



**Al-Ashraf**  
PRIMARY SCHOOL

**Al-Ashraf Primary School**

Al-Ashraf Centre  
Stratton Road  
Gloucester  
GL1 4HB

01452 503533

[www.al-ashraf.org.uk](http://www.al-ashraf.org.uk)  
[info@al-ashraf.gloucs.sch.uk](mailto:info@al-ashraf.gloucs.sch.uk)

# BEHAVIOUR POLICY

**Version:** 4.0

**Issued Date:** 7<sup>th</sup> November 2017

**Next Review Date:** 7<sup>th</sup> November 2020

**Approved By:** Head Teacher, Deputy Head and School  
Governing Body

## CONTENTS PAGE

<b>CONTENTS PAGE</b> .....	<b>2</b>
<b>1. INTRODUCTION</b> .....	<b>3</b>
<b>2. A TEAM EFFORT</b> .....	<b>3</b>
<b>3. OUR SCHOOL VALUES</b> .....	<b>3</b>
<b>4. OUR LEARNING VALUES ARE</b> .....	<b>4</b>
<b>5. TEACHERS WILL BE EXPECTED TO</b> .....	<b>4</b>
<b>6. PARENTS AND GUARDIANS ARE EXPECTED TO</b> .....	<b>4</b>
<b>7. PUPILS WILL BE EXPECTED TO</b> .....	<b>5</b>
<b>8. UNDERLYING PRINCIPLES FOR MANAGING BEHAVIOUR AT OUR SCHOOL</b> .....	<b>5</b>
<b>9. MANAGING BEHAVIOUR IN THE CLASSROOM</b> .....	<b>5</b>
<b>10. CLASSROOM CODE OF CONDUCT</b> .....	<b>6</b>
<b>11. MANAGING BEHAVIOUR AROUND SCHOOL</b> .....	<b>7</b>
<b>12. SCHOOL BUILDING RULES</b> .....	<b>7</b>
12.1 CLEAR SCHOOL RULES .....	7
12.2 LUNCHTIME & PLAYGROUND RULES.....	7
12.3 MANAGING BEHAVIOUR IN THE PLAYGROUND.....	7
<b>13. REWARDS AND SANCTIONS FOR SCHOOL AND LUNCHTIME RULES</b> .....	<b>8</b>
13.1 REWARDS .....	8
13.2 SANCTION .....	8
13.3 SERIOUS INCIDENTS.....	8
<b>14. REWARDING GOOD BEHAVIOUR</b> .....	<b>8</b>
14.1 WHOLE SCHOOL.....	8
14.2 IN THE CLASSROOM .....	9
14.3 STAR OF THE WEEK.....	9
14.4 POSITIVE REFERRALS .....	9
14.5 PRIZE GIVING.....	9
14.6 MARBLES .....	9
<b>15. PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR</b> .....	<b>9</b>
15.1 SANCTIONS.....	9
15.2 TIME OUT ROOM.....	9
15.3 MINOR INCIDENTS .....	10
15.4 SANCTIONS COULD INCLUDE:.....	10
15.5 PERSISTENT INCIDENTS, OR INCIDENTS OF MEDIUM SEVERITY .....	10
15.6 D H'S SANCTIONS INCLUDE: .....	11
15.7 SERIOUS INCIDENTS.....	11
15.8 HT'S SANCTIONS INCLUDE: .....	11
<b>16. SCHOOL TRIPS</b> .....	<b>12</b>
<b>17. PUPIL BEHAVIOUR PLANS</b> .....	<b>12</b>
<b>18. VERSION HISTORY</b> .....	<b>17</b>

## 1. INTRODUCTION

At Al-Ashraf Primary, we believe that every child has a right to have their educational and spiritual needs developed to their full potential in a warm, safe, caring, and stimulating environment irrespective of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. The ethos of Al-Ashraf Primary revolves around the faith of Islam; and pupils, staff and parents are expected to reflect that fact in their behaviour at all times. We endeavour to develop their religious, moral, and social values and integrate a solid Islamic criterion to promote discipline, behaviour, excellent personal manners and mutual respect for all. In the words of Prophet Mohammed (PBUH):

*“Nothing is heavier in the scales of a believer on the Day of Judgement than his good behaviour. Allah detests a person who is obscene and shameless”. (Tirmidhi)*

*“The best of you is the best among you in conduct.” (Al- Bukhari)*

## 2. A TEAM EFFORT

To achieve our aims a clear agreed behaviour management policy has to be implemented fairly and consistently by all members of staff and volunteers.

