



BAYTUL ILM
SECONDARY SCHOOL

Behaviour Policy

2021 – 2022

HEAD TEACHER: Muhammad Miah

CHAIR OF GOVERNORS: M A Salam

REVIEWED: 7th March 2022

NEXT REVIEW DATE: March 2023

Behaviour Policy

At Baytul Ilm our mission is to strive to provide the best education for all students in a safe and secure environment through the application of the Quran and the Sunnah.

Why we have a Behaviour Policy?

As in a family, the key to helping young people learn to behave appropriately in school, lies in having a very consistent and fair approach. This policy sets out to define a code for appropriate behaviour at the school. The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual.

Positive behaviour is an essential part of effective teaching and learning. At the School we believe that everybody has the right to work in an environment that is safe, friendly, peaceful and fair. All teachers, students and parents are expected to be committed to always ensuring positive Islamic Akhlaaq within the school.

In accordance with Islamic tradition, we insist that the adults care for and respect young ones and in return the young ones respect the adults.

The Prophet (peace and blessings be upon him) said,

"He is not of us who does not have mercy on young children, nor honour the elderly" (Al-Tirmidhi).

Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success, potential and give descriptive praise for effort and achievement whilst providing positive encouragement and guidance where our high standards are not being met. Encouraging and developing responsibility for own behaviour is also an important element of effective teaching and learning.

OUR AIMS:

The primary aim of the School's Behaviour Policy is to build the personality of the students in accordance with Islam. The behaviour of the students in school should therefore reflect the Islamic personality.

All staff agree to accentuate the positive, and though we expect good Islamic behaviour as norm, we should be seen to value and encourage it. Students will be encouraged to take responsibility for their own actions. This will build an understanding of accountability to Allah once the students reach adulthood and encourage them to become responsible citizens.

It is important that we all understand what acceptable and unacceptable behaviour is. The consequences of unacceptable behaviour must also be clearly stated.

The general standard of behaviour is the collective responsibility of the whole staff. These aims are best achieved in a positive and nurturing atmosphere in which students are able to give of their best, both in and out of the classroom. This demands a positive policy of encouraging acceptable behaviour and high standards of learning, recognising success wherever possible and the constant setting of good examples by staff and parents.

Praise and encouragement should be used so behaviour management can take the form of rewarding rather than punishing. We aim to emphasize the positive rather than criticise. For this, we have Certificates and a MERIT CHART system in place.

When we do have a student fall short of our high standards, we make an attempt to be constructive by giving advice on how to improve. Our school rules encourage students to think and make the right decisions. They make our high expectations simple to understand.

The majority of students will respond to encouragement. A good reward system is essential to ensure progress rather than perfection. It is our aim that by promoting positive behaviour and good learning we will set the standards that we all wish to see throughout the school.

We will work in collaboration with our students so that they feel involved in making a fair system, and come up with 3 different categories of rules, each with their own sanctions. These are:

1. Classroom Rules

2. Rules around the School

3. Never, never rules

Rules in the Classroom

- 1 **Always be prepared** - equipment, books etc.
- 2 **Always respect textbooks** - neatly stacked and handle them with care.
- 3 **Always do your best** - keep your work neat and tidy.
- 4 **Always be considerate** - do not disturb or distract anyone from their learning.
- 5 **Always respect others** - do not laugh at other people's mistakes.
- 6 **Always respect the teacher** - listen attentively and be cooperative.
- 7 **Always respect all staff and other students.**
- 8 **Always raise your hand to ask questions/seek permission.**
- 9 **Do not eat or drink in the class** - water is allowed with permission.

Rules around the School

1. **Always respect your school** - everything in it has been donated for the sake of Allah (swt) and your benefit.
2. **Respectfully say salaam** to people walking past and teachers.
3. **Always walk on the right-hand side and give way to members of staff.**
4. **Always look after the environment** - do not litter or leave food lying around.
5. **Always show respect** to your elders and be kind to those younger than you.
6. **Always respect your school** - benches, tables, pens, books, displays and walls.
7. **Keep clean**; keep the wudhu facilities clean; keep everything around you clean.
8. **Always notify a member of staff** if you see anyone breaking rules.
9. **Eat only in the dining area** - not in classrooms, corridors or halls.
10. **Eat healthy food** - no chewing gum/bubble-gum.
11. **Always be presentable** - abide by the uniform and hairstyle rules of the school.
12. **Always be safe** - do not bring in dangerous items such as matches, lasers, glass etc.
13. Valuable and mobiles should only be brought into school if absolutely necessary and handed in to a member of staff at the start and end of the day.

Never, never rules

- **Never, never** vandalise or damage school property or anyone else's property.
- **Never, never** graffiti on books or desks.
- **Never, never** bully anyone in any way.
- **Never, never** be rude, aggressive or challenging to any member of staff.
- **Never, never** abuse anyone or fight.
- **Never, never** steal anything.
- **Never, never** cheat, copy or plagiarise.
- **Never, never** possess unethical material.
- **Never, never** bring weapons, drugs, cigarettes, vaporisers into the school.

Sanctions

The sanctions for these actions start with C1 - a verbal warning, followed by C2 - detention. This starts at 10 minutes and is supervised by the teacher who sets it. Extreme cases of bad behaviour can be given longer detentions as long as parents are informed. Following this is C3 - internal exclusion or external exclusion.

The pastoral lead is responsible for regularly checking detentions and looking for patterns and trends so that specific students can be corrected. The students who receive 5 or more detentions in one month will be placed on a Senior Leadership Team (SLT) observation for 2 weeks. They will have targets set to them which match the reasons that they get detentions and will have to work towards those targets. The parents should sign the report each day and the following day, the pastoral lead should check and sign it also.

If the report system does not discourage bad behaviour, the next stage is to formally involve parents. A parent meeting is arranged, and parents are asked to come into school where they will have a meeting with one of the SLT about the student's behaviour and targets for improvement. The previous conduct of the student should be explained and the impact on the learning of the student.

If the student continues to misbehave after that then the head teacher is to be involved and some form of exclusion is to be given. This usually starts with internal exclusion, depending on the misbehaviour, and can lead to temporary exclusion and permanent exclusion.

Students will be placed in internal exclusion for a period of time, usually 1-2 days during normal school timings. Parents will be informed by telephone or email by a member of the SLT of the decision to internally exclude a student. Students will be expected to arrive on time and in full school uniform. They will be provided with all the necessary equipment and work they need to complete whilst in internal exclusion. Students will lose their right to social time with others.

External exclusion is when a student is excluded from our school for a period of time between 1 and 5 days. The decision to externally exclude a student from school will be taken by the Headteacher and at least one other member of the SLT. During an external exclusion the parent / carer will take responsibility for their student during school time.

Students returning from an exclusion will be placed on a Senior Leadership Team (SLT) observation for 2 weeks. They will have targets set to them which match the reason for their exclusion and will have to work towards those targets.

Expected Behaviour outside of School

All students should behave impeccably outside school in accordance with our school ethos of striving for excellence in all facets of life. This has particular relevance when they are in school uniform. We expect students to act as positive ambassadors for our school and to be considerate members of the local community.

The role of parents

As part of our behaviour policy, we recognise that parents/carers should be fully informed about their student's behaviour. Every effort is made to ensure that there is good communication between home and school. Our expectations of parents are made clear in our Home/School agreement. Should a student's behaviour be a cause for concern, their parents will be contacted, and the matter discussed. We aim to conduct parents' evenings/days so that parents can come into school and learn about the progress of their student.

The role of staff

At the School the students need to be taught as early as possible to appreciate that school is a place in which a certain code of behaviour has to be adhered to for the good of everyone. This is important in ensuring that our students become law-abiding, responsible and morally upright citizens of our country.

School staff support the following principles and practices:

- Good standards of behaviour depend on the example of all of us.
- Everyone has a positive contribution to make.
- Good order has to be worked for; it does not simply happen.
- We set high standards, apply rules firmly and fairly and expect good standards of behaviour and learning.
- Everyone is here for a purpose and must be treated as an individual.
- Good relationships are vital between everyone at every level.
- We all make mistakes sometimes and are willing to admit if we are wrong.
- We are all different but recognise and respect our differences.

All staff will always avoid:

- Humiliating – it breeds resentment.
- Shouting – it diminishes you.
- Overreacting – the problems grow.
- Blanket punishments – the innocent will resent them.
- Sarcasm.
- Leaving students outside the room.

All staff will always:

1. Keep calm.
2. Listen.
3. Be positive.
4. Build relationships.
5. Carry out any sanctions consistently.
6. Be consistent and fair.
7. Follow up problems to their conclusion.
8. Be clear that when a problem is resolved we forgive and move on.

Our positive behaviour strategy

Every student will be rewarded individual merits on the Merit Chart. The teacher will award “merit” as an incentive to encouraging good behaviour and good work in class. The “Merit Chart” will also be used to enhance confidence in students, giving them a sense of worth.

Students who earn sufficient merits will be eligible for certificates for good behaviour, academic achievement, good progress and positive conduct. Certificates are given at least once a term or at significant milestones in the year.

Teachers should award merits based on their judgement and the merits should encompass a wide variety of reasons. It is important that teachers use positive reinforcement far more than sanctions. If a student improves, even though it may not be the best work in the class, their improvement should be recognised, praised and rewarded. This will then encourage the student to continue improving. These could include:

- Excellent work/Improved work
- Completed reading a book - or read a significant portion of one
- Excellent/Improved spelling
- Good manners/behaviour or Improved manners/behaviour
- Working effectively in a group
- Excellent presentation/Improved presentation
- Excellent homework/Improved homework
- Excellent contribution to the class
- Excellent progress
- Excellent display work
- Helping the school - e.g., keeping the school clean
- Excellent behaviour at prayer times
- Excellent achievement in sports and fitness
- Other subject related reasons

Rewards

After encouraging positive behaviour and giving merits, students will be able to earn rewards with their merits.

30 merits: Bronze Certificate.

50 merits: Silver Certificate.

70 merits: Gold Certificate.

90 merits: Platinum Certificate

100 merits: Diamond Certificate

There will also be other termly rewards for the highest achievers.

A student of the year certificate for one student from each class who has achieved the most merits. Some departments may wish to award students with their own department certificates too.

Certificates will also be given to students who complete their memorisation of the Qur'an or complete their course to become an Islamic scholar.

Exclusions

Exclusions for discipline reasons should only be considered as a LAST RESORT after all other avenues have been exhausted. Exclusion may also however be applied for persistent unauthorised absence or a strong and persistent violation of the home-school agreement.

The following steps must be taken:

- Exclusions can only ever be considered in relation to persistent unacceptable behaviour or serious issues.
- After having worked closely with the teacher to employ the discipline policy, the Head Teacher will involve the parent if the unacceptable behaviour is persisting after a month. Together we will work with strategies to curb the persistent unacceptable behaviour.
- If the behaviour is still persistent after an agreed time the Head teacher will issue a verbal warning to the student that if this unacceptable behaviour persists, they will be suspended for two to three days.
- The student must promise to desist from such behaviour before he can be re-admitted.
- If thereafter, the unacceptable behaviour persists in a consistent manner, exclusion will be considered. In such a case a panel of SMT members will have to be formed to investigate whether exclusion should be applied.

At each stage it must be explained to the student why this behaviour is unacceptable and that it will not be tolerated. The student should understand the sanctions defined by the behaviour policy. With this principle in mind if persistent unacceptable behaviour exists, the causes must be ascertained, and then appropriate strategies employed to deal with the causes before exclusion is considered.

How do we monitor this policy?

Records of students on report and serious behaviour incidents are gathered on the school log and these are checked regularly by the Pastoral Lead. Termly figures are reported to governors who hold the head and the school staff to account for continuously improving student behaviour and safeguarding all students. Analysis and prioritisation by staff and governors inform the School Improvement Plan and the school's self-evaluation cycle.

New staff will always be inducted into this policy and its application. This policy will be reviewed regularly in line with school needs.

NB: The school does not tolerate corporal punishment and takes its safeguarding responsibilities very seriously and will make appropriate referrals immediately.

C1	C2	C3
Talking out of turn	Repetition of C1 behaviour	Repetition of C2 behaviour
Calculated idleness or work avoidance / no homework/ Online work	Chewing gum in school	Physical aggression to other pupils
Disruption in class e.g., Hindering other pupils / making loud or unwanted non-verbal noises etc	Using foul language	Verbal abuse to teacher/Physical aggression to teacher
Arriving late to lesson without a valid reason	Verbal abuse to other pupils including taunting or teasing	Physical destructiveness / dangerous conduct / Vandalism
Infringement of school/classroom rules	Misdemeanour / Disrespect or General rowdiness	Racist Behaviour / Bullying
Getting out of the seat without permission	Rude behaviour and attitude towards the teacher	Possession of banned items in school e.g. phone, knife cigarettes, vapes, etc
Misbehaviour during Salah / Break time		Truancy / leaving school premises without permission
Other	Other	Other

Report Card

Name:

Additional notes:

Start date:

End date:

		MON		TUE		WED		THUR		FRI	
		B	A	B	A	B	A	B	A	B	A
L1	SEP										
L2	Qaida/ Quran										
L3	Islamic Studies										
L4	Islamic Studies										
Break/ Form											
L5											
L6											
LUNCH											
L7											
L8											
Signed by Behaviour Dept:											
Signed by parent:											
<p>"B" is for behaviour</p> <p>5 = Excellent behaviour 4 = Behaved well 3 = Could do better 2 = Disturbing the lesson 1 = Not acceptable</p>						<p>"A" is for academic</p> <p>5 = Excellent work 4 = Work was good 3 = Could do better 2 = Not to standard 1 = Not acceptable</p>					

This report card will be monitored daily. Standards below 3 will result in the next course of action

Instructions

- Give your report to the teacher at the start of each lesson. Blue morning Islamic lessons. Green afternoon school lesson.
- At the end of each day your report must be signed by a staff member from the behaviour team

- A parent or guardian must sign the report in the evening after school
- Keep your report card in your school bag
- A lost or damaged report is a failed report
- Failing to achieve the target score or above 3's will result in the next course of action