



# Behaviour Policy

Those who spend in ease and hardship, who restrain their anger and pardon people -  
and Allah loves those who do good. Quran 3:134

The best among you are those with the best character.  
Sahih al-Bukhari

**Approved by:**

Governing Board

**Last reviewed:** Summer 2025-26

**Next review due by:**

Summer 2027-28

## 1. Aims and expectations

1. To promote a positive attitude to good behaviour and respect for others, based on common values such as mutual trust and respect for all.
2. To help children to grow in a safe and secure environment, be responsible and increasingly independent members of the school community.
3. To help pupils develop self-respect, self-control and accountability for their own behaviour.

## 2. Noor ul Islam Behaviour Curriculum

### 2.1 School Values



At Noor Ul Islam Primary School, pupils are expected to follow two sets of rules - Golden and Silver

### 2.2 Pupils aims to adhere to Noor ul Islam's Golden Rules at all times during school hours

The Golden Rules are based on our school values, which are Islamic values we wish to see in all members of the school community. With a focus on each value in weekly assembly in the first half term of every year, these values are rehearsed and referred to throughout the year

#### 2.2.1 **Respect:** We *respect* others and their properties

*"Whoever does not show mercy to our young ones, or acknowledge the rights of our elders, is not one of us."* Ahmed

#### 2.2.2 **Honesty:** We show *honesty* by always telling the truth.

*"Honesty certainly leads to goodness, and goodness leads to paradise."* Bukhari

#### 2.2.3 **Mercy:** We act with *mercy*.

*"The merciful will be shown mercy by the Most Merciful. Be merciful to those on the earth, and the One in the heavens will have mercy upon you."* Tirmidhi

#### 2.2.4 **Diversity:** We appreciate *diversity* and treat everyone fairly

*O humanity! Indeed, We created you from a male and a female, and made you into peoples and tribes so that you may 'get to' know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware. Quran: Surah Hujurat, Verse 13*

“O People! Certainly, your Lord is one, your father is one. An Arab has no virtue over a non-Arab, nor does a non-Arab have virtue over an Arab, a red skinned person is not more virtuous than a dark-skinned person nor is a dark-skinned person more virtuous than a red skinned person except through Taqwa.”  
Hadith

**2.2.5 Excellence:** We aspire for *excellence*, work hard and learn from mistakes.

*“Verily, Allah has prescribed excellence in everything.”* Muslim

(Baihaqi, Sahih al jami’)

*The Prophet Muhammad (pbuh) said: Verily Allah, Most High, loves when you perform a good deed, you do it with perfection. (Tabarani)*

**2.2.6 Wisdom:** We challenge ourselves to explore so we attain *wisdom*.

*“Wisdom is the lost property of the believer. Wherever they find it, they are most deserving of it.”* Tirmidhi

*He gives wisdom to whom He wills, and whoever has been given wisdom has certainly been given much good. And none will remember except those of understanding. (Baqarah: 269)*

**2.2.7 Charity:** We are dedicated to our community and help through *charity*.

*“The best charity is that which is given when one is in need.”* Bukhari

We believe that everything we do at Noor ul Islam instils these seven Islamic values within the lives of our children and we are proud of the way our children respond to the high expectations these values set.

### 2.3 Expectations



We expect all members of the school community to be **Ready, Respectful and Safe**. For our pupils, the expectations are:

#### **Ready**

- Are you ready to listen?
- Are you ready to learn? e.g. focused, good sitting, good listening
- Punctuality e.g. being on time for everything
- Are you ready for PE with your kit?
- Are you ready for assembly to start?

#### **Respectful**

- Are you treating everyone with respect?

- Are you using kind words?
- Are you being polite and showing good manners?
- Are you including everyone?
- Are you treating the school buildings and school property with respect?
- Are you accepting sanctions when given?