Positive behaviour is best achieved through positive relationships between staff, pupils and parents.

All adults in the school will:

- Take active responsibility for children’s behaviour around School, in the classroom and playground.
- Ensure pupils are free to learn without disruption, are safe from threat and harm in the classroom and in the playground.
- Take the initiative in establishing a positive ethos, communicating in a clear and friendly manner; and giving and expecting respect.

In order to achieve this, children must be fully aware of our expectations of acceptable behaviour; our school values and they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

School behaviour rules have been established to ensure good behaviour is instilled inside and outside the classroom. The pupils following these rules are rewarded Akhlaaq Points. This scheme has been introduced to encourage children to exhibit good manners and behaviours.

## 3. OUR SCHOOL VALUES

These have been introduced to ensure good behaviour, ethics, morals and manners are instilled inside and outside the classroom. Pupils who demonstrate the school values are rewarded with Akhlaaq points.

Our school values should be evident in all that we do at school. We draw focus to each individual value over the course of a half term. Children are taught about the constituent elements of each value and begin to understand the importance that we place in each. Assemblies are used to introduce and explore the values in greater depth. We also try to incorporate the value in other curriculum areas whenever possible. By emphasising the importance of these key tenets we aim to embed these values within our curriculum, our staff and our pupils.

#### **4. OUR LEARNING VALUES ARE**

**A = Ambition & Aspiration.** This means we always aim high and never give up. We display perseverance, determination to succeed, courage and resilience.

**K= kindness.** This means we have compassion towards one another, respect one another and have strong friendships.

**H = Honesty.** This means our relationships are built on trust and we are honest in our actions.

**L = Loyalty.** This means we are loyal to one another and have strong friendships.

**A = Acceptance.** This means we tolerate and treat each other equally and with respect.

**A = Appreciation.** This means we always show gratitude to our for all that we have.

**K = Kinship.** This means we uphold strong ties of kinship/ strong friendships.

#### **5. TEACHERS WILL BE EXPECTED TO**

- Endeavour to arrive on time to their lessons.
- Create a swift and purposeful start to the lesson.
- Reinforce clear expectations of behaviour.
- Deliver a suitably planned and structured lesson which meets all individual needs.
- Deal with incidents of inappropriate behaviour by following the school's procedures.
- Promote and reinforce positive behaviour in the classroom.

#### **6. PARENTS AND GUARDIANS ARE EXPECTED TO**

- Work in partnership with staff to ensure good behaviour.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Ensure pupils come to school correctly equipped and prepared to work.

## **7. PUPILS WILL BE EXPECTED TO**

- Conduct themselves around the building in a safe, sensible, manner and show regard to others.
- Arrive on time to lessons.
- Bring equipment appropriate for the lesson.
- Follow reasonable instructions given by the teacher.
- Behave in a reasonable and polite manner to all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete all class work in the manner required.
- Hand in homework at the time requested.
- Show respect for the working environment.
- Follow the school rules.

## **8. UNDERLYING PRINCIPLES FOR MANAGING BEHAVIOUR AT OUR SCHOOL**

We believe:

- The enhancement of self-esteem and the development of self-discipline.
- Positive relationships are crucial to behaviour management.
- We should manage children positively whenever possible.
- We should have high expectations of our children's behaviour.
- We should teach and model "good" behaviour.
- We should reward good behaviour and sanction poor behaviour.
- We should be consistent and fair.
- We should balance the needs of most children who are able to manage their behaviour positively and the particular needs of those children who find it more difficult to do so.

## **9. MANAGING BEHAVIOUR IN THE CLASSROOM**

Essential to good classroom management is the quality of relationship between the class teacher, and the children in the class.

- Always use positive statements - Give Plenty of PRAISE!
- Use their names.
- Criticise the behaviour not the child.
- Try and model the behaviour you would like to see in children.
- Be consistent in what you say – If you say you are going to do something – DO IT!
- Negotiate classroom rules and display them clearly where everyone can see them.
- Talk quietly whenever possible to establish an atmosphere of calm.

