

BEHAVIOUR POLICY**The Principles**

- The Madrassah Education Committee believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of Madrassah life is necessary. It seeks to create an inclusive caring, learning environment in the Madrassah by:
  - promoting desired behavior and discipline;
  - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
  - ensuring equality and fairness of treatment for all;
  - encouraging consistency of response to both positive and negative behaviour;
  - promoting early intervention;
  - providing a safe environment; free from disruption, violence, bullying and any form of harassment;
  - encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the Madrassah's policy and associated procedures;
  - promoting a culture of praise and encouragement in which all students can achieve.

**Roles and Responsibilities**

- The Madrassah Education Committee will establish, in consultation with the Head teacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents so expectations are clear. The Education Committee will support the Madrassah in maintaining high standards of desired behaviour of students and staff.
- The Head teacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head teacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Madrassah Education Committee, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, gender or disability.

They will also ensure that the concerns of students are listened to, and appropriately addressed.

- Parents and carer's will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the Madrassah. The Madrassah will encourage parents to work in partnership with the Madrassah to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the Madrassah any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the Madrassah policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

### **Procedures**

- The procedures arising from this policy will be developed by the Head teacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Head teacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the Madrassah has a responsibility towards the whole community.

### **Rewards**

- A Madrassah ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour.

### **Sanctions**

- Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all solution focused strategies (see classroom management toolkit) will have been actioned.
- A range of sanctions is clearly defined in the toolkit and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### **Training**

- The UKIM Education Committee will ensure that appropriate high quality staff training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Inter-relationship with other Madrassah policies**

- In order for the behaviour policy to be effective, a clear relationship with other Madrassah policies, particularly equal opportunities, special educational needs and anti-bullying, will be established.

### **Review**

- The Head teacher will establish a focus group to include staff and students whose responsibility will be to monitor and review the Behaviour Policy. They will report to the Madrassah Education Committee on the policies, effectiveness, fairness and consistency.
- The UKIM Education Committee will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head teacher and staff.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

## PROMOTING GOOD STUDENT BEHAVIOUR

- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students will remember what is asked of them
- Rules are consistent, fair, and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via a phone-call)
- When students have worked hard to support others, in or out of Madrassah, they will be commended – exemplary acts will be commended in year group assemblies

