



Fitrah SIPS Policy on Behaviour, Discipline and Reward

Race one with another in hastening towards Forgiveness from your Lord (Allah), and towards Paradise, the width whereof is as the width of heaven and earth, prepared for those who believe in Allah and His Messengers. That is the Grace of Allah which He bestows on whom He pleases. And Allah is the Owner of Great Bounty.

[Al-Hadid 57:21]

Abu Huraira (RA) narrated, that the Prophet (PBUH) said:

*“I have not been sent as a Messenger, except to perfect akhlaaq (character)”
(Bukhari)*

Narrated By Masruq (RA): We were sitting with 'Abdullah bin 'Amr (RA) who was narrating to us: He said, "Allah's Apostle (PBUH) was neither a Fahish nor a Mutafahhish¹, and he used to say, 'The best among you are the best in character (having good manners).'"

(Bukhari)

1 Aims and objectives

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. As Muslims, it is our natural disposition to be a caring, considerate and progressive community – where values are built on mutual trust, respect for all and fulfilling the rights of others. The school's behaviour policy, therefore, seeks to embed an ethical framework for behaviour management, sanctions and rewards that apply to all aspects of school life; thereby ensuring insha'Allah (God willing) that all members of the school live, study and work together in a safe, supportive and blissful manner.

1.2 Whilst the school has a number of rules that require enforcement, we are equally focused on ensuring that this particular policy is also about:

Promoting good relationships:

- Between pupils
- Between pupils and staff
- Between pupils, their families and wider community

Encouraging pupils to:

¹ Broad translation: He did not speak or convey evil

- Perform good deeds and the reasons why
- Set a good example to their peers, family and wider community
- Cultivating a positive reputation for the school in developing a new generation of young leaders and role models for other children and young people

All the while ensuring fairness, transparency and consistency in the way issues are dealt with on during School hours and off-site when school is closed.

2 Instilling a values-led behaviour system

By its very nature, the school has a responsibility to instil a set of core values across the school's family – staff, parents, governors, pupils, volunteers and donors – that reflect the essence of its name and the reason why it was established in the first place.

This requires teaching styles and learning methods in order to encompass a holistic framework for moral, emotional and physical development and conduct – embedded in Islamic values – that exemplify what a true Muslim should be. This is set against the 5 branches of this Islam:

| Branch of Islam | What it means | Examples of how it relates to school environment |
|--------------------------|---|---|
| Aqaa'id – Beliefs | E.g. Oneness of Allah Ta'ala and finality of Prophethood. | <p>Children attend this school to ensure they receive good education and upbringing in order to serve Allah Ta'ala and Him alone and through this contribute to the strengthening of oneself and society as a whole insha'Allah</p> <p>Understanding how Allah Ta'ala provides, being thankful for it, relying solely on Him and thus encouraging others to remember Him at all times</p> <p>Being fearful of Allah Ta'ala and the dangers of straying from the Straight Path</p> |
| A'maal - Righteous deeds | E.g. Salaat, Saum, to educate oneself, to learn about the Sunnah of our Prophet Muhammad (SAW). | <p>The importance of carrying out good deeds and how to do it in order to seek Allah's pleasure and gain success in this life and the Hereafter insha'Allah.</p> <p>Correcting one's niyat (intentions) and subsequent</p> |

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| | | <p>methods of performing such deeds</p> <p>Understanding links between the Quran and Sunnah and how the message and the examples are inter-dependent and crucial to adopt in our daily lives.</p> <p>Understanding the importance of the Sunnah of Prophet Muhammad (SAW) and how this brings one closer to Allah Ta'ala.</p> <p>Safeguarding pupils against bad deeds and encouraging positive (Islamic) alternatives e.g. nasheeds</p> |
| Muamalaat – Transactions | E.g. Valuing the importance of parents in the direction of the school and understanding ways in which a mutually beneficial relationship can be developed to ensure effective use of financial and non-financial contributions insha'Allah. | <p>Home-school agreements in terms of punctuality, attendance, parental oversight and supervision on homework and reading</p> <p>Relationship between teacher and student in terms of working with each other to better oneself insha'Allah.</p> <p>Improving family liaison activities to ensure that school and parents are communicating and working effectively together insha'Allah for the greater good.</p> <p>Supporting parents in overall Tarbiyah and wellbeing of the child insha'Allah.</p> |
| Akhlaaq - Moral character | E.g. The basis from which to safeguard one's Fitrah and preserving sincerity and purity of one's intentions and subsequent actions insha'Allah. | Understanding and embedding correct conduct of a Muslim and characteristics/qualities that are pleasing to Allah Ta'ala; thereby engendering a strong inner and outer Islamic identity insha'Allah. |