- Be assertive without raising your voice – DON'T SHOUT!
- Have clear routines that you have explained to the children.
- Teach routines for certain activities e.g. story time, meal times, tidying up, getting ready to go out, and sharing toys.
- Use stories as a strategy for encouraging/supporting positive behaviour.
- Be clear about jobs and responsibilities – display them if possible.
- Try to stay calm and positive and fair.
- Encourage children to listen to others and to take turns in speaking.
- Encourage children to learn to share and take turns in all activities.
- Encourage children at all times to be considerate towards other children.
- Everyone is of equal importance and all should be encouraged to take a pride in their work.
- These should be routinely revisited and reinforced.

Rewards and sanctions should also be explained and displayed, as children will need reminding throughout the year. "Good" behaviour has a lot to do with children's motivation to learn and play.

## **10. CLASSROOM CODE OF CONDUCT**

- Enter the classroom with the greeting 'As-salaamualaykum'.
- Always say Jazakumullahukhairan ("please" and "thank you").
- Arrive on time to the lesson.
- Knock on the door and wait for a response.
- Enter the classroom sensibly and quietly.
- Always arrive smart and presentable to lessons.
- Prepare books and equipment and follow instructions to start the lesson promptly.
- Always work to the best of your ability without disturbing others.
- Show good manners and listen carefully when the teacher or another person is talking.
- Follow instructions immediately without comment or argument – first time, every time.
- Put your hand up and wait for permission to speak.
- Treat the school environment and others in the classroom with respect.
- Seek the teacher's permission before leaving the classroom.
- Do not chew or eat anything in lesson.
- Ensure that the classroom is left tidy.
- I WILL LEARN TO LISTEN AND LISTEN TO LEARN.

## **11. MANAGING BEHAVIOUR AROUND SCHOOL**

When moving around school, the class teacher is responsible for ensuring appropriate behaviour is maintained, however, all staff are responsible for supporting this and addressing unacceptable behaviour. Often, speaking directly to the individual or group will correct the behaviour but if it does not, the class teacher should be informed so that appropriate sanctions may be applied.

## **12. SCHOOL BUILDING RULES**

### **12.1 Clear School Rules**

School rules should be known and understood by all children, and fairly and consistently enforced by all staff. A set of school rules has been devised by the children. These are displayed prominently in the lunch hall, the corridors and the playground windows.

- Greet everyone you meet.
- Walk sensibly.
- Use 'indoor voices'.
- Put rubbish in bins.
- Always be polite & respectful to all, 'Please & Thank-you'.
- Be a good role model.
- Be respectful to school property.

### **12.2 Lunchtime & Playground Rules**

No children are permitted to remain in the school building during playtimes and lunch breaks without adult supervision (aka wet play). In the case of lunchtime clubs, the children involved must wait/play on the yard until the teacher leading the activity is ready to collect them in person.

- Be kind.
- Share with others.
- Play sensibly.
- Stay away from cars in the playground.
- Report any problems to Lunchtime Staff.
- Do not waste food.

### **12.3 Managing Behaviour in the Playground**

When on duty in the playground the following points will help maintain positive behaviour.

- Be outside before the children.
- Be consistent and enforce playground rules at all times.
- Be vigilant and intervene early if a situation looks tense.
- Move around the playground.

- Encourage the use of co-operative, non-equipment games and playground friends.
- Apart from balls don't allow children to throw other items unless a member of staff has given permission.
- Don't allow children to carry out play fighting.
- Ensure children stay away from parked cars.

At lunchtime the children will be supervised by lunchtime supervisors. Minor incidents will be dealt with in the playground. More serious incidents may involve children spending time in the "Time Out" room.

<http://primary.al-ashraf.org.uk/downloads/BehaviourPoster.pdf>

## **13. REWARDS AND SANCTIONS FOR SCHOOL AND LUNCHTIME RULES**

### **13.1 Rewards**

- Verbal praise from staff and Lunchtime supervisors.
- Stickers from lunchtime supervisors.
- Akhlaaq/dojo points.

### **13.2 Sanction**

Dojo drop cards are issued to address bad behaviour in the playground and for more serious offences a meeting with DH and a time out session is arranged.

