



## **BEHAVIOUR POLICY**

## **Introduction**

It is a primary aim of Azhar Academy Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Underpinning the policy are the values of Islam, we will develop the core universal principles of equality, fairness, peace, compassion, tolerance and respect for all people through the school ethos. These values will be evident in behaviour and relationships between all pupils, staff and wider stakeholders in the school.

## **OUR PROMISE**

We will give our children the skills and experiences to enable them to:

- Experience success and be the best that they can be
- Be confident, self-motivated learners
- Form ambitions about the happy, successful and fulfilled life they wish to lead
- We expect to fulfil this promise by a consistent approach to children's behaviour and the implementation of these guidelines.

## **School Guidelines**

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have three basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies. Our three simple school rules are:

**Be Ready** – being ready to learn

**Be Respectful** – being respectful to all

**Be Safe** – being and keeping yourself and others safe

### ***Ready***

Ready for school by arriving on time in our correct uniform  
Ready for learning by having the right attitude towards work  
Ready to be honest, trusting and hard-working

### ***Safe***

Making good choices to keep themselves and others safe

Take responsibility for words and actions  
Look after your own and other people's property

### **Respect**

Respect for yourself, fellow pupils, teachers and other adults within the school & in public places

Be courteous, well-mannered and well-behaved towards peers, staff & visitors

Be friendly, co-operative and show tolerance towards others

Behaviour is not an isolated action but more a series of choices. We use the language of choice when teaching our children about behaviour.

## **A Consistent Approach**

At Azhar Academy, we deal with all behaviour consistently in order to create the firm boundaries children need in order to feel safe, thrive and learn. This policy is driven and led by the Head teacher.

- We celebrate when our children are following the school guidelines.
- We use a calm, assertive approach when responding to children who have broken the school guidelines.
- We model good behaviour at all times.
- We have the highest expectations of behaviour in our school from staff, pupils, parents/carers and visitors.
- We understand that some children will need additional support in order to learn to make the right choices and that all children will learn at different rates.
- We focus on positive behaviour (catch them being good).
- We have an agreed hierarchy of consequences to guide our responses to a child's behaviour. Rewards are incremental but are at a teacher's discretion.
- We involve parents/carers in the rewards and consequences for a child's behaviour.
- We use our professional judgement, knowledge of the child and advice from outside agencies when applying consequences for wrong choices.
- We always use the smallest consequence necessary to help the child learn.
- We apply consequences consistently and fairly.
- We give children the opportunity to reflect on their choices and make changes if necessary.

## **How do we teach children about the right and wrong choices?**

At Azhar Academy, children are taught about right and wrong choices in every area of the curriculum and in particular through PSHE, Islamic Studies, RE and in assemblies.

## Rewards and Consequences

Rewards	Key stage
Specific verbal praise	All children
Stickers	Foundation stage/KS1
Certificates	Reception, KS1 & KS2
Sharing our successes with our class	All children
Sharing our successes with the whole school	Reception, KS1 & KS2
Good work to be shared in a newsletter	All children
Teacher tells our parents/carers what we did well	All children
Individual rewards (prize box)	KS1 & KS2
Star of the Week– Merit Assembly sharing success	Reception, KS1 & KS2
Sent to another teacher to share success	KS1 & KS2
Sent to the Head teacher to share success	Reception, KS1 & KS2
Gold Crown Award postcard	KS1 & KS2
Lunch with Head teacher	Reception, KS1 & KS2
Golden Time	KS1 & KS2
Star of the term	Reception, KS1 & KS2

### Some of the strategies we use to establish readiness for learning and maintain a positive climate are:

- ensure all preparation and organisation is complete before children begin school
- meeting and greeting
- effective use of additional adults (e.g. during carpet times)
- high staff visibility at changeover times
- giving attention to positive behaviour, not negative
- using non-verbal strategies such as making eye contact, standing next to a student's desk, opening a student's book, pointing to the page in the book
- repeating instructions to get them started, asking the student next to them to help them get started, asking if they have what they need, praising the students who are engaged in learning
- using a space within the classroom to allow a student to have "thinking time"
- being assertive

### Being assertive is being able to communicate your needs in a way that is:

- ✓ Being in control
- ✓ Being clear
- ✓ Being decisive with clear conviction
- ✓ Being direct
- ✓ Being polite and fair

## De-Escalation

De-escalation of inappropriate student behaviour by staff avoids low level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate, staff should use a range of strategies to support so that the student can get back on track without giving attention to the negative behaviour.