### Safe

- Are you thinking about how to be safe in the playground?
- Are you doing the sensible 'Noor Ul Islam Walk'?
- Have you tied your shoelaces?
- Are you managing your bodies?
- Do you tell an adult if you are unhappy?
- Do you help your friends to stay safe too?
- Do you keep safe online?

We also:

- Meet and greet with a smile because it makes children feel important, valued and that they belong
- Say salams at the beginning and end of the day to ensure that all children are welcomed and safely dismissed

And to summarise our approach to behaviour over time:

- We don't shout
- We don't shush
- We don't nag
- We do listen (really listen) and find out what is happening so that we can support and enable our children to learn how to make the best choices for themselves and for others.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 2.4 Noor ul Islam Way

We have high expectations and our curriculum is based upon the teaching of routines and habits used to reinforce the behaviours expected of all pupils – "It's how we do things at Noor ul Islam– The Noor ul Islam Way". Positive behaviour choices are taught through:

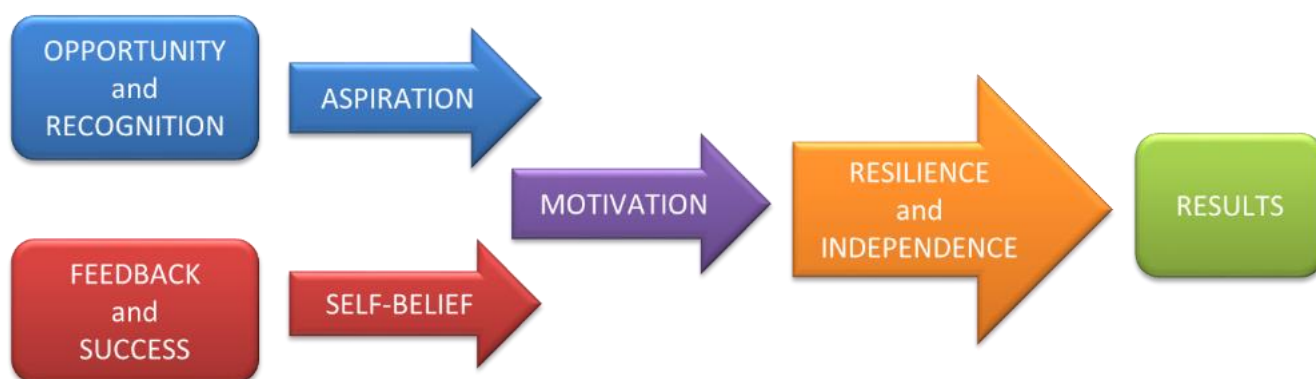
- Noor ul Islam Primary School Values referencing the three expectations (Be Ready, Be Respectful and Be Safe) in lessons, during transitions and breaks
- teaching pupils routines
- implementing the restorative conversations
- modelling positive behaviour for learning
- assemblies and workshops
- encouraging our children to engage in student leadership opportunities
- Islamic ethos and rules in manners and character
- PSHE and Circle Time

### 3. Noor ul Islam Silver Rules

Each class decides on their own rules, known as Silver Rules. Both Golden and Silver Rules are displayed in each classroom or learning space. Silver rules promote good behaviour relationships so that people can work together with the common purpose of helping everyone to learn according to their age range and learning ability.

#### 4. Creating a disposition for success

Our approach to behaviour is rooted in the belief that we create a disposition for success through positive recognition, high expectations and consistent adult role modelling. This approach supports the development of motivated, resilient and independent learners who can make positive choices and engage fully in school life. The diagram illustrates this progressive journey, which underpins our whole-school practice.



##### 4.1 Opportunity and Recognition

Positive behaviour begins with children being given regular opportunities to succeed and to have their efforts recognised. Praise and encouragement are central to this stage of the journey, with adults consistently acknowledging good behaviour, effort, kindness and perseverance.

- Stars and stickers are awarded for consistent good work and acts of kindness.
- The Headteacher's Award recognises pupils who consistently demonstrate the school values. Children receive a certificate and are awarded a book to take home, presented by the Headteacher.