### **13.3 Serious Incidents**

"One – off" serious incidents will be dealt with on an individual basis but should always involve the Senior Leadership Team (SLT). Parents will usually be informed and asked for a response depending on the incident. Any incidents of serious aggression, bullying or racism must be reported to the SLT straight away.

## **14. REWARDING GOOD BEHAVIOUR**

### **14.1 Whole School**

Good behaviour is expected, encouraged and praised at all times. Key stage weekly Islamic assemblies are used to highlight, promote and praise positive behaviour both within and outside the school. Certificates are awarded to children who have shown kindness to their peers or their teachers. An initiative, 'Do and tell' is used to showcase positive behaviour outside the school. Pupils are selected to share with their peers, acts of kindness, generosity or any good deeds they have done outside school, e.g. helping parents or someone elderly.

Children must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

## **14.2 In the classroom**

To reinforce good behaviours and positive learning attitudes all classes in the school now use Class Dojo as a reward system. Each child in the class has their own avatar and points are awarded/ deducted throughout the day.

## **14.3 Star of the week**

Positive work and behaviour are acknowledged through a certificate each week in assembly led by the head teacher and deputy head.

## **14.4 Positive Referrals**

Positive referrals are sent to the deputy head and recorded in a positive behaviour book.

## **14.5 Prize Giving**

Prizes are awarded annually to pupils for outstanding effort and achievement, for excellent attendance and punctuality, for success in examinations, for talent in sports and for services to the school.

## **14.6 Marbles**

Marbles in jars are used as group incentives. Positive behaviour and work can earn table group marbles. The use of marbles aids smooth transitions within and between lessons during a normal day. Similarly, negative behaviour can result in the loss of marbles from jars. At the end of each term, the winning group with the most marbles is awarded with a treat of their choice.

# **15. PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

The following structures exist within the school to support pupils whose behaviour is causing concern. Referral to these areas of support is via the Deputy Head teacher and in all cases parental involvement is essential.

## **15.1 Sanctions**

If a child has been given a warning about their behaviour and they still fail to meet expectations, they will experience a dojo drop. In the instance of further disapproval, the child will be given a verbal reprimand and maybe deprived of golden time. If a child continues to display inappropriate behaviour on more than three occasions or displays a single incident of a serious nature, the Deputy Head (DH) will be informed and a meeting will be initiated with parents. School and home behaviour targets may be set.

## **15.2 Time out Room**

The time out room has been set up for children to reflect on their negative behaviour and how to best reform themselves. A member of staff is on duty in the time out room during the lunch hour every day. Children will complete a reflection sheet and a letter may go home (see appendix) and then may carry on with any work set by the teacher.

Most children are able to manage their behaviour positively with only slight intervention, responding well to positive management. A small number of children, however, have significant difficulties in managing their behaviour and need a more individualised approach. In these cases class teachers, SLT and parents will work closely together on how to support the child and outside agencies will be involved when appropriate.

### **15.3 Minor Incidents**

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment.

### **15.4 Sanctions could include:**

- Verbal reprimand.
- Dojo drop.
- Short cooling off period outside the classroom (maximum 5 minutes).
- Note to parent, moving seat.
- Missing break time or part of lunch time.
- Phone call home.
- Sent to a temporary alternate space (supervised by an adult).

### **15.5 Persistent incidents, or incidents of medium severity**

These incidents must be recorded and passed to DH. Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above.
- Rudeness to staff.
- Verbally aggressive behaviour to another pupil.
- Being continually off-task.

## 15.6 DH's sanctions include:

- Meeting with pupil.
- Contact with parents by phone or letter.
- Placement in "Time Out" room.
- Reflection sheet to be filled.
- Referral to Head teacher (HT).
- Meeting with Parents.
- Privilege removed.

If a child is seen by DH for inappropriate behaviour, it will be recorded on the school's behaviour system.

## 15.7 Serious Incidents

Serious incidents are dealt with by the HT and include:

- Truancy from school & lessons.
- Extreme rudeness to staff.
- Aggressive behaviour.
- Refusal to comply with other sanctions.
- Theft.
- Bullying.
- Fighting.

## 15.8 HT's sanctions include:

- Meeting parents/guardians.
- Placement on Behaviour tracker, i.e. the teacher will monitor and record the pupil's behaviour at the end of each session, with the pupil reporting to the deputy head at the end of the day.
- Internal exclusion.
- Fixed term exclusion.
- Permanent exclusion.