If a range of strategies, such as those described above, have been implemented and have not had the required impact staff should get alongside the student and deliver a “script”. Staff will create a script that they feel comfortable with. An example of this could be:

- 1) *I've noticed that ....* (you are not ready to learn), reference previous good behaviour
- 2) *I need you to .....* (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)
- 3) *I know you can do this/..you are better than this/ /thank you for listening*

This should be no more than a 30 second intervention. The shorter the intervention the less likely a member of staff is to “improvise”. Staff will then walk away and give students time to think and act positively.

If the behaviour continues and escalates, it is not ignored. Staff will reference it and reassure the rest of the group that it will be dealt with.

When students have been given the support and opportunities to make the right choices, but do not modify their behaviour, staff will use the agreed consequences.

<b>Consequences</b>	
<b>Steps</b>	<b>Actions</b>
1) Redirection	Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness
2) Reminder	A reminder of the expectations <b>Safe, Respectful, Responsible</b> delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral	At this point the pupil will be referred internally to another space (another class) for the remainder of the lesson. A short reconciliation should take place immediately after the lesson, or as soon as possible afterwards. All internal referrals must be recorded.
6) Reparation	A restorative meeting should take place before the next lesson. If the pupil does not attend or the reconciliation is unsuccessful, the teacher should call on support from the Head teacher/Deputy Head teacher who will aid the reparation process.

## Reflection Steps

The above consequences are put into steps in child friendly language for children to understand the procedure when displaying inappropriate behaviour.

ACTION TAKEN
<b>STEP 1</b> <ul style="list-style-type: none"><li>◇ I have been given verbal warning.</li><li>◇ I need to remember our school rules</li><li>◇ I need to think about what I say or do next</li></ul>
<b>STEP 2</b> <ul style="list-style-type: none"><li>◇ I have ignored my verbal warning</li><li>◇ I need to work by myself</li><li>◇ I need to think about my actions in the thinking area</li><li>◇ My teacher will fill in an incident report of my behaviour</li></ul>
<b>STEP 3</b> <ul style="list-style-type: none"><li>◇ I can no longer work in my class</li><li>◇ I will need to complete my work in my neighbouring class for 15 minutes</li><li>◇ My teacher will share the incident report with my parents</li></ul>
<b>STEP 4</b> <ul style="list-style-type: none"><li>◇ I am persistently ignoring school rules</li><li>◇ I will need to miss 10 minutes of my break</li><li>◇ During break I will need to complete a behaviour reflection log</li></ul>
<b>STEP 5</b> <ul style="list-style-type: none"><li>◇ I have chosen to ignore all the warnings</li><li>◇ I will need to see the Head teacher/ Deputy Head teacher because of my behaviour</li><li>◇ I may miss part of my lunchbreak</li></ul>
<b>STEP 6</b> <ul style="list-style-type: none"><li>◇ My parents will need to attend a meeting with the Head teacher/Deputy Head teacher and my class teacher</li><li>◇ A behaviour support plan may be put into place for me.</li><li>◇ If I do not change my behaviour I may be suspended.</li></ul>

## Steps to Success

The Steps to Success are used to recognise positive behaviour displayed by individuals. The children work towards achieving the Gold Crown.

**Green Step** – I am working hard, listening and paying attention.

**Bronze Step** – I am following school rules, being helpful and polite.

**Silver Step** – I am exceeding expectations in both behaviour and learning.

**Gold Crown** – I am an excellent role model who consistently shows great behaviour, care for others and great attitude towards my work.

When a child reaches the Gold Crown, the teacher will send a 'Gold Crown Award' postcard to the parents. If a child receives the Gold Crown Award 3 or more times in a year, they will be invited to a gold tea party in the park with the Head teacher.