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| | | <p>Encouraging others to do good and to refrain from bad deeds – understanding the way in which to stop oneself from copying/agreeing with things that are deemed bad.</p> <p>Reflecting on things that have been achieved and done well and where improvements are required.</p> |
| Muasharat - social conduct | E.g. good relationships with people | <p>Setting a good example to others through etiquettes of eating, listening and respecting teachers etc.</p> <p>Recognising the rights of others through civic engagement, responsibility and leadership - across all communities insha'Allah.</p> |

In doing so, we seek to remind one another of the importance on all five; with a specific focus on Akhlaaq and Muasharat as these are the simple things that affect the school environment and degree to which a positive influence on Tarbiyah can be made insha'Allah. How this works in practice, therefore, is we use opportunities during the school day to remind all pupils of the values that the school adheres to and simple things that can be done by everyone to embed this into every aspect of school and daily life insha'Allah.

This can be achieved insha'Allah through:

- '99 Names' of Allah - learning and understanding the Greatness of Allah Ta'ala and the Bounties and blessings that He continues to provide (and how)
- Hadeeth of the week – focusing on key dynamics that affect individual and collective traits and ways in which these can be harnessed for good deeds
- Reminders prior to break and lunch time on good etiquettes to be adopted and ways in which simple acts can become meritorious if done with the right intention insha'Allah
- Providing time for reflections at the end of the day to help children remind one another of what they have learnt, what has gone well/what hasn't that day (and why) and ways in which to improve the next day insha'Allah
- Broadening scope of Islamic studies to engage the children in different types of activities and understanding the rich heritage of Islam insha'Allah
- Enhancing citizenship activities that develops a more wider appreciation of a child's role in society and thus valuing everyone and everything around them insha'Allah
- Nasheed competition – this is an opportunity to enhance children's participation in healthy competition and one geared to remembrance of Allah Ta'ala insha'Allah

- Weekly assemblies – this is an opportunity to discuss a generic topic that can positively affect the Tarbiyah of the children at school and to recognise good work/effort/conduct insha'Allah

At a pupil level opportunities should be sought by the Class Teacher to identify pupils (in consultation with other members of staff) who exemplify these values and has the potential to be a role model for others. External support should be considered on how to nurture these qualities further through mentoring and extra-curricular leadership activities insha'Allah.

3 The role of teachers

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in and that every child behaves in a responsible manner throughout the school day to ensure they maximise the time available and work to their best of their ability insha'Allah

3.2 The class teacher, for example, must treat each child fairly and enforce the classroom code in a consistent manner, based on respect, understanding and differentiation of learning needs

3.3 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. This is at parent evenings and specific 1-2-1 sessions in cases of severe indiscipline

3.4 Where a child misbehaves repeatedly in class, the class teacher should keep a record of all such incidents through use of the misbehaviour forms and the. In the first instance, the class teacher deals with incidents him/herself in a manner that adheres to safeguarding protocols and the 'It's good to be green' chart. Therefore, should a consequence card (i.e. red) be issued then the child would privileges (i.e. lose some break time, lose some golden time) and complete a misbehaviour form under supervision from the teacher concerned. This would be an opportunity for the child to reflect on their behaviour and the impact on others. However, if misbehaviour continues, the class teacher should seek help and advice from the Headteacher or Head of Operations.

4 The role of the Headteacher

4.1 It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The headteacher supports staff by:

- implementing the policy
- setting the standards of behaviour, and
- supporting staff in their implementation of the policy

4.3 The headteacher should work with the administration team to ensure records of all reported serious incidents of misbehaviour are maintained in pupil files.

4.4 It is the headteacher's responsibility to:

- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Liaise with the class teacher in working with parents/carers in addressing severe cases of indiscipline

4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and after remedial action – agreed with parents - has proved ineffective and there is consensus that this action is terminal.

