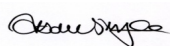
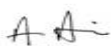


# Behaviour Policy



**AL MIZAN SCHOOL**  
ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Signature	Headteacher	Signature	Review
September 2017	Abdul Hayee		Askor Ali		Review as necessary

## **Introduction**

At Al Mizan we believe that good behaviour is an expectation of all members of the school community in order to work together to help everyone to learn. We value respect, honesty and self-esteem whilst operating a child-centred philosophy in a school with a strong Islamic character.

Our positive behaviour strategies support this and are embedded throughout the school. All children know that they are responsible for their own behaviour and that they make a choice to behave appropriately or otherwise. We focus on positive behaviour, acknowledging when children make the right choice.

Our aims are:

- To develop children's responsibility for their own behaviour
- To provide a caring, stimulating environment in which all children are able to make progress, and all teachers expand that learning without disruption.
- To encourage the involvement of parents so that there is consistency in behavioural expectations between home and school.

This policy is guided by two principles:

- Helping children to develop a responsibility for the consequences of their chosen behaviour
- Helping children develop an empathy with those affected by their actions

Our school values have been written after consultation with pupils through the School Council:

At Al Mizan we ...

- Respect everyone and all properties
- Always help one another
- Are good listeners and friends
- Try to be the best we can be

## **THE BEHAVIOUR SYSTEM**

At Al Mizan, we believe that behaviour which produces a response is more likely to be repeated and so we reward positive behaviour. There is a display in every classroom which includes a Rainbow, Sun, White cloud and a Grey cloud. Every child in the class has a name label. The system works as follows:

### *SUN*

Every child starts off the day with their name on the Sun and aims to keep it there or move it up to 'Rainbow'. They are then rewarded for doing what is expected of them during the day.

*At the end of the day they will get 1 reward stamp on their merit card.*

### *RAINBOW*

If a child does something exceptional in either their behaviour or work, they are asked to move their name onto the Rainbow. We aim to encourage behaviours such as helpfulness, kindness, caring for others, respect, good manners, responding to instructions, working hard and taking personal responsibility for actions.

*At the end of the day they will get 2 reward stamps on their merit card.*

## **WHITE CLOUD** – Persistent/Low level disruptions

If a child persists on not doing what is expected of them or other low level disruptions, they can be asked to move their name onto the 'white cloud'. They can move back onto the 'Sun' when they make the right choice and display the desired behaviour. At the end of the day if a child is still in the 'White Cloud', he will not receive a reward stamp and it will be recorded in the class' behaviour log'.

If a child is on the white cloud twice in a week they will miss 10 minutes of their Play time (Lunch or Break). Parents to be notified via text message.

If a child is on the white cloud three times in a week they will miss their golden time and 20 minutes of their play time if necessary (teacher's discretion). Parents to be notified via text.

If a child is on the white cloud four times in a week they will miss their golden time and play time. Parents will be asked to meet the class teacher to discuss concerns.

If a child is on the white cloud five times letter will be issued to their parents notifying them that their child has been placed on Green report for 1 week. Above sanctions will also apply where applicable.

Failing green report leads to yellow report being issued by the head of Primary. Parents to be invited for a meeting

Failing the yellow report will lead to a red report issued by the Headteacher, which may lead to exclusions and ultimately the child being permanently suspended.

## **GREY CLOUD** - Serious disruptions

If a child continues to fail to make the right choices and do what is expected, then they will be asked to move their name to the GREY cloud. The child will miss their play time/Golden time. Parents will be invited for a meeting.

If a child is on the Grey cloud twice in a week, letter to be issued to parents notifying them of their child's negative behaviour and a green report to be issued by the teacher, they will miss their play time and their Golden Time. If the child fails the Green report they will be referred to the head of primary who will issue the child a yellow report and parents will be notified. Failing the Yellow report would mean your child will be referred to the headteacher who will issue the red report. Failing the red report may lead to your child being permanently suspended.

A child may move back on the 'White cloud' and 'Sun' by making the right choices and displaying the desired behaviour. (However, they will not be able to achieve the Rainbow on any day where they have had to move to the 'Grey Cloud').