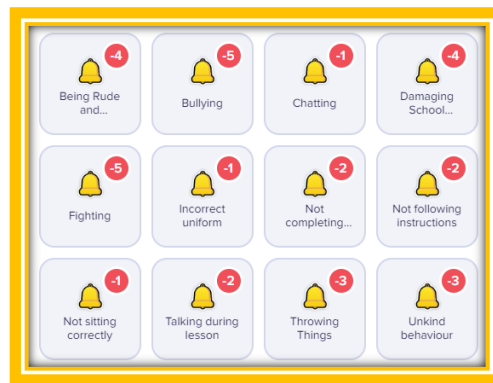
## Class Dojo

To establish more effective communication links with parents regarding behaviour and to support the current effective house point system we use Class Dojo throughout Primary.

Class Dojo is a digital classroom management tool designed to help teachers improve pupil behaviour and communicate more effectively with parents. Each pupil gets an avatar, and teachers award dojo reward points (or house points) for things such as good homework, participating in class, or staying on task. Teachers can use a tablet or computer to give points throughout the school day. Each pupil's points can be displayed via a smart board, and parents, via their app, can see these.

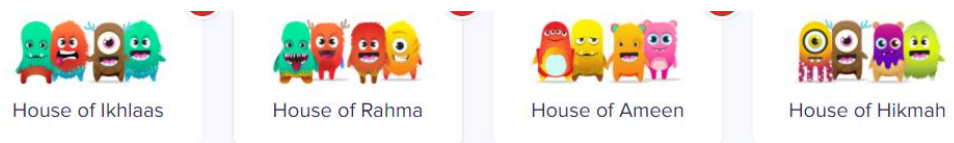
### Points for behaviours

Children can earn positive or negative points for their behaviours as seen in the posters below:



### House Points

Points can be awarded to Houses for their behaviour as a team. House points will be collated at the end of each half-term to determine the House winner. The winning House will be rewarded with a trip to the local park to take place on the first Monday back of the new term.



### House Mentors

Primary school staff are allocated a House to mentor. House meetings will take place each half term.

Name of House	House Mentors	House Colour
House of Rahma	Ms Hanan Awale Ms Nusayba Mohamed Ms Nourshin Khan	Red
House of Ikhlāas	Ms Forida Begum Ms Nadia Liaqat Ms Safana Rouan	Green
House of Ameen	Ms Suniya Ali Nazeefah Mohamed Ms Anisa Begum	Blue
House of Hikmah	Ms Hadiyah Mehraj Ms Syeda Ali	Yellow

## Nurture Group

There may be times when pupils need additional support to manage their behaviour, especially if it is related to social and emotional needs. Behaviour that is consistently disruptive and where the above steps have all been tried then nurture group sessions may be offered.

Referral to the nurture group can be for any of the following criteria:

- Children who appear to be emotionally insecure – which may present as lack of self-acceptance, low self-worth or lack of trust;
- Children who are withdrawn and unresponsive;
- Children with poor social skills, who cannot share, are demanding or uncooperative;
- children with a poor attention span;
- children who demonstrate immature behaviour;
- children who behave aggressively, impulsively or inappropriately in other ways;
- children who find change upsetting;
- Friendship difficulties – keeping/making friends
- Quiet, shy, withdrawn
- Find it hard to listen to others or join in
- Disruptive behaviours within school
- Poor relationships with adults in school

Nurture group sessions are informative and fun, using activities and resources to motivate, engage and support the children. Before children attend nurture provision parents are informed by letter and are requested to sign a permission slip.

The sessions can run 2-3 times a week depending on the need of the pupil. Each session will have a clear purpose and structure.

The circle-time activities focus on the following:

turn-taking  
 watching and listening;  
 using expressive language;  
 learning from others;  
 trying something new;  
 developing a positive attitude participation;  
 forming positive relationships;  
 using agreed codes of behaviour;  
 initiating activities with other children;  
 learning to respond to sanctions;  
 considering the rights and needs of themselves and others.

All activities are weighted towards the children's PSHE development. Activities are designed to offer children criteria for doing well that guarantee success. The aim is to boost a child's self-esteem, sense of identity and to help them manage emotions and conflicts. Children can attend nurture group sessions for one to two terms. We recognise the importance of involving the parents/carers of children. We aim to keep parents informed of their child's progress and provide them with support and advice.



## Golden Time

Golden Time at Azhar Academy takes place on a Friday afternoon for up to 40 minutes at the end of the day. Activities for children will be well planned in advance. They should be different activities to what they would usually be given for wet playtime or lunchtime.