##### 4.2 Praise and Encouragement

We recognise the importance of praise and encouragement in nurturing self-confidence, motivation and personal growth. Praise is used intentionally and thoughtfully to acknowledge effort, perseverance and the strategies children use, rather than focusing solely on outcomes. This approach supports the development of a growth mindset and encourages pupils to take responsibility for their learning and behaviour.

Adults are encouraged to use specific, meaningful language when praising pupils, focusing on actions and effort. For example:

- "You kept trying even when it was challenging."
- "I noticed how you helped your classmate without being asked."
- "You followed the school values by listening carefully and showing respect."

## Praise

## Encouragement

Defined as: remarks on the performance of a task in relation to the child's abilities/goodness & expresses adult's evaluation of a child.

Fosters fixed mindset and reliance on others for self-worth

Defined as: comments that focus on children's efforts and strategies towards their task (also known as process feedback)

Fosters growth mindset encourages self-confidence.

"You're so smart!"



"Wow you must have worked really hard for this!"

"Your animals are perfect!  
I love your drawing"



"You spent a lot of time working on this paper. I saw you were looking at the animal book to help you. That really worked!"

"good job with your shoes!"



"You are learning to put on your shoes! Last week, you had trouble getting them on but this time you did it without a problem!"

"I'm so proud of you!"



"You should be proud of the work you did! I saw that you were working hard!"

### 4.3 Aspiration

Recognition builds aspiration by helping pupils understand what success looks like and motivating them to aim high.

- Pupils' work is showcased through class assemblies, display boards and celebration assemblies.
- Achievements are shared with parents through email communication, Friday assemblies and newsletters, reinforcing the value placed on effort and achievement.
- Visitors, educational trips and enrichment opportunities are used to broaden pupils' experiences and inspire ambition.

### 4.5 Celebration Assemblies

Celebration assemblies play a key role in reinforcing positive behaviour and achievement.

- Each week, one child from every class is nominated and presented with a *Star of the Week* and *Tarbiyyah* certificate during whole-school assembly.
- Teachers also award certificates throughout the week to celebrate individual achievements, effort and progress. These are presented publicly so that pupils' successes are shared and celebrated by their peers.

### 4.6 Self-Belief

Consistent praise, recognition and celebration foster confidence and self-belief. Pupils begin to recognise their own strengths and contributions to the school community.

- Prefects are selected from Year 6 pupils to act as inspirational role models, demonstrating responsibility, leadership and positive conduct to younger pupils.
- Adults actively reinforce positive language and high expectations, helping pupils to see themselves as capable, valued and respected members of the school.

### 4.7 Motivation

As self-belief grows, pupils become increasingly motivated to behave well and engage positively in learning.

- The Class Dojo point system is used to provide immediate, positive and specific feedback that reinforces desired behaviours.
- Table points are awarded to encourage teamwork, cooperation and collective responsibility within the classroom.

### 4.8 Resilience and Independence

Motivated pupils develop resilience and independence, learning to manage their behaviour, respond positively to challenges and make good choices.

- Adults consistently model calm, respectful and appropriate behaviour, setting clear expectations and demonstrating how to resolve difficulties effectively.

- Each day is concluded positively so that misdemeanours do not carry over. Activities such as singing, reciting Qur'an, reflection, gratitude or celebrating success help pupils end the day on a positive note and begin the next day afresh.

#### 4.9 Results

Through this structured and supportive approach, pupils demonstrate improved behaviour, stronger relationships, increased engagement in learning and positive outcomes both academically and socially. By embedding praise, encouragement, celebration and strong adult role modelling, the school creates a culture in which positive behaviour is expected, nurtured and sustained.

### 5. Levels of behaviour

**5.1 Low Level Disruption:** This can take up a great deal of time and detract from learning as well as cause a great deal of stress for pupils and teachers and therefore needs to be addressed. In the context of the classroom, it is the responsibility of the teacher and other adults to ensure that low-level disruption is challenged quickly and calmly, in a way that ensures that no further learning time is lost.