At the end of the day, if a child is still in the 'Grey Cloud', he will not get a merit. He will also miss 5 minutes of his Golden Time for each day he has finished on the 'Grey cloud'

A child may only move up or down **one** position on the behaviour chart at a time. Unless extreme behaviour deems it necessary for a child to move straight to the Grey Cloud.

**Note:** Failing a report requires 5 crosses in a week.

## **HIFZ AWARDS**

In addition to the whole class behaviour system, Hifz teachers will merit stars as follows:

Pupils are awarded merit (stars stamped on their record books) of different colours indicating lesson quality.

	<b><i>Gold merit</i></b>	<b><i>Red merit</i></b>	<b><i>Purple merit</i></b>
New Lesson	0 Mistakes	1 Mistake	2 Mistakes
Previous	0 – 2 Mistakes	3 Mistakes	4-5 Mistakes
Revision	0 – 2 Mistakes	3 Mistakes	4-5 Mistakes

A merit is awarded when a pupil successfully passes his lesson with his teacher, or partner in peer assessment (in the case of previous and revision lessons) so a pupil can potentially earn 3 merits in a day. Pupils may earn additional merits by passing half a juz revision and more. All teachers have their own merit stamps so once lessons are passed, the merit is stamped in their record book in their relevant box.

### **Hifz merit and certificate awards**

Pupils are rewarded with certificates and prizes based on their efforts.

<b>Year 3</b>			
Bronze Award	Silver Award	Gold Award	Platinum Award
100 merits	200 merits	300 merits	450 merits
<b>The rest of the school</b>			
Bronze Award	Silver Award	Gold Award	Platinum Award
150 merits	300 merits	450 merits	550 merits

## **REWARDING POSITIVE BEHAVIOUR**

To continually encourage positive behaviour and making the right choice, teachers may award merits to children who demonstrate excellence in areas of learning and values. This may be outstanding work, exemplary behaviour, caring for others, demonstrating good manners.

### **REWARDS**

Children will collect reward stamps using their reward cards and are rewarded as they progress towards each Award. The children will receive a certificate and a small prize for each award, which will be presented during Friday Assembly.

Bronze Award: 50Stamps

Silver Award: 100Stamps

Gold Award: 150 Stamps

Platinum Award: 300 Stamps

A child who receives a platinum award will also be presented with a Star to pin on their uniform in recognition of their outstanding behaviour.

## **CELEBRATION ASSEMBLY**

Every Friday, each teacher will nominate a child for the following awards, with a reason for the nomination

1. Maths Superstar Learner (for excellence, hard work, progress, effort in mathematics)
2. English Superstar Learner (for excellence, hard work, progress, effort in literacy)
3. Head teachers award (for upholding the values of the school – respect, tolerance, caring, honesty)

## **DEALING WITH NEGATIVE BEHAVIOUR**

If children choose not to follow the school rules, we will use the following methods:

1. Where a pupil continues to exhibit undesired or disruptive behaviour they may be sent to a member of the SLT, who will deal with the incident in an appropriate manner. This may be in the form of one of the following sanctions:
  - a. Final warning & notice to improve the behaviour
  - b. Parents invited in to discuss child's behaviour
  - c. Loss of break and/Lunchtime play
  - d. Loss of Golden Time
  - e. Home-school behaviour log
  - f. Exclusion

Seriously inappropriate or harmful behaviour will be referred to the Headteacher immediately and he will decide upon the appropriate sanction. In exceptional circumstances, the school Exclusion Procedures will be followed.

All serious incidences of negative behaviour are recorded on the school's recording system as negative incidents. The ongoing record can be shared with parents and its analysis prompts future actions. The school shares information in accordance with the Data Protection Act.

## **LUNCHTIME BEHAVIOUR**

Negative behavioural incidents result in children being required to 'Stop and Think' by the Hall wall for an appropriate period of time. If a serious negative incident occurs, lunchtime staff will pass on the management to an appropriate member of teaching staff. Negative behaviour is recorded in the lunchtime diary and fed back to teaching staff at the end of lunchtime and who will then impose sanctions as appropriate.

## **SERIOUS BEHAVIOUR & EXCLUSION**

When a pupil's behaviour is deemed as serious, e.g. violence, damaging property, persistent disruption, etc. then it will be referred to the head teacher, who will deal with the behaviour according to the school's policy and discretion.