Children have to earn their Golden Time during the week and it is something that they should aspire to achieve. Some children may have time deducted from their Golden Time in the form of minutes however children should be encouraged to earn their minutes back. For the child who has had 10 minutes amount of time deducted from their Golden Time, careful consideration should be given as to what they do during this allocated time.

Dependent on the budget/fundraising within school, we aim to make Golden Time a very special part of the week. As such we would endeavour to make activities during this time as exciting/ interesting as possible so that all children will want to take part.

## Lunchtime

The school guidelines, rewards and consequences will apply during lunchtime. The supervision of the children at lunch time will be the responsibility of the lunchtime supervisor. Clear and effective communication between staff on duty at lunchtime and other staff is essential. Children will be supervised at all times.

Any child who consistently chooses to behave in an unacceptable manner will be reported to the Head teacher/Deputy Head teacher by the lunchtime supervisor in line with the lunchtime behaviour expectations (see below).

### Lunchtime Rules- Expectations in the Hall

- Enter quietly in a single file
- Find a seat and remain seated
- Raise your hand if you need help
- Use your indoor voices to speak
- Eat your lunch within the time you have been given (around 20 minutes for most classes)
- Eat with good manners and finish your food
- Clean the area when you have finished putting all rubbish in the bin
- Return any borrowed cutlery
- Follow instructions for your next activity
- Be respectful and polite at all times
- No child is allowed to go back to their classroom

### Noise in the Lunch Hall

Eating quietly is a sign of good manners and a Sunnah. To encourage quiet eating, we follow a flag system:

- **Green flag** - excellent noise level- Keep it up!
- **Yellow flag** - warning it is getting too noisy
- **Red flag** - it is too noisy therefore everyone must remain silent for one minute

### Lunchtime Reading

We encourage reading in all parts of school life. During lunchtime, we encourage children to avail the opportunity to read whilst they wait to move to their allocated area and follow the lunchtime reading rules:

- Years 3 and 4 will take part in the lunch time reading club whilst they wait for Years 1 and 2 to go inside their classrooms after play
- Reading books can be borrowed from the reading shelf BUT must be returned back before you go out to break
- Books should be taken to the mats and children must stay seated on the mats with their shoes off
- Please share books one at a time and look after them
- Read quietly
- Raise your hand if you need help

### **Halakah /Mindfulness Rules during Lunchtime**

Year 5 and 6 will take part in Halakah and mindfulness activities for 15 minutes when needed during lunchtime. The Halakah sessions are short reminders led by a member of SLT.

### **Praying Salah during Lunchtime**

All year groups in Years 3 to 6 must make wudu (if required) and pray Salah in the Hall at their given times. Years 1 and 2 can pray in their classrooms.

### WUDU Rules

- Children must ask permission before going to the toilet or going to make wudu
- Make wudu correctly
- Take turns, wait in line and do not push in
- Use water sensibly and do not waste water
- Make wudu as quickly as possible
- Toilets are not for talking or brushing your hair
- When you have finished making wudu, do not wait for anyone but return back to the Hall/playground.

### Salah Rules

- You must be ready to pray salah on time with wudu
- Anyone who is not ready to pray salah will miss minutes from their play the next day
- Shoes should be placed neatly in the correct place for your year group
- Teachers will choose who will call the Iqamah/Adhaan and who will lead the salah
- Stand in line for salah, start lining from the right and fill the whole line before making a new line
- Close the gaps between you but make space for others
- Follow the Imam with all actions (do not go ahead of the imam)
- Keep eyes on the place you will make sujood
- Remember to have *kushoo* - you are standing before Allah!
- Do tasbih and duas after you have completed your salah
- Remain seated quietly
- Listen to instructions

## Playground Zones

The playground is split into the following zones during lunchtimes and break times:

Zone A	Lunch Hall
Zone B	Back of the playground near the Nursery and black gates
Zone C	Middle of the playground near the Nursery fire door opposite the kitchen
Zone D	Toilets, wudu area around the steps and ramp

## Outdoor Playground Rules

- Line up sensibly to go outside
- Use doors 1 and 2 to enter the Hall. Use doors 3 and 4 to leave the Hall
- Children are not allowed to enter the kitchen at any time
- Follow the playground rules poster
- At the end of playtime, line up sensibly ready to:
  - KS1 go back to class
  - KS2 pray salah

### PLAYGROUND RULES

I look out for my friends and we play together.