5 The role of parents and carers

5.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. In practice, this means:

- The School prospectus sets out what the school rules are and what we expect parents and carers to comply with
- Through the home-school agreement, parents and carers are supporting their child's learning and through this, a supportive partnership is in place to maximise potential and safeguard their wellbeing at all times
- If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support this fully. Should there be concerns about this process, they should follow the School's procedure on grievances

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline, behaviour and reward and of reviewing their effectiveness every term. The governors support the headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour, discipline and reward but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 Only the headteacher (or the acting headteacher) 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the headteacher excludes a child, they will inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

8 Drug- and alcohol-related incidents

8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by, which may be by a fixed term exclusion. If the offence is repeated, the child maybe be permanently excluded, and the police and social services informed.

8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs or alcohol. The school will investigate any incidents of this nature and the appropriate level of response.

8.5 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Monitoring and review

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9.3 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently; contextualising issues against statutory guidance where possible

9.4 This policy is to be reviewed every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Annex A – Rewards procedure

- **Verbal praise**
Phrases such as ‘well done,’ ‘you have tried hard,’ and ‘what a good response’ etc should be used but more importantly, **Masha’Allah** should precede these positive phrases
- **Delegating responsibility**
Where a child is consistently attending on time, performing well academically and in conduct; then it is at the teacher’s discretion to delegate specific tasks for a child to encourage a sense of responsibility and recognition (from the child) that they can be trusted. This is fed into a qualitative assessment for a Rising Star (end of term) and Bright Star (end of year) Award
- **It’s Good to be Green Wall**
This system will be used by class and teaching assistants to highlight good behaviour in class and to note unacceptable behaviour (see Annex B)
- **The Golden Book**
The Golden Book is there to record excellence across a number of parameters. It is designed to encourage good behaviour by awarding stars, based on the values system set out in section 2; all of which is cumulatively totalled for end of term/year certificates

| Action | By whom | By when |
|--|--------------|---------------------------------|
| Children doing well are observed by teaching staff and their efforts recorded in the Golden Book. Stars are awarded for the following: <ul style="list-style-type: none"> • Good work/effort in class • Good homework being produced (on time) • Good behaviour/manners • Setting a good example to others | Teacher | Mon-Fri |
| Special mention of pupils in each class across the following parameters – academic, conduct, effort and leadership | Head teacher | Weekly assembly |
| Cumulative number of stars/recorded observations per term is totalled | Teachers | Week before the end of the term |
| Bronze, Silver and Gold award certificates given in assembly at the end of each term | Head teacher | Last day of term |

| | | |
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| Rising Star award given to pupils that have progressed in either academic work or their behaviour/conduct (qualitative assessment) | Head teacher | Last day of term |
| Bright Star award given at annual presentation evening | Awards by special guest | Annual presentation evening |

Termly Star Certificates

| | |
|--------------|--------|
| Platinum | 100+ |
| Gold Award | 75-100 |
| Silver Award | 50-74 |
| Bronze Award | 25-49 |

Attendance

- Attendance certificate is given at the end of each term for +98% attendance
- Excellent Attendance award is given to pupils who have achieved +99% attendance over an academic year
- Ultimate Attendance award is given to pupils who have achieved 100% attendance for the whole academic year

Summary of Rewards

| Award | When |
|---|---------------------------|
| Star of the Day ² | Daily |
| Golden Book Mention | Weekly assemblies |
| End of term certificate (Bronze, Silver or Gold) | End of term assemblies |
| Attendance certificate (any pupil 98%+) | End of term assemblies |
| Rising Star award (based on progress vis-a-vis academic/behaviour/leadership potential) | End of term assemblies |
| Excellent Attendance Award (+99 throughout the whole school year) | Annual presentation event |
| Ultimate Attendance Award (100% for the whole school year) | Annual presentation event |
| Bright star award (qualitative assessment based on attendance, academic progress and/or excellence, leadership and behaviour) | Annual presentation event |

² This is at the discretion of the Class teacher and should be consistent with the overall behaviour policy of the school insha'Allah

Annex B - Disciplinary Procedure

This section sets out the 'It's Good to be Green' policy

The purpose behind this system is that it is a quick, efficient and seamless approach at dealing with everyday behaviours. There may be the odd instance where children may have particular behaviour issues and something more bespoke is required for their needs (see Annex C). This is something that will need to be developed by the PHSE/SEAL coordinator and the Headteacher. In summary:

