



ATHENA EDUCATION  
For Social Grace



# BEHAVIOUR POLICY

2022-23

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## **Behaviour for Learning - Our Approach**

We at Al Sadiq Islamic English School have unshakably high expectations in all that we do and believe that readiness to learn starts when pupils enter the school gates at the start of the academic day. We ensure that our approach to behaviour for learning is in line with our school ethos, our personal values, and our community beliefs. We ensure pupil safety and wellbeing promote an environment where pupils are alert and consistently ready to commence learning at any point during the school day.

## **Code of Conduct**

The school provides a well ordered and disciplined environment in which teaching can flourish. The Pupil Code of Conduct supports the ASIES learning behaviours as well as the rewards, consequences, and Behaviour Policy.

Al Sadiq students are expected pupils to:

- ✓ Have a positive attitude to learning and peers
- ✓ Take responsibility for their actions
- ✓ Respect other people's cultures, feelings and beliefs, as well as their property
- ✓ Be an ambassador of the school by being honest, polite, helpful, co-operative and always showing consideration to others
- ✓ Be punctual
- ✓ Always wear the school uniform, in the correct way
- ✓ Lead by example

### **Guidelines for Students:**

#### **Arrival to school**

- a) Arrive punctually and in full uniform
- b) Be in class by 07:20 am and have their uniform checked
- c) Be mindful that fizzy drinks, candy/sweets and chewing gum are banned
- d) Expect to be sanctioned if any of the school guidelines are not adhered to

#### **Code of Conduct within the school environment**

- a) Be mindful of instructions from any member of staff or adult
- b) Speak softly and politely
- c) Give way to members of staff or adults to pass through a doorway
- d) Hold doors open for others

- e) Walk on the left-hand side of the corridors and stairways
- f) Avoid running on the corridors and stairways in consideration of others' safety
- g) Move quietly in the corridors and avoid shouting

#### **Routines on entering the classroom**

- a) Pupils will settle in their allocated seat in the morning and have their books and equipment out in time to be ready for the lesson
- b) Greet the teacher and cooperate with the uniform check

#### **During a lesson all pupils will:**

- a) Greet visitors who enter the room
- b) Put their hand up and wait for permission prior to asking or answering a question
- c) Speak respectfully and clearly and in full sentences
- d) Demonstrate resilience - See mistakes as steps on the road to understanding
- e) Help maintain a supportive culture based on respect and teamwork that includes active listening when others speak and celebrating successes of others

#### **Demonstrate care for the school building and environment by:**

- a) Not creating litter and picking up litter if requested. Adhering to the guidelines for consumption of food and drink that include no consumption while walking the site
- b) Contributing to and respecting display
- c) Leave table areas clean and tidy as well as surrounding areas after break

#### **Outdoor area expectations:**

- a) Respect all lunchtime staff
- b) Observe good manners - say 'Please' and 'Thank You'

As a responsible member of the community students must ensure that desist from and alert a member of staff if they encounter/ are aware of any of the following occurrences:

- a) Fighting, bullying or any unkindness to others
- b) The use of inappropriate, derogatory, or threatening language
- c) Any concerns related to other pupils
- d) Eating during lessons or chewing gum at any time
- e) Smoking
- f) The use of any unauthorized learning material (mobile phones/ gadgets) or any other banned/dangerous items

**Don't Do List for Students:**

Pupils who fail to follow the Code of Conduct will be subject to consequences in line with the school's Behaviour Policy.

## Behaviour and Attitudes (FS2 - Year 6)

### Rewards

The role of rewards in recognising and promoting our values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking pupils. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within this guiding principle.

### The Golden Rules:

Al Sadiq has a set of well-established golden rules, that all children are expected to follow. Time is taken to understand what each one means and why it is important that it is adhered to.

### Our Golden Rules:



- 1) We listen to all staff
- 2) We are polite and respectful
- 3) We walk in silence
- 4) We use kind words
- 5) We keep our hands and feet to ourselves
- 6) We look after property

## SLANT

To further support pupil behaviour and attitudes, we use the acronym SLANT. Again, time is taken for pupils to understand what each letter means and how they can demonstrate it. Below is the pictorial representation of it that is displayed in each classroom.



## **In Class Rewards**

Positive reinforcement is intrinsic to pupils achieving their very best. Recognising this, it is engrained in our culture at Al Sadiq that this is the first step to promoting expected behaviour. This is ongoing and may take the form of positive praise, stickers, or a celebratory comment.

Each class has an in-class reward system using Class Dojo. This is a visual aid for children to be able to monitor and therefore regulate their own behaviour. All children can work hard to earn positive behaviour points and to develop their learner attributes.