## REWARDS

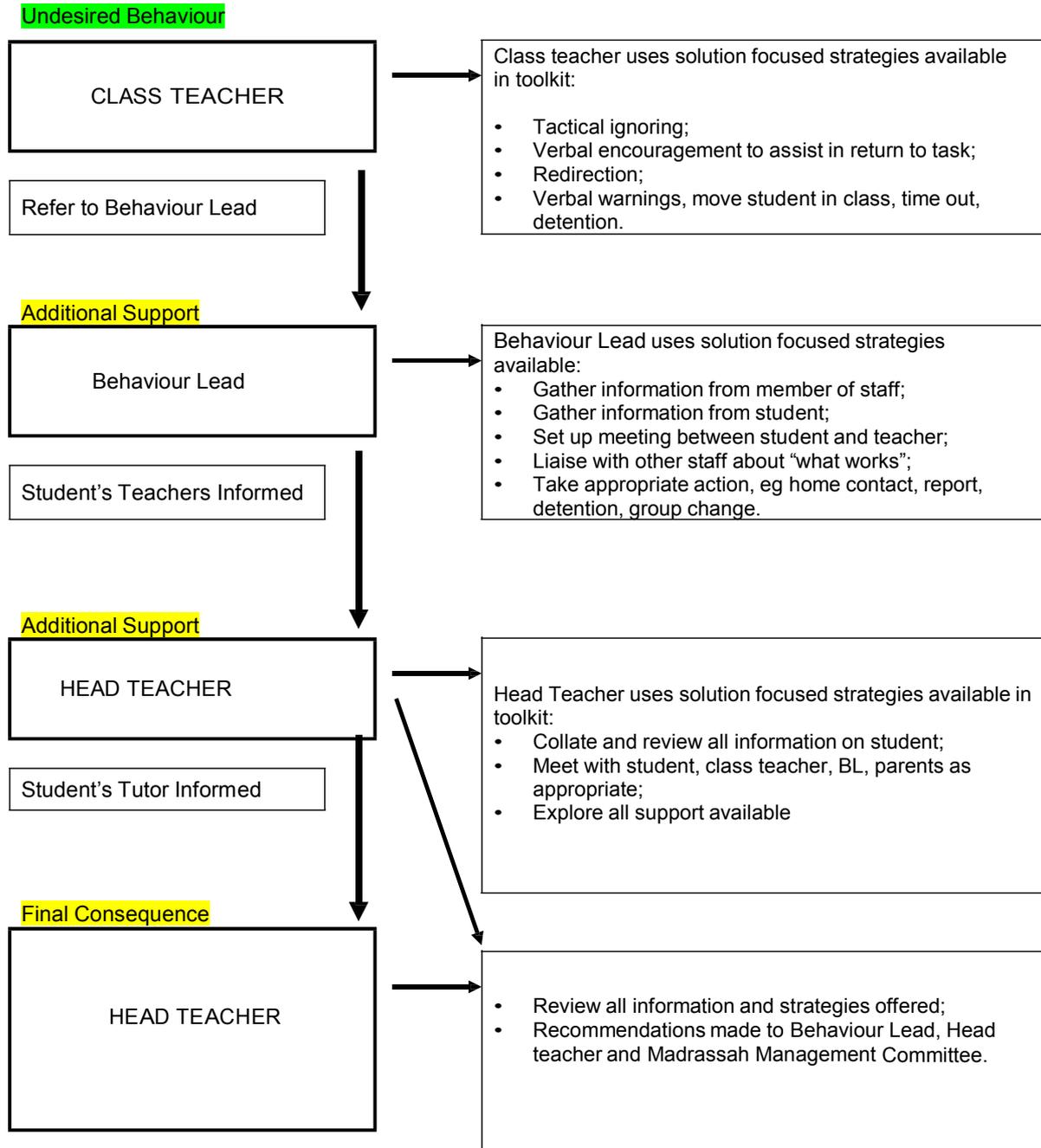
Good behaviour should be consistently rewarded.

- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased
- Staff will regularly inform each other, (positive info forms, praise boards, phone messages), and the students' parents of praiseworthy actions
- All staff will use positive info forms and merit marks
- Where possible students to be involved in determining who is rewarded (e.g. student of the week)
- When appropriate staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement
- Exemplary behaviour or achievement will be commended by staff using positive info forms and/or merit marks
- The greatest commendation is the Head teachers Commendation to be presented by the Head teacher in assemblies

## UNACCEPTABLE BEHAVIOUR

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the Madrassah rules; or make suitable compensation.

# PROMOTING DESIRED BEHAVIOUR



All staff must follow procedure consistently and fulfill their individual role for it to work successful

## LEVELS OF BEHAVIOUR

1	2	3
<b>Classroom Teacher</b>	<b>Behaviour Lead</b>	<b>Head Teacher</b>
Talking	Ongoing prevention of teaching from occurring	Refusal to co- operate with BL
*Uniform Issues	Disruption from outside classroom	Offensive language to staff
Only minimum effort made	Refusal to follow teacher's instructions	Discriminatory language
*Forgetting equipment, homework etc.	*Fighting	Refusal to co-operate with BL
Wasting time	*Rudeness to staff	Physical abuse to staff
Interruptions	*Refusal to leave classroom	Drug related incidents
Making fun of others		
*Arriving Late		
Eating in class		
Throwing paper		
Mobile phone use		
Play fighting		
Interfering with other pupils' possessions		
Throwing objects likely to harm others		
Preventing others from working		
*Graffiti		
*Offensive language		
*Vandalism		
*Bullying		

\* Can be moved up levels on a cumulative basis.