I show respect to the teachers on duty.

I stand still when the teacher raises her hand.

I don't disrupt other children's games.

I say sorry if I have done something wrong.

I am kind and play fair

I use gentle hands and feet.

### REWARDS & PENALTIES

Green card for displaying exceptional behaviour = 3 Dojo points

1st Yellow card = lose 5 minutes of golden time.  
2nd Yellow card = lose 10 minutes of golden time

3 yellow cards = red card  
Serious behaviour incident

Lunchtime Exceptional Behaviour Slip		
Name:		
Class:	Time:	Date:
Well done	has shown fantastic behaviour for	
Reporting Teacher:		

Lunchtime Behaviour Incident Slip		
Name:		
Class:	Time:	Date:
Incident:		
Reporting Teacher:		

Children will be rewarded for good behaviour and reprimanded for displaying any negative behaviour. For showing exceptional behaviour (such as helping a peer in need, showing amazing akhlaaq, etc.), children will be given a green card and slip by the lunchtime supervisor as well as 3 Dojo points. For any minor behaviour incidents (such as not following one of the playground rules), children will receive a verbal warning. If the behaviour persists the child will receive a yellow card together with a slip that provides an explanation of their behaviour and lose 5 minutes of their golden time. If at any point of the week, the child was involved in another minor behaviour incident, then a second yellow card will be issued and the child would lose 10 minutes of their golden time in total. However, if a child was to display any serious unacceptable behaviour (such as using violence, swearing, etc.) then they will be issued with a red card with a slip and immediately sent to the head teacher/Deputy head teacher, who will inform parents.

## Lunch Hall Helpers and Playground Mentors

Staff will be looking out for children who can take on playground mentor roles every half term. Children who show good behaviour and are responsible will be chosen. Rewards for Hall Helpers and Playground Mentors will receive certificates and a prize.

## **Parental Involvement**

Parental involvement with all aspects of children's behaviour in school is central to the success of our policy. There are many informal ways of keeping parents informed as to their child's behaviour in school. We actively encourage parents to see the class teacher at the end of a school day if there are concerns. Sometimes parents may become more formally involved, this will be done via a formal letter or phone call requesting the parents to come into school to discuss their child's behaviour and to set next steps.

## **Monitoring and tracking Behaviour**

Any minor behaviour incidents are recorded in the yellow class incident logbook. Lunchtime incidents are also logged in this incident book by Lunchtime Supervisors and the teachers are made aware should an incident occur. The Head teacher/Deputy Head teacher will collate and analyse these at the end of each half term to identify key problem areas around the school & ensure plans are put into place to address them.

However, if the behaviour incident is of a serious nature, (i.e. racist/sexist/homophobic/disability/SEND/violent aggression/prejudice/insults/discrimination) a serious incident form will need to be completed (see Appendix B). This form will need to be sent to the Head teacher who will notify parents and take an appropriate course of action. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies. A behaviour support plan may be drawn up.

Serious one off breaches or repeated breaches of the school rules may lead to a fixed term exclusion.

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans drawn up and may follow different steps of interventions and sanctions.

*Please refer to our Peer on Peer Abuse policy*

## **Confiscation, banned item and Searching Pupils**

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

The head teacher and teaching staff have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- drugs
- stolen items
- knives
- weapons
- cigarettes

- pornographic material
- anything else perceived to pose a threat to pupils at the school
- Fireworks

*Please see the Searching, Screening and Confiscation Policy for more details*

## **Discipline beyond the school gate**

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

## **Physical restraint/reasonable force**

Restraint on very rare occasions, it may be necessary for a member of staff to restrain a child when there is a risk that the child may seriously harm themselves, another person or property. Any member of staff having to restrain a child will use only the minimum force required to ensure the safety of all those involved in the incident. If restraint is used, the Head teacher must be notified.

## **Exclusion**

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time or permanently. If such action is taken, the head teacher will inform the Executive Head Teacher and Chair of Governors. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements.