Clear and concise expectations around the positive behaviour outlined in this policy will help pupils understand their part to play in managing their behaviour with effective reminders helping pupils follow through with those strategies. Many of the strategies that teachers employ to direct pupil attention back to the learning in the moment and are very useful for tackling low-level disruption.

Some strategies you may use to manage low level disruption	Some strategies to redirect negative learning behaviours
<ul style="list-style-type: none"> <li>• <b>Anonymous &amp; positive framing:</b> Picking out examples of expected behaviour without naming names. <i>"I can see four children have already opened their exercise books."</i></li> <li>• <b>Targeting specific pupil behaviours:</b> Naming and reminding particular pupils what they should be doing using concise language. <i>"Ibrahim: facing your partner."</i></li> <li>• <b>Private correction:</b> If pupils need a further reminder or sanction, doing this privately, where possible, in a quick one to one conversation avoids class attention and saves face for the pupil. For example, quietly saying to an individual <i>"That's a first consequence. I should see you facing your partner discussing the work."</i></li> <li>• <b>Highlighting the benefits:</b> Teachers can briefly remind pupils of the purpose of the task and how it might help them achieve their goals during the task. <i>"Knowing your number bonds will help you solve numerical problems much faster."</i></li> </ul>	<p>Where possible staff will redirect pupils back on task without using a consequence or warning.</p> <p>Examples of ways in which staff may do this are:</p> <ul style="list-style-type: none"> <li>• Tactical ignoring</li> <li>• Reminders of expectations of behaviour</li> <li>• Praising children who are behaving and working well</li> <li>• Talk groups</li> <li>• Move pupil to a less distracting position.</li> </ul>

**5.2 Managing challenging behaviour:** All adults are responsible for reinforcing the agreed expectations of behaviour in a calm and collected way for all children in our school. Behaviour that goes against the values and rights outlined in this policy must and should be challenged in a way that quickly ensures that the appropriate lessons are learned and the learning can continue.

As an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach, there is an element of flexibility to address the needs of specific children.

Teachers use consistent systems within daily teaching to promote positive behaviour and deploy effective behaviour management skills both inside and outside their classrooms. The ethos and vision outlined in this policy lays the foundation that is expected. Our positive system in the classes helps to promote the happiness of all the children, meanwhile ensuring that the experience all the children have at Noor ul Islam is consistent. Our whole school values ensure that pupils understand what and why positive behaviour is expected in school.

**5.3 Managing challenging behaviour:** All adults are responsible for reinforcing the agreed expectations of behaviour in a calm and collected way for all children in our school. Behaviour that goes against the values and rights outlined in this policy must and should be challenged in a way that quickly ensures that the appropriate lessons are learned and the learning can continue.

**5.4 Serious Behaviour Issues:** When a pupil displays serious behavioural issues an incident form/report is completed by the adult who witnesses the behaviour. The forms are designed to separate serious behaviour from the minor ones and ensure accurate monitoring of the types of behaviour. In cases of serious behaviour, such as fighting, racist language, homophobic language, sexist language, wilful damage of property, a child will be sent straight to a member of SLT without being given a warning.

This may also result in the child being sent home immediately. The SLT member discusses the behaviour of the pupil with a view to two outcomes:

- **Reflection time:** with SLT using restorative conversation: Pupil thinks of strategies to repair the situation and reports back to the SLT member at the end of the day. Pupil returns to class with the aim to stay on track, followed up by a phone call or email home. Parent/carer are informed of the situation and next steps for improvement and next steps if no improvement is made.
- **Parent/carer meeting:** This can take the form of a restorative conference or a planning meeting for an individual behaviour plan with a target sheet to complete and may require prioritising support and intervention
- **Immediate Parent Conference:** At this meeting an internal or external exclusion can be adopted and will then be explained to the parent. Internal school exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. We follow the statutory guidance from the Department for Education in relation to exclusion. We believe that strong home-school partnerships, with parents/carers and school Behaviour Policy working

together, are vital if we are to support children who find good behaviour challenging. Parents/carers are informed of any concerns or positive behaviour achievements

