Organising materials and equipment so they are easily accessible
- Creating a stimulating learning environment with displays that will encourage and support learning
- Using positive reinforcement and praise frequently
- Recognising all achievements and progress, however small
- Respect linguistic, cultural and ethnic knowledge and experiences that children bring to school
- Embedding consistent routines and procedures that are understood by the children

3. **Aims of the Policy:**

To encourage a calm, purposeful and happy atmosphere within the school.

To foster a positive caring attitude towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.

To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.

To make boundaries of acceptable behaviour clear and to ensure safety.

To raise awareness about appropriate behaviour.

To help pupils, staff and parents have a sense of direction and feeling of common purpose.

4. **Al-Furqan Primary School Expectations**

4.1 **A good pupil should:**

- Use kind words at all times.
- Should be patient and kind.
- Always tell the truth.
- Care for themselves as well as others.
- Care for their environment.
- Wish for others, what they wish for themselves.
- Respect their elders.
- Be trustworthy.
- Forgive other peoples mistakes.
- Have respect for others.
- Take pride in their work.

5. **Responsibilities:**

Staff responsibilities	The Parents' responsibilities:
To raise children's self-esteem and	To make their children aware of

develop their full potential.	appropriate behaviour in all situations.
Treat the children fairly and with respect.	To encourage independence and self-discipline.
To provide a challenging, interesting and relevant curriculum.	To foster good relationships with the school.
To create a safe and pleasant environment, physically and emotionally.	To support the school in the implementation of this policy.
To use rules and sanctions clearly and consistently.	To be aware of the schools rules and expectations.
To be a good role model.	To know the impact of poor behaviour on learning and on other children.
To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.	
To recognise that each child is unique and to be aware of their individual needs.	

6. School Boundaries

We aim to enable pupils to self-manage their own behaviours through the use of three core principles, these are Respect, Inclusion and Engagement. In order to achieve pupils are given the opportunity to develop healthy and positive relationships. Everyone is treated consistently in a fair and firm way.

Al-Furqan school uses the term 'boundaries' to indicate behavioural expectations. Children need to understand why boundaries exist and the consequences for them if those boundaries are overstepped. The boundaries apply to the classroom, movement around the school and playground behaviour.

6.1 **Class boundaries are:**

- We are thoughtful of others at all times.
- We keep ourselves and others safe, at all times.
- Treat others the way we want to be treated
- Call each other by their correct name.
- We look after our environment and property.
- We keep hands, feet to ourselves.
- We use appropriate and respectful language.
- We respect ourselves, our friends and the people who look after us.

- **We walk quietly and calmly around the school.**

6.2 Lunchtime and Break time Boundaries:

- Treat other people as you want to be treated — name-calling of any kind will not be tolerated.
- No fighting, including play-fighting.
- Stay in the playground unless you have permission from a member of staff.
- Play fairly and allow others to play their games.
- Take care of the equipment and environments.
- If there's a problem, speak to an adult for help to sort it out positively.
- Listen to the adults and follow instructions calmly and politely.
- Use the toilets sensibly, not for playing in.

7. Positive Behaviour strategy- 'Good to be Green'

Al-Furqan Primary School adopts an inclusive whole school approach, through the use of the 'Good to be Green' behaviour management strategy. Every class has a wall chart displaying each child's name. Every morning each child starts a fresh, beginning the day on a green card. Green is the standard of behaviour we expect from every child on a daily basis.

The 'Good to be Green' behaviour management reward system is applied throughout the school. Below is a breakdown of its application.

8. Rewards

8.1 Good to be Green Reward Card

- Excellent Work should be rewarded by filling one of the spaces on the Good to be Green Reward Card.
- Once a child completes the reward card they can bring it to Pastoral and exchange it for 3 gold coins.