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed including internal sanctions and the application of other strategies, exclusion is the final option for the school.

It is the responsibility of class teachers to deal with **minor incidents** which occur in the classroom.

**More serious incidents** can be dealt with by the teacher, but must also be recorded on an Incident Referral Slip (see appendix) and passed to the deputy head teacher who will record the incident on the school system. The referral is ultimately filed in the pupil's main school file.

It is the responsibility of the deputy head teacher to monitor pupils' behaviour across the school. They will become involved if a pupil's behaviour is causing concern in a number of lessons. They may then log all incidents and take appropriate action. They are also responsible for dealing with serious incidents which are likely to result in exclusion.

Members of the Senior Leadership Team are available throughout the day to remove pupils from lessons where there is **serious disruption**. Class teachers should send a sensible pupil to the main office who will contact the member of the SLT who are on duty.

## **16. SCHOOL TRIPS**

To ensure the safety of everyone, the same high expectations of behaviour continue outside of school when on trips. If a teacher feels that a pupil is not following instructions in school and would be a cause for concern on the trip, they will refer to SMT who will decide if the child is allowed to attend, informing parents of their decision. They would stay in school and do some appropriate work, usually in another class.

## **17. PUPIL BEHAVIOUR PLANS**

These plans are for pupils who are in danger of temporary or permanent exclusion. The length of time the pupil is on a BP will be set by the teacher in consultation with the Deputy Head. Pupils are set targets and the school's interventions are stated.

The Head Teacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal, as outlined in the complaints policy. Excluded pupils are provided with work for the duration of the exclusion.

# My Reflection



**Al-Ashraf**  
PRIMARY SCHOOL

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

What...

What did I do?

Why did I do it?

What was wrong with what I did?

So What...

So, what did I learn from this experience?

Now What...

What won't I do from now on?

What will I do from now on?

What does my teacher say?



Dear Parents,

This is to inform you that .....

Was sent to the Time Out Room on .....

For.....

.....

.....

Reflection on his/ her behaviour was carried out today and we hope the behaviour is not repeated. Please also have a discussion with your child about maintaining the correct behaviour and conduct at Al-Ashraf Primary School. Please the school Behaviour Policy on the school website for more details.

On the occasion of three visits to the time out room, a meeting will be set up with your child, their class teacher and parents will be required to attend.

Yours Sincerely,



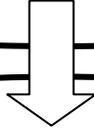
## AL-ASHRAF PRIMARY SCHOOL

### DISCIPLINARY PROCEDURES

#### Occasional Breach of Rules

Any or all of the stages below:-

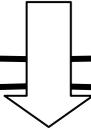
- Implementation of Sanction procedures
- Verbal reprimand & Advice by T.A or teacher
- Deprive pupil of privileges if deemed necessary



#### Persistent Breach of Rules or a Single Serious Incident

Any or all of the stages below: -

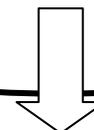
- Verbal Reprimand & Advice by teacher and Deputy head
- Reflection form to be filled out by pupil
- Incident form to be filled out by staff
- Parents notified.
- Deprive pupil of privileges.



#### Aggressive/Rude Behaviour Towards Staff/Peers or repeat of a serious Incident

Any or all of the stages below: -

- Reflection form to be filled out by pupil
- Incident form to be filled out by staff
- Meeting with head teacher
- Meet & inform parents.
- Deprive pupil of privileges, including trips.
- Temporary exclusion
- Temporary exclusion if deemed necessary



**Permanent Exclusion only to be employed as a last resort when all other disciplinary methods unsuccessful. This will be at the discretion of Head Teacher following consultation with Deputy Head/Class Teacher/Chair of Governors.**

## 18. VERSION HISTORY

<b>Issue Date</b>	<b>Version Number</b>	<b>Approved By</b>
16/11/2007	1.0	Head Teacher, Deputy Head, School Governing Body
21/02/2010	2.0	Head Teacher, Deputy Head, School Governing Body
16/11/2013	3.0	Head Teacher, Deputy Head, School Governing Body
07/11/2017	4.0	Head Teacher, Deputy Head, School Governing Body