### 5.5 Restorative Conversations

Where issues were not resolved, a restorative conversation needs to take place between the two parties. This should take the form of a coaching conversation for the pupil. It should take place at the earliest opportunity, before the two parties are scheduled to meet again. Staff can have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

- Ask the pupil what happened and why they made the choice to behave like that
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have done differently, what would they do to avoid the same situation happening again
- Agree strategies, goals, targets with the student for the future
- Ask the student if they have anything they want to say

*Note:* An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

**5.6 Challenging negative behaviours and consequences:** It is important that all children see that everyone has the same expectations. During class time, we expect all children to be on task and learning and not stopping others from enjoying their right to learn. Therefore, we expect all adults to deal with unacceptable behaviour appropriately and immediately.

Superstar!	Good to go!	Stage 1	Stage 2	Stage 3
Trying our best!	Following class rules and routines	Talking over others	Teasing other children	Physically harming someone intentionally
Helping/taking care of others	Following Golden Rules	Calling out	Talking back at the teacher	Throwing something at someone

Extraordinary Effort	Taking Turns	Distracting others	Damaging school property	Verbally threatening
Thoughtfulness	Being Kind	Rocking	Being rude to other children	Blackmail and bullying
Not giving up	Listen to Others	Leaving seat without permission	Consistently disrupting lessons	Defiance to or disrespecting staff
Solve/prevent problems from escalating	Good Manners	Running indoors	Play fights including any unintentional harm	Swearing
	Patience	Snatching		Telling a lie
		Not Trying our Best		Vandalising
		Disruption to learning		Stealing
				Name calling
				Racism
				<b>Bullying</b>

We are very clear that it is the behaviour we are unhappy with not the child. Staff will follow the stages as set out below:

Levels of Behaviour	Rewards and Sanctions
Superstar!	<ul style="list-style-type: none"> <li>Mention the reason for being a superstar and awarded a certificate as well as superstar badge.</li> </ul>
Good to Go!	<ul style="list-style-type: none"> <li>Rewards awarded by the class teacher – based on the school policy and own discretion.</li> </ul>
Stage 1: verbal warning	<ul style="list-style-type: none"> <li>Look</li> <li>Verbal warnings: Explain to them what they have done and why they have got this warning</li> <li>Opportunities to redeem, reflection time in class</li> <li>Miss a few minutes of morning or afternoon break</li> </ul>
Stage 2: sent to another class	<ul style="list-style-type: none"> <li>This is to ensure that the child is still learning and not missing out on their learning, so they should take work with them or a book.</li> <li>Miss some of afternoon break</li> <li>Miss some of golden time</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete <b>Pupil Reflection Sheet</b></li> </ul>
Stage 3: sent to phase lead/SLT	<ul style="list-style-type: none"> <li>• At this point either: a phone call will be made to parents or just a conversation with a SLT member. This should also be recorded on <b>Pupil Reflection Sheet</b></li> <li>• Complete Pupil Reflection Form</li> <li>• Reflection time</li> <li>• Referral to Behaviour and/or Phase Lead</li> <li>• Withdrawn from school visits, clubs and events not essential to the curriculum.</li> <li>• If or full day and permanent.</li> </ul>

In some cases, together with the Behaviour/Phase Lead, the school will support pupils more widely by:

- Creating and promoting positive behaviour patterns and programmes.
- 1:1 or group sessions.
- Supporting parents – meet with parents on a regular basis to support the pupil’s behaviour and help refer parents to appropriate agencies.
- BSP (behaviour support plan) – designed to provide support for pupils who are at risk of exclusion or have been excluded in the past.