Examples of types of behaviour which may result in exclusion:

- physical assault
- bullying
- cyber bullying
- possession of drugs
- possession of weapons
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

## Managing Behaviour in Early Years

In all cases, Early Years practitioners use praise, encouragement and discussion to reward good behaviour such as kindness, turn-taking and willingness to share. Children are encouraged to;

- be gentle
- be kind and helpful
- listen to people
- look after property
- work hard
- be honest

Children in the Reception class have chosen their own Golden Rules which are discussed with the class teacher on a weekly basis. Children are also encouraged to develop awareness of safety by not running indoors, being careful and considerate in their general behaviour and by walking sensibly up and down stairs.

Children and adults are required to speak politely to each other, with EY Practitioners acting as role models with regard to courtesy, care, good manners and friendliness.

Respect for property is to be fostered, and children encouraged to take care of books, toys and games and to help to tidy resources away.

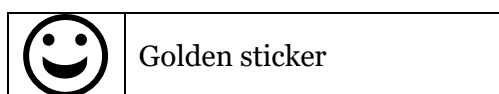
Sometimes it is necessary to employ strategies to redirect or correct negative behaviour. The main strategy in the majority of such cases is to redirect the child to a different activity and encourage positive behaviour.




The following strategy is used for conflict resolution:

1. **Approach calmly and with an open mind**  
Walk over and get down to their level.
2. **Acknowledge feelings**  
Say “I can see you’re feeling hurt/cross/upset/angry”
3. **Gather information from both sides**  
Say “What’s the problem?”
4. **Restate the problem**  
Say “so the problem is...”
5. **Ask for solutions and choose one together**  
Say “I wonder what we can do to solve the problem/help you feel better?”
6. **Be prepared to give follow-up support**  
Keep an eye out for what happens next and give further support if needed.

Children who have hurt another (by action or words) may need time to calm down and regain control in a quiet place. Practitioners must ensure that the child is safe and supervised at all times. When appropriate the practitioner needs to kindly and firmly make clear that such behaviour is unacceptable and help the child to understand the impact of his/her actions upon others, apologise and move forward positively.

The following behaviour steps are followed to ensure consistency in managing behaviour:



	Stay on Green
	Worried Warning
	Thinking Time

All children will begin the day on green and will be move up or down depending on their behaviour. Children will have the opportunity to rectify and improve their behaviour and move up on the behaviour chart.

Any incidents where a child has been hurt or has become extremely upset must be recorded using an Incident Form in line with the rest of the school.

**Date: September 2024**

***To be reviewed September 2025***

## APPENDIX A

### APPENDIX to the Behaviour Policy.

#### Stepped sanctions to help manage behaviour.

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations <b>Safe, Respectful, Responsible</b> delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral	At this point the pupil will be referred internally to another space for the remainder of the lesson. A short reconciliation should take place immediately after the lesson, or as soon as possible afterwards. All internal referrals must be recorded.
6) Reparation	A restorative meeting should take place before the next lesson. If the pupil does not attend or the reconciliation is unsuccessful, the teacher should call on support from the Head teacher who will aid the reparation process.

#### Scripted Conversation to stepped sanctions:

1. Reminder
2. Caution
3. Last chance
4. Time out
5. Meeting with the Head teacher

#### Being Fair with sanctions

- Learners must not be able to reduce negative consequences.
- Teachers must not take away rewards that have been given.
- Not making deals with sanctions.
- Negative sanctions must be proportionate. Don't suffocate learners with punishment.
- Whole class punishments are always unfair.
- Try not to invent punishment on the spot. You will soon regret it.
- When you give any kind of negative consequence make sure you tell the learner!
- Write down warnings/reminders that you give to learners.
- New day clean sheet, every time.
- Don't jump sanction steps or accelerate through sanctions.



## The approach

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for desired behaviour.
4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.
5. Look around the room and catch somebody following the rules.

## Assertive Structures:

**Assumed Close** 'Thank you for' - listening straight away

**Take up time** 'I expect' – to see all of the tools left neatly on the table

**Choice** (implied rather than implicit) 'I know you will' – help Fred to clean up the water

**Closed requests** 'You need to' – speak to me at the side of the room

**Unreserved enthusiasm** 'We will' try again tomorrow

## Fogging Techniques:

### Student

'It wasn't me'

'But they were doing the same thing'

'I was only...'