OFFENCE	SANCTION/ACTION	Contact Parents
Talking	Verbal warning followed 2 more warnings and then a 10 minute detention	No
Uniform Issues	Verbal warning followed 2 more warnings and then a 10 minute detention. Repeated uniform issues letter or text sent to parents.	If required
Forgetting equipment, organiser, homework etc.	Verbal warning followed 2 more warnings and then a 10 minute detention. Repeated forgetting issues letter or text sent to parents.	If required
Not taking Quran home	Verbal warning followed 2 more warnings and then a 10 minute detention. Repeated offence, letter or text sent to parents.	If required
Wasting time	Verbal warning followed 2 more warnings and then a 10 minute detention. Repeated offence, letter or text sent to parents.	If required
Interruptions	Verbal warning followed 2 more warnings and then a 10 minute detention. Repeated offence, letter or text sent to parents.	If required
Making fun of others	Verbal warning followed 2 more warnings and then a 10 minute detention. Repeated offence, letter or text sent to parents	If required
Arriving Late	3 late in a week result in a 10 minute detention. Repeated offence, letter or text sent to parents.	If required
Eating in class	Take item away, repeated offence result in 10 minute detention.	No
Chewing in class	1 week detention (10 minutes per day)	No
Throwing paper	1 warning, repeated offence result in 10 minute detention.	No
Mobile phone use	If phone is used it is confiscated and given to the head to put in the safe. Parent of the must collect the phone.	Yes
Play fighting	10 minute detention	No
Interfering with other pupils' possessions	1 warning, repeated offence result in 10 minute detention	No
Throwing objects likely to harm others	Internal exclusion (isolation) Minor 2 hour weekend Fixed term exclusion for Major incident.	If required
Preventing others from working	1 warning, repeated offence result in 10 minute detention	No
Graffiti	Internal exclusion (isolation) Minor 2 hour weekend detention Fixed term exclusion for Major incident.	If required
Offensive language	Internal exclusion (isolation) Minor 2 hour weekend detention Fixed term exclusion for Major incident.	If required
Vandalism	Internal exclusion (isolation) Minor 2 hour weekend detention Fixed term exclusion for Major incident.	If required
Bullying	Minor offence written apology to the victim. 2 hour weekend detention Fixed term exclusion for Major incident.	If required
Theft	Internal Exclusion or fixed term exclusion	Yes
Refusal to follow teacher's instructions	Warn student that a refusal of teacher is a serious offence if no response, call Behaviour Lead.	Yes
Fighting	Internal exclusion (isolation) Minor 2 hour weekend detention Fixed term exclusion for Major incident.	Yes
Rudeness to staff	Internal exclusion (isolation) Minor 2 hour weekend detention Fixed term exclusion for Major incident.	Yes
Refusal to leave classroom	Internal exclusion (isolation) Minor 2 hour weekend detention Fixed term exclusion for Major incident.	Yes

# PROMOTING ACHIEVEMENT

## Creating a Climate for Teaching & Learning

If guidance, structure and behaviour are consistent in lessons students will know their boundaries and so will you.

### CLASSROOM EXPECTATIONS

- Ensure that your classroom is prepared by having the lesson objective and starter on the board. If this is what the students expect on arrival, the lesson should start smoothly. Students arriving at different times will enter into calm, inviting working environment.
- Students will then prepare themselves to learn by:
  - Removing their coats
  - Taking out correct equipment
  - Emptying their mouths if necessary
- As students arrive greet them by name, taking every opportunity to recognise where an individual may need extra support. To ensure all students are focused and ready to learn staff may wish to consider focus orientation
- When appropriate, take the formal register
- Start the main body of your lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly. Where students are successfully engaged, off task behavioural difficulties, inconsistencies should be dramatically reduced.
- Encouragement, praise and empowering the student should be used whenever possible.
- Assess and reward where appropriate making sure that all targets set are encouraging – avoid the words “but” and “however” in summative comments. Use positive language always pointing out what they should be doing and not what they shouldn't.
- During the plenary use “Assessment for Learning” strategies when reviewing the objectives of the lesson.
- If setting homework, support all students by making sure that they record it clearly and that they understand the task.
- In the unlikely event of a student having to leave your lesson make sure they have a pass.
- Once students are packed away and lined up, finish your lesson with a positive comment.
- Dismiss your students in the same manner as you greeted them.
- In exceptional circumstances, ensure that you send a student who may have been kept behind, with a note to their following teacher. If a student does arrive late allow them to start work before dealing with the lateness.

### **Use the Minimum Effective Response**

Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

### **To counter this:**

- 1) Doing the unexpected – stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation.
- 2) Use non verbal messages
- 3) Discreetly, at eye level, give the student choices as to where the situation can go. Always give them the opportunity to correct their behaviour.
- 4) Offer positive alternatives to misbehaviour.
- 5) Ask the student to step outside the room to consider their behaviour and the effect on others. Ask them what they desire, require, expect from the lesson.