## 6. Fixed-term and permanent exclusions

6.1 Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods or exclude permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

6.2 The school will investigate any incident of misbehaviour to establish the facts and come to a judgement of the most likely course of events.

6.3 If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board through the school’s complaints policy.

6.4 The Headteacher informs the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

6.5 The governing board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

6.6 The governing board considers any exclusion appeals made to it.

6.7 When the governing board or its appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

6.8 If the governors or their appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## 7. Transitions Around School

7.1 Children should be encouraged to move around the school in a quiet, orderly manner, both in class groups or when moving around individually. Adults supervising lines of children should ensure they keep sight of all the children in the line, as far as possible. Children should always walk, not run, when in the school building.

7.2 As a school we use 'Voice levels' to help children to take a shared responsibility for managing a conducive learning environment. Adults may set their own levels in the classroom, depending on personal preference and the activity being undertaken. Children are regularly reminded of the expectation that they must move around the building orderly and safely. This includes using a voice level 0 (silent) or 1 (spy talk). All adults in the school remind children of this expectation and model it themselves.

## 8. Use of reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

**See Appendix 5 & 6.**

## 9. Searching and Confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### 9.1 Confiscation

Any prohibited items such as drugs, alcohol and inappropriate images found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

## **9.2 Searching a pupil or his possessions**

Searches will only be carried out by a member of staff if there is reason to believe that the child is in possession of a prohibited item or stolen goods. Permission to search has to be authorised by the Headteacher with another member of staff present, or the search has to be carried out by the Headteacher. The DSL should be informed of any searches carried out straight away.

## **9.3 Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item or stolen item. A member of staff will tell the parents/carers about the search and its outcome as soon as is reasonably practicable.

## **9.4 Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). The school will follow its safeguarding policy.

## **9.5 Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

## **9.6 Communication and record-keeping of Searches**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult.

If the parent/carer cannot be present during the strip search, the DSL will be present.

## **9.7 Care after a strip search**

The school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **9.8 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school for example, during a school trip or whilst wearing the school uniform. Sanctions may also be applied

where a pupil has misbehaved off-site if the misbehaviour poses a threat to another pupil, adversely affects the reputation or orderly running of the school.

### **9.9 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when it poses a threat or causes harm to another pupil. Behaviour sanctions could also be applied if the behaviour adversely affects the reputation or orderly running of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **9.10 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **9.11 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. This is in line with the school's safeguarding policy.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

Please refer to our child protection and safeguarding policy for more information [Child Protection & Safeguarding Policy Updated Sep 2023.docx](#)

## **10. Inclusion**

School recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Our approach to dealing with triggers of misbehaviour include examples:

- o Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- o Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

### **10.1 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **11. Role of Governing Board**

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **12. Role of Headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **13. Role of Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **14. Role of Parents and Carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

#### **15. Role of Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.















<b>Teacher:</b>	<b>Date:</b>

**APPENDIX 2 - Individual Behaviour Plan**

<b>Noor ul Islam Primary School Individual Behaviour Plan</b>	
<b>Name:</b>	<b>Year Group/Class:</b>
<b>SEN Stage (IF APPROPRIATE):</b>	<b>Date of Plan:</b>
<b>Date of Review:</b>	
<b>BEHAVIOUR TARGETS (MAXIMUM OF THREE, TO BE NEGOTIATED WITH PUPIL:</b>	
<b>CRITERIA FOR SUCCESS:</b>	
<b>METHODS AND RESOURCES TO MEET TARGETS:</b>	
<b>REWARDS:</b>	
<b>SANCTIONS:</b>	
<b>Communication book guidelines:</b>	

**APPENDIX 3 - Pupil Reflection Form KS1**

<b>Pupil Reflection Form</b>					
<b>Full Name and Class:</b>					
<b>Date:</b>					
<b>What happened?</b>					
					
I did not follow instructions.					
					
I hurt someone.					
					