8.2 Good to be Green Tickets

- A child who has stayed on green the whole day should be rewarded with a green ticket for good behaviour.
- Once a child receives 5 tickets they can bring them to Pastoral and exchange them for a Gold Coin



8.3 Lunchtime and Masjid

- During Lunchtime the Lunch Supervisor can nominate 2 children for a green ticket
- During Prayer time the Masjid staff can nominate 2 children for a green ticket per class
- The Class Teacher will then reward the children with a green ticket

8.4 Pastoral Party

- Children who have stayed on Green throughout the term will be invited to the Pastoral Party

8.5 End of Term Pastoral Rewards

- There will be an end of term celebration to celebrate Children's behaviour and attendance achievements. As we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school.

9. The behaviour management system is used in conjunction with other rewards, which include the following-

9.1 Verbal Praise

Children should receive positive praise for good effort, good work and good behaviour. This praise should be plentiful and often, this will assist in modelling positive behaviour in others.

Other forms of praise

- Written praise in marked work
- Sharing and celebrating success during lesson time – use of PHSE for pupils to discuss their own behaviour related concerns
- Sharing and celebrating success in worship time
- Praise and certificates for being on time regularly, good attendance, caring for others, helping others, being thoughtful or considerate etc.
- Head teachers award for exceptional work and outstanding behaviour.

9.2 Marbles

Team success is to be awarded by placing a marble in the jar each time there is an example of whole class good behaviour. 40 marbles will result in a whole classroom treat. Children will be allowed to bring in healthy snacks and juices from home.

9.3 Stickers/ Stars/ Certificates

Stickers, stars and certificates will be awarded by the class teacher and SLT for specific achievements.

10. Good to be Green Sanctions

In line with the 'Good to be Green' behaviour management strategy at all stages pupils will be given the opportunity to take responsibility for their actions as well as discuss the issues at hand and share their feelings and in order to self-manage their behaviour, offer solutions to overcome any issues they may be facing.

Children need to be aware that if they CHOOSE not to follow the boundaries then there will be consequences; as such they need to know what the consequences are.



10.1 Stage 1 (When a child is on **GREEN** and they choose not to follow the boundaries). They are given a **verbal warning**.

10.2 Stage 2 (YELLOW)

The pupil is given 10 minutes time out in the classroom and name is written on the board they now move to the yellow stage.

10.3 Stage 3 (RED)

The pupil is sent to **Pastoral** with a referral slip detailing teachers concerns. They have now moved to red stage.

If a pupil displays any of the behaviours listed below it will lead to an immediate stage 3.

- Racist, sexist and homophobic remarks
- Bullying or threatening behaviour
- Disrespect
- Defiance
- Fighting
- Swearing/verbal abuse
- Damaging Property
- Stealing
- Spitting

The pupil is given the opportunity to move back to yellow and then green. This is done by allowing them to self-assess their behavior and providing them with strategies to improve.

Any further unacceptable behaviour goes straight to **Stage 4**.

10.4 Stage 4 REPORT CARD

If the pupil continues to misbehave they will be sent to Pastoral who will then put the child on a report card for the rest of the week. Report card must be signed after each lesson and kept in school.

Pastoral will review the report card at the end of each day.

10.5 Report Card

Pupils who are repeatedly overstepping boundaries can be placed on a report card in order to help manage their behaviour, this can last from one week to a maximum of four weeks. The report card must be completed by the class teacher and those on duty in the Masjid and at break time.

10.6 Stage 5

Pupil will be sent to SLT/Head of School
Further Intervention Required

11. Exclusion

The school has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

All sanctions will be applied fairly and consistently and will in no way be degrading or humiliating to any pupil.

11.1 Internal exclusion

The school has decided that in exceptional circumstances where External Exclusion is not warranted a pupil can be placed in internal exclusion, where the pupil is removed from class and remains in Pastoral.

12. Recording

As a school recording of information is imperative, as such any positive and negative behaviour must be recorded and logged into the CPOMS database at the earliest opportunity, this allows the school to highlight and promote positive work done by pupils, whilst at the same time track and look for trends in data with regards to negative behaviour.