'You are not being fair...'

'It's boring'

You are a ... (name calling)

### Adult

'I hear what you are saying...'

'I understand...'

Maybe you were...and yet...'

'Yes sometimes I may appear unfair...'

'Be that as it may...'

'There may be some truth in that... (with follow up served cold!)' or  
'I am sorry that you are having a bad day'.

## Restorative Scripted Conversation, 5 key questions/points:

**1. What happened?**

**2. Who has been affected?** (*What was each person thinking?*)

**3. How have they been affected?** (*Who feels harmed and why?*)

**4. What needs to be done to make things right?** (*What has each person thought since?*)

**5. How can we do things differently in the future?** (*What behaviours will you show next time?*)

**Reaffirm your commitment to building a trusting relationship** – *thank them for listening.*

### **Monitoring, evaluation and review arrangements**

The Head teacher will monitor the implementation of the policy. It is expected that all staff will fully implement the policy at all times in school, striving for consistency and continually aiming for increasingly high standards of behaviour throughout school. The policy will be evaluated and necessary changes made to either the written policy, or the practice in school. This policy will be reviewed annually, usually in September.

## APPENDIX B: SERIOUS BEHAVIOUR INCIDENT RECORD

<b>DATE OF INCIDENT:</b>	<b>RECORDED BY:</b>	<b>TIME OF INCIDENT:</b>
<b>NAME/S AND CLASS/ES OF PUPILS INVOLVED:</b>		

**WHERE INCIDENT OCCURRED (highlight/circle or specify if other):**

CLASS	HALL	PLAYGROUND	STAIRS	TOILETS	OUT OF SCHOOL	OTHER
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**HIGHLIGHT ANY SERIOUS BEHAVIOUR:**

Bullying	Cyber Bullying	Disability	Racism	Sexist	Homophobic
Sexual Harassment	Violence	Verbal abuse	Damaging Property	Attitude towards Adults	Other

**Type of Incident:**

<ul style="list-style-type: none"> <li>◇ <b>BEHAVIOUR WITH OTHERS</b></li> <li>◇ Disturbing others/talking over others</li> <li>◇ Rude behaviour or attitude</li> <li>◇ Refusing to sit /talk to / work with or help others</li> <li>◇ Uncooperative with others</li> <li>◇ Rudeness/rudeness to adults</li> <li>◇ Persistent refusal to cooperate</li> <li>◇ Getting Angry and unable to control feelings- refer to SENCo</li> <li>◇ Other</li> </ul>	<ul style="list-style-type: none"> <li>◇ <b>VERBAL ABUSE</b></li> <li>◇ Persistent, intended to be offensive.</li> <li>◇ Inciting others</li> <li>◇ Vicious / threatening including insults to family</li> <li>◇ Swearing – which ever language</li> <li>◇ Verbal abuse that is BULLYING</li> <li>◇ Name calling</li> <li>◇ Spreading rumours</li> <li>◇ Other</li> </ul>
<ul style="list-style-type: none"> <li>◇ <b>VIOLENCE</b></li> <li>◇ Jostling / pushing / grabbing</li> <li>◇ Fighting</li> <li>◇ Violent behaviour</li> <li>◇ Intimidating</li> <li>◇ Punching / kicking / hitting /scratching / pulling hair</li> <li>◇ Fighting</li> <li>◇ Violence that is BULLYING</li> <li>◇ Use of weapons</li> <li>◇ Loss of control in anger management</li> <li>◇ Other</li> </ul>	<ul style="list-style-type: none"> <li>◇ <b>PROPERTY</b></li> <li>◇ Abuse of personal property</li> <li>◇ Graffiti</li> <li>◇ Wilful damage to school property</li> <li>◇ Misuse of school property (e.g. throwing equipment)</li> <li>◇ Destroying own work</li> <li>◇ Damaging property</li> <li>◇ Stealing</li> <li>◇ Arson</li> <li>◇ Other</li> </ul>
<ul style="list-style-type: none"> <li>◇ <b>OTHER</b></li> <li>◇ Disruptive or disrespectful behaviour (only send to SLT if other sanctions failed )</li> <li>◇ Disrespect towards adults,</li> <li>◇ Continuous defiance</li> <li>◇ Creating a situation in which it is impossible for teaching and learning to take place,</li> <li>◇ Child is danger to self and others,</li> <li>◇ Extreme views or actions that conflict with the ethos of the school.</li> <li>◇ Leaving class without permission</li> </ul>	

**BRIEF DESCRIPTION OF INCIDENT:**

**REPORTING STAFF SIGNATURE**

**ACTIONS TAKEN:**

**SLT SIGNATURE**

## SCHOOL CODE OF CONDUCT

### **Introduction**

Pupils at Azhar Academy Primary School have the right to an education, which offers them every opportunity to attain their full potential. The Head teacher, teaching staff and support staff are here to create the circumstances to allow this to happen. Governors, parents and the wider community also assist in this process.

**The Golden rules of AAPS code of conduct are Ready, Safe and Respect:**

#### **Ready**

Ready for school by arriving on time in our correct uniform  
 Ready for learning by having the right attitude towards work  
 Ready to be honest, trusting and hard-working

#### **Safe**

Making good choices to keep themselves and others safe  
 Take responsibility for words and actions  
 Look after your own and other people's property

#### **Respect**

Respect for yourself, fellow pupils, teachers and other adults within the school & in public places  
 Be courteous, well-mannered and well-behaved towards peers, staff & visitors  
 Be friendly, co-operative and show tolerance towards others

In order for the above to be achieved it is essential that every member of the school community acknowledges and reflects the values promoted by the school:

### **The Principles in Action**

These values and principles underpin our school ethos and are seen to be met when pupils observe the following:

#### **I will:**

- come to school on time
- be prepared, by doing my homework and bringing in all the books and items I need for lessons
- do my work to the best of my ability
- work with others in my group
- do as my teacher/ teaching assistant ask
- not shout, swear or use bad language
- take care of my books and school equipment
- help to look after the school buildings and grounds
- not take other people's belongings
- not fight, bully or argue with others
- take pride in my personal appearance & uniform by wearing the correct school uniform

#### **I know that the following behaviour is unacceptable:**

- being disruptive in class, in the lunch hall or when lining up
- using bad language
- bullying, threatening behaviour of any kind
- physical violence
- vandalism
- truancy

### **ICT Acceptable Use Agreement**

AAPS will try to ensure that the pupils will have good access to ICT to enhance their learning and will, in return, expect the pupils to agree to be responsible users.

**For my personal safety:**

- I will be aware of “stranger danger” when I am on-line.
- I will not give any of my own personal information, or personal information about my family and friends when I am on-line.
- If I see something that makes me feel sad or upset I will tell an adult I know and trust.
- I will treat my username and passwords like my toothbrush – I will not share it or use anyone else’s.
- I will not agree to meet someone I have been talking to on-line, and will tell a trusted adult if anyone asks me to meet them.
- I understand that the school will check what technologies I use and how I use them when I am in school.

**I understand that everyone has equal rights to use technology as a resource and:**

- I understand that the technologies (computers / iPads etc.) are for school work and will not use them for anything else without the permission of a teacher.
- I will not damage any school equipment on purpose.

**I will be kind to others:**

- I will use kind words on-line.
- I will not take photos of anyone without their permission.
- I will not copy, delete or change other people’s work, unless I have been told to.

**I will help school to keep everyone safe:**

- I will not bring my own communication technologies into school without permission.
- I will tell an adult if I see anything that is broken.
- I will not try to download programmes or apps.

**When using the Internet:**

- I will use only websites / programs / apps that my teacher tells me to use.
- If I am finding information I will try to check that the information is the truth.
- I will not copy other people’s work, unless I have permission.

**I understand that I am responsible for what I do both in and out of school:**

- I understand that the school may take action if I do not follow the above rules in school and out of school (if it affects the school or any other pupil / staff member). This may include my parents / carers being contacted.

This Code of Conduct has been written with the wellbeing of the children in mind, in order that they may grow and develop into respectful and responsible individuals in society.

AAPS emphasises on promoting good behaviour rather than punishing bad. We feel however, that in the rare cases of misbehaviour parents should be aware of the school behaviour policy (available

on the school website) and the procedures used in school to ensure that Azhar Academy Primary School is a happy and safe place for all.