- all children start each day off on their green cards
- each class must have the school and their own class rules clearly displayed, which have been made up by the children and agreed by all in the class
- if a child is not following the rules for whatever reason, for example:
 - talking incessantly during class
 - using profane language
 - messing about with stationary
 - wearing jewellery
 - pushing in the queue
 - disrespecting classmates and the teacher
 - wandering aimlessly
 - bringing inappropriate material/objects etc into school
 - inappropriate use of prayer hat, Quran
 - wasting food and drink

they receive a yellow (warning) card. The child has to physically go and change their own card. This does not interrupt the lesson, nor is there a big discussion about what they have done, why etc. The teacher can just say, 'yellow card' and keep going with the lesson

- If that child persists with poor behaviour, the teacher says 'red card'. Again, there is no discussion about this, it is another seamless action so the teacher can continue with their teaching and it does not disturb the other children
- Once a child has a red card, they will lose 5 minutes of their golden time (each class has 30 minutes on Friday, where they can play games and toys that are at the school or brought from home)
- Each class teacher will have a class list and will keep a record of the children who have lost 5 minutes – those on red cards will need to complete a misbehaviour form and it is subsequently recorded
- If a child turns their behaviour round in that week they can earn that time back
- Each day starts a fresh, with every child on a green card.
- The Headteacher then gets the class list at the end of the week and the children who have lost their time go to the Headteacher or Head of Operations where they reflect on why they have missed their golden time
- The Headteacher a track of the children who are to lose their golden time. If records show that a child is losing their golden time consistently then this is a trigger to write to the parents and inform them of what is happening and to explore potential solutions

Annex C – Additional intervention for behaviour management

This section sets out additional guidelines for behaviour management for those who are persistently misbehaving and finding it difficult to respond to the ‘Its Good to be Green’ intervention

Each day is broken down into five sessions, with a target set for the end of the week for each child according to their ability to respond appropriately and work towards progressing to the ‘It’s Good to be Green’ intervention:

- Before break
- Break time
- Before lunch
- Lunch
- After lunch

A sticker chart for participating children goes on the wall for all to see. If the class teacher feels a child has earned a sticker, then the child can put their own stickers on for each session. The whole class should support this child, so they need to know that s/he is on the chart and every time they receive a sticker, the class should say ‘masha’Allah’; thereby reinforcing positive behaviour management but also a collective peer response. If no sticker has been given, the class teacher makes a brief note of this and why and should encourage the child to do better next session, rather than dwell on the negative. This approach should be trialled over a half term period (6 weeks) and if a child does not demonstrate improvement, then the parent(s)/carer(s) should be notified and another form of intervention sought

Target: **To be defined by the teacher according to the child’s ability**

Treat: **To be defined according to a child’s interests**

| [NAME OF CHILD] BEHAVIOUR CHART | | | | | |
|---------------------------------|--------|---------|-----------|----------|--------|
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| <i>BEFORE BREAK</i> | | | | | |
| <i>BREAK</i> | | | | | |
| <i>AFTER BREAK</i> | | | | | |
| <i>LUNCH</i> | | | | | |
| <i>POST LUNCH</i> | | | | | |

Annex D – Sanctions

Sadly, there will be times when children are badly behaved.

Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined below.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually.

Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to loss of privileges. Normal sanctions include a verbal reprimand and reminder of expected behaviour, loss of golden time, completing misbehaviour forms etc. Should problems persist or be recurring, then parents will be involved at the earliest possible stage to ensure a collective approach to restorative behaviour and a more detailed behaviour monitoring system introduced (Annex C)

Major breaches of discipline include:

- physical assault
- deliberate damage to property
- stealing
- leaving the school premises without permission
- verbal abuse
- refusal to work
- disruptive behaviour in class

This type of behaviour is generally rare and it is the responsibility of the Headteacher primarily, who will deal with it severely particularly if the problem keeps recurring.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Headteacher as to future conduct
- Withdrawal from the classroom for the rest of the day
- A letter to parents informing them of the problem
- A meeting with parents, setting out the details of the offence and ways that the school and parents can work together to address behavior issues of the child concerned
- If the problem is severe or recurring then suspension or expulsion is to be considered in consultation with the Governing Body
- A case conference involving parents and support agencies takes place
- Parents have the right of appeal to the Governing Body against any decision to suspend or exclude
- A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

| | Name & Position | Signatures | Date |
|---|---|--|-------------|
| Date adopted: Dec 2014 Revised: Mar 2017 | Ali Rahmoune Head Teacher - Governor |  | 28/03/17 |
| | Nazrul Islam Chaudhery Governor - Director |  | 28/03/17 |
| Review by: Mar 2017 | Sabir Amin Chair of Governors - Director |  | 28/03/17 |