I used rude words.					
					
I get out of my chair.					
					
I call out.					
<b>Anything else?</b>					
<b>How did you feel?</b>					
					
<b>stressed</b>	<b>upset</b>	<b>nervous</b>	<b>angry</b>	<b>worried</b>	<b>other</b>
<b>What can you do next time?</b>					
					

I will listen to my teacher.



I will put my hand up.



I will keep my hands to myself.



I will use kind words.



I will sit in my chair.

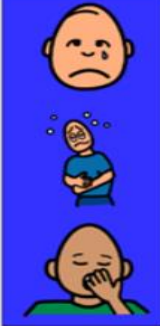

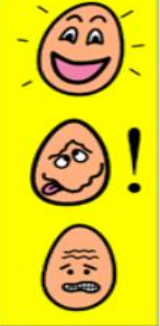

**Anything else?**

Name:	Class:
Time:	Date:

Where did the incident take place?

Which zone are you in right now?

### The Zones of Regulation

			
<b>Blue Zone</b> sad      tired sick     moving tired    slowly	<b>Green Zone</b> happy calm feeling ok focused ready to learn	<b>Yellow Zone</b> frustrated worried silly/wiggly excited loss of some control	<b>Red Zone</b> mad/angry terrified yelling/hitting elated out of control

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What happened?

**“And whenever you give your word, say the truth. “ Surah Al-An’aam:152**

Reasons for my behaviour:

Consequences for my behaviour:

Conditions of repentance:

- “ ...Ask forgiveness of your Lord and then repent to him.” Surah Hud 11:52**
1. Admit your sin to yourself and show regret
  2. Have determination to not repeat the act
  3. Seek Forgiveness
  4. Fix any error or harm that you have caused

Which value did you not live by during the problem (circle any of the values)						
Respect	Honesty	Mercy	Diversity	Excellence	Wisdom	Charity
Actions taken by staff dealing with the incident:						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
SLT	Teacher			Teaching Assistant		

Time to calm down. Try some of these tricks:

- Tell yourself to STOP! Sit down like the Prophet said when you feel angry or upset.
- Sit the isti'aaza and recite Quran.
- Give your thinking brain time
- Tell yourself you can handle this!
- Say to yourself 'be calm .. be calm .. be calm'
- Count backwards from 10, 20, 100
- Tell someone else how you feel
- Breathe deeply - in and out five times
- Tense and relax your muscles
- Feel your pulse
- Picture yourself dealing with the situation calmly and strongly
- Squeeze something soft, or squeeze your hands together
- Watch a sand timer

**Write down below what happened or draw a picture**



Go back to class and try out your plan to fix the problem.

- Tell someone quickly if something is difficult.
- Tell someone quickly if there are any more problems.
- Ask for help quickly if you feel frustrated or angry.



## BEHAVIOUR MANAGEMENT FLOWCHART

### stage 1

Make direct Eye Contact & Facial Expression

↓

Say child's name aloud and allow a few moments

↓

Explain to child how to behave – citing the positively reframed behaviour

↓

Repeat this up to three times

↓

Issue 1:1 warning – explain to child that he/she can re-deem him/herself by stopping the problem behaviour and adopting positive behaviour

↓

Issue a second 1:1 warning

↓

### stage 2

Miss some of morning or afternoon break

↓

Communicate to parents about the behaviour and sanction

↓

### stage 3

Reflection time

↓

Counsel Child, refer to Behaviour Lead, speak to parents

↓

Call Parents Meeting with teachers & Behaviour Lead and/or headteacher, behaviour contract agreed (IBP), targets to be enforced by child, teachers & parents

↓

Report child's lack of improvement to Headteacher

↓

Call Parents Meeting with Headteacher

↓

Suspension/fixed term temporary exclusion from school (head decides after discussions with teachers and informs chair of board of trustees)

↓

Exclusion

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEND). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and, so far as is possible, use a level of contact which is acceptable to the pupil for the minimum time necessary.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

### Safe Touch Guidelines

Research shows that physical touch is incredibly important for a child's development. Touch is essential to provide sensitive, good quality care and support natural interactions and is part of the development, emotional wellbeing, care and education of pupils. Touch is the earliest sensory system to become functional and is the foundation for all other sensory systems.

Safeguarding children from inappropriate physical interactions is crucial but it is also essential to recognise that the use of positive, appropriate touch is incredibly important for a child's wellbeing, sensory regulation, and emotional security.

### General Principles and Guidelines

- Staff need to have a clear idea of why they are using physical touch with children. Staff should not be touching children for the sake of it or because it is easier or saves time.
- Have a sensitive awareness that children with physical needs may require support to touch and interact in ways that happens naturally with their peers.

The guideline below describes the school's procedures on the use of appropriate physical touch.

- **To administer first aid:** offer physical support and guidance- help with mobility, moving and handling, guiding children into rooms.
- **To offer reassurance and support:** comfort distressed or upset children, communicating warmth, comfort and reassurance and to develop positive emotions.
- **Physical prompting and support:** gestural and physical prompts during learning activities such as hand over hand or hand under hand support.
- **When helping a younger child to change their clothes due to a toilet accident** or similar events
- **Protection:** from other children or from themselves (for example self-harming or absconding), including restraint and physical intervention.
- **To carry out therapy programmes:** following programmes and advice.

- **Responding to children's physical contact.**
- **Giving rewards such as high fives, fist pumps or a pat on the back**

### **Sensitivity**

It would not be appropriate or beneficial to suggest that staff do not comfort children who are upset or distressed. Staff need to be aware of children's individual needs and circumstances and should use their professional judgment when comforting them.

Staff should be sensitive to signals (non-verbal and verbal) that indicate that a child dislikes touch. For example, a child may pull away or make negative facial expressions.

### **Children who touch staff inappropriately**

Occasionally a child may engage in physical contact that staff find inappropriate. Staff should withdraw from this situation as soon as possible and should have a conversation with a senior leader. If possible, staff should not give negative feedback to the child as this may reinforce the behaviour. If this is a regular occurrence, the methods for managing this behaviour should be highlighted on a child's behaviour plan. If staff feel it is not appropriate to respond to physical contact from a child, staff should avoid open rejection and should try to divert and redirect the child instead.

### **Hand Holding**

Staff should use their professional judgement when holding hands with children. Children may need support with walking and balance or to prevent them from running.

Staff need to be aware of the developmental level of the child they are supporting and be clear the physical contact used is appropriate for the individual child.

### **Training of staff**

All staff will be trained on the importance of safe touch annually. New members of staff will be trained as part of their safeguarding training.

## Definition

Positive Handling is the positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property.

## Examples of the Use of Reasonable Force

- when a teacher is obliged to act in self- defence
- when pupils are fighting
- when a pupil is likely to cause harm to him/herself or another

## When positive handling becomes necessary

### DO:

- Tell the pupil what you are doing and why. Use the minimum force necessary and involve another member of staff if possible
- Tell the pupil what he/she must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible, e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

### DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in genital areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Slap, punch, kick or trip up the pupil
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck

## Reporting

- A detailed written report must be composed straightaway and emailed to the Headteacher.
- The report should include: the names of those involved, reason for force being necessary, the degree and duration of force used. This is to be updated on Behaviour folder.
- In all cases the parents/guardians of all those involved should be informed after informing the SLT/Headteacher.

# Voice Levels

0

**Silence is Golden**

Absolute silence.  
No one is talking.

1

**Spy Talk**

Whispering.  
Only 1 person can hear you.

2

**Low Flow**

Small group work.  
Only the group can hear

3

**Formal Normal**

Normal conversation voice.

4

**Loud Crowd**

Presenting voice.  
Everyone can hear you.

5

**Out of Control**

Playground voice.  
Never used inside.