### **Remember:**

- Always tackle the behaviour and not the student
- Provide opportunities for students to correct own behaviour
- No contact means no contact!

POSITIVE INFORMATION FORM



# Positive Information Form

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

Date: \_\_\_\_\_ Issuing Teacher: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please send to behavior lead.

# BEHAVIOUR INFORMATION FORM

Date: \_\_\_\_\_ Name: \_\_\_\_\_ Class: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

**Reason:**

- Lateness
- Low Level Disruption
- Failure to complete work
- Failure to follow instructions
- Rudeness
- Lack of Equipment
- No Homework


Additional Information:

Other

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BL recorded	<input type="checkbox"/>
Teacher Seen	<input type="checkbox"/>
Passed to Head	<input type="checkbox"/>

Detention set for \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Details of Incident:						
Strategies used:						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 15%; text-align: center;">Situation resolved</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> </tr> </table>		Situation resolved	<input type="checkbox"/>			
	Situation resolved	<input type="checkbox"/>				
Referral to BL and Strategies used:						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 15%; text-align: center;">Situation resolved</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="width: 80%;"></td> <td style="width: 15%; text-align: center;">Referral to Head for Information only</td> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> </tr> </table>		Situation resolved	<input type="checkbox"/>		Referral to Head for Information only	<input type="checkbox"/>
	Situation resolved	<input type="checkbox"/>				
	Referral to Head for Information only	<input type="checkbox"/>				
Referral to Head for further action:						

## INFORMATION FORM PROCEDURE

### Classroom Teacher

- Behaviour Information Form is written as the result of an incident in your teaching room.  
You will have already tried to address the situation in your room before referring the student. Occasionally there are incidents which require immediate action because of their serious nature, using the emergency rota. Information Form may also be written for incidents occurring outside the classroom at change or end of Madrassah.
- Please ensure you complete your Behaviour Information Form as soon as possible and before the end of the Madrassah day. Remember it is a public document.
- Ensure that the Information Form is completed as clearly and as accurately as possible.
- The information must be given to the Behaviour Lead.
- The course of action and strategies used will be written up on the Information Form.

### Behaviour Lead

- All Behaviour info forms must go via Behaviour Lead.
- Where class teacher has taken appropriate action, Behaviour Lead should sign the form and pass on immediately. The Head teacher should keep a record (a tick box would suffice) to show how many Behaviour info forms received on each student and from which member of staff.
- Where information form requires action by Behaviour Lead this must be taken asap and recorded on the Behaviour info form before passing onto the Head teacher.
- When Behaviour Lead has had to take action on 2 info forms or received 3 with situation resolved on the same student the Behaviour Lead must contact parents, a written record to be kept and passed onto the head teacher. The Head teacher must initiate and lead in a meeting between teacher and student to plan a way forward.
- Where one off incident requires intervention by the head teacher, the head teacher must ensure the Behaviour info form is dispatched asap so that appropriate action can be taken.

# Madrasah

## Letter to Parents

Date:

Dear Parents,

As a vital part of your child's academic and social life, the teachers at the UKIM Madrasah believe that it is important that we educate students to be kind, caring and well rounded individuals. Students who feel good about themselves and others, seem to cooperate and learn better. Every week during this term, I will talk to your child about a new topic, with the hope of helping him/her to learn proper ways of interacting with others. Some of the following ways will be discussed:

- How do I feel about myself?
- How good am I at expressing my feelings?
- How cooperative am I in groups?
- How well do I respect other student's property?
- How well do I not fight or say something unkind when someone is not nice to me?
- How good am I at being a friend?
- How well do I keep control of my behaviour?
- How well do I respect what someone else says, even if I disagree?
- How good are my manners?
- How polite am I to other people?
- How well do I control saying unkind words?
- How well do I listen to my teacher and my friends?
- How well do I refuse doing something that I know is wrong?

Your child will be asked some of these questions and will be encouraged to answer how he/she already achieves some of the them by rating himself/herself on a scale of 1-10, with 1 meaning low and 10 meaning high. Our job is to help students discover their abilities and help them to expand them.

Thank you for your support.

Behaviour Lead