Each week we celebrate a Star of the Week from each class, which is awarded to an individual who has received the highest number of Class Dojo points for that week. Each term we then have a “Star of the Term” awarded to an individual from each class who has worked hard throughout the whole term and achieved the highest number of Class Dojo points.

## **Primary Awards**

-  ***Superstars for Excellence, Persistence and Participation*** - 1 per half term
  
-  ***Principal's Star of the Week*** - 1 child every week
  
-  ***Key Stage Star*** - 1 every week by Senior Leadership Team
  
-  ***Excellence, Persistence and Participation*** - 1 every week by teacher

## **Sanctions (FS2 - Year 6)**

It is a basic requirement for learning that pupils are well behaved. We have high expectations of our pupils' behaviour. Pupils must treat each other and their teachers with respect and act appropriately in learning environments. We maintain high standards of behaviour by ensuring we are being consistent about routines and detail. It means addressing pupils' actions when they do not meet expectations, whether this concerns the way uniform is worn, equipment, promptness to class, or actions or language to one another. This firm approach to behaviour will be supported by the strong nurturing relationships between teachers and pupils, which will include:

### **Consequences Chart**

While we always focus on promoting and celebrating positive behaviour, we have a clear procedure in place for addressing behaviour which are less desirable. Below are our behaviour stages to deal with such behaviour.

- **Stage 1:** First Verbal Warning
- **Stage 2:** Time out space in the classroom; Class Dojo points lost for not emulating positive behaviour
- **Stage 3:** Sent to supervisor; Sent to school counsellor or SENCO (if relevant). Miss playtime to make up learning time if appropriate. Behaviour form completed
- **Stage 4:** Phone call home
- **Stage 5:** Sent to a member of the Senior Leadership Team

## Behaviour and Attitudes (Year 7 - Year 11)

### SLANT Learning

**S**

**Sit up:** In order to develop attentive listeners, it is essential that pupils sit up straight with their back against the seat, feet placed firmly on the ground and hands on the table. This is the optimal position to ensure good learning and processing of information.

**L**

**Lean forward:** Another position that is critical to promote active listening is leaning forward. Pupils should be taught to lean forward during a lesson. It may also help teachers understand the interest level of the class and fine tune their presentation to make it more interesting for the pupils.

**A**

**Ask and respond to questions:** This component will ensure an engaged classroom and will encourage pupils to be active in their learning process. Questions will allow pupils to clarify their doubts, ask questions, and discuss or debate on ideas. These question-and-answer sessions can help activate pupils thinking, encourage critical analysis of the content and strengthen pupils understanding of the lesson.

**N**

**Never interrupt:** Pupils should never interrupt a teacher or their peers when they are talking. This shows both a lack of courtesy and may disrupt the learning within the class. Pupils must either await a teacher's direction to ask questions or engage with the teacher when they move throughout the classroom.

**T**

**Track the speaker:** The attention span of every pupil is different. Tracking the speaker is a visual cue to be attentive. Pupils will be encouraged to track both the teacher and other pupils who are presenting in class. The conscious effort to track the speaker will help pupils to be attentive at all times and prevent them from getting distracted or disengaging in class.

## **Rewards System**

The role of rewards in recognising and promoting our values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships.

Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking pupils. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within this guiding principle.

## **School Sanctions**

It is a basic requirement for learning that pupils are well behaved. We have high expectations of our pupils' behaviour. Pupils must treat each other and their teachers with respect and act appropriately in learning environments.

We maintain high standards of behaviour by "sweating the small stuff". This means teachers being consistent about routines and detail. It means addressing pupils' actions when they do not meet expectations, whether this concerns the way uniform is worn, equipment, promptness to class, or actions or language to one another. This firm approach to behaviour will be supported by the strong nurturing relationships between teachers and pupils.

If pupils decline to meet our expectations of behaviour, the consequences will include isolation from their peers, detentions, 'community service' in the school's grounds, and missing enjoyable activities such as extracurricular learning, or school trips.

In extreme or repeated cases pupils may face exclusion from the school.

Our overall effectiveness is underpinned by the clarity of our behaviour systems and the consistency with which they are applied.

## Sanctions (Year 7 - Year 11)

The school will impose sanctions upon pupils in response to inappropriate behaviour which is witnessed by a member of staff or is reported to us. This includes any misbehaviour when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school e.g., on buses
- Wearing school uniform, in whole or part
- In some other way identifiable as a pupil at the school
- Acting in a manner that could have repercussions for the orderly running of the school
- Posing a threat to another pupil or member of the public
- Adversely affecting the reputation of the school
- Damaging school property including ICT equipment, fire extinguishers, doors, windows etc. which will result in parents being asked to contribute to the replacement of the damaged property. Parents should be aware that the school will contact the Police if appropriate.

Therefore, pupils will be disciplined by the school for their behaviour on the bus. The school will also work alongside the police if necessary.

Behaviours that will incur school sanctions whilst travelling to and from the school include:

- Failing to respond appropriately to the driver
- Eating or drinking on the vehicle
- Smoking/E-Cigarettes
- Spitting
- Using foul or abusive language

- Making excessive noise
- Putting feet up on the seats
- Standing on the vehicle steps or in the doorway
- Leaning out of the window or door
- Harassing or verbally abusing other passengers or the driver
- Bullying
- Running around inside the vehicle or climbing on seats
- Being in possession of an item that the school has deemed banned
- Witnessing altercations either on school premises or in the community.  
Pupils should move away, those that do not will be subject to sanctions

**Dangerous behaviour - The School will work alongside the police to resolve the following:**

- Fighting
- Threatening physical violence to other passengers or the driver
- Throwing objects around or out of the vehicle
- Breaking windows
- Interfering with the operation of the doors or emergency exit
- Graffiti, including etching glass
- Spraying aerosols
- Damage to seats, seatbelts, or other equipment
- Being in possession of an illegal substance

## Consequence Chart

Tariff	Action/Sanction	Examples (This is not an exhaustive list; teachers will use their professional judgement)
<b>C1</b>	<p><b>Verbal Warning</b></p> <ul style="list-style-type: none"> <li>✓ Opportunity to correct actions</li> <li>✓ Reference to consequence chart</li> </ul>	<ul style="list-style-type: none"> <li>× Failure to start work immediately</li> <li>× Disrupting learning</li> <li>× Not following instructions immediately</li> <li>× Being impolite</li> <li>× Passive within lesson (lack of work)</li> <li>× Not following SLANT Active Learning</li> </ul>
<b>C2</b>	<p><b>Teacher Sanction (Breaktime detention)</b></p> <ul style="list-style-type: none"> <li>✓ Teacher Detention</li> <li>✓ Make a record in behaviour log</li> </ul>	<ul style="list-style-type: none"> <li>× Repeated C1</li> <li>× Lateness</li> <li>× Ill-equipped including PE kit</li> <li>× Talking when silence is required</li> <li>× Repeated failure to follow SLANT</li> <li>× Active Learning</li> </ul>
<b>C3 or Serious Incident/ Callout</b>	<p><b>Removal to alternative setting (30/60 Minute detention)</b></p> <ul style="list-style-type: none"> <li>✓ Department Detention</li> <li>✓ Make a record in behaviour log</li> <li>✓ Phone call/text home</li> </ul>	<ul style="list-style-type: none"> <li>× Refusal to respond to interventions</li> <li>× Inappropriate language towards a peer and / or member of staff including gestures</li> <li>× Casual swearing</li> </ul>
<b>C4 Callout Serious Incident within/or out of the school (Investigation could lead to C5 intervention - internal exclusion/suspension)</b>	<p><b>Removal from class (1 hour after school detention)</b></p> <ul style="list-style-type: none"> <li>✓ Removal from lesson</li> <li>✓ Meeting with Counsellor</li> <li>✓ Isolation to a senior member of staff</li> <li>✓ Possible intervention from SLT</li> <li>✓ Follow investigation process - this may lead to an after-school detention/exclusion</li> </ul>	<ul style="list-style-type: none"> <li>× Failure to engage in a positive conversation with a member of staff.</li> <li>× Verbal abuse × Aggressive/ Intimidating behaviour towards a member of staff/pupil</li> <li>× Refusal of buddy system/disruption or exit from a detention</li> <li>× Failure to engage with learning in another classroom</li> <li>× Leaving the classroom without permission; self-exit/walking away from teacher</li> <li>× Possession of mobile or other unauthorized electronic devices (including headphones)</li> <li>× Truancy</li> <li>× Two/more exits in a day</li> <li>× Persistent failure of SLT report</li> <li>× Poor behaviour within isolation</li> </ul>

## Detentions

Detention can be used at the discretion of the school as an alternative to immediate isolation from learning.

- Class teachers may set a short, break-time detention for a C2 incident within the classroom, and this will be conveyed to the student
- A C3 detention will be relayed to parents via telephone and students will attend an afterschool detention from 2:10pm until 2:40pm, on an allocated day which is convenient to the school
- A C4 detention warrants a longer sanction of 1 hour and parents will be informed of this as well as being expected to attend a meeting with the relevant teacher, supervisor and/or Senior Leadership Team member involved. The detention will run from 2:10pm until 3:10pm, on an allocated day which is convenient to the school
- Detentions, if the incident is severe enough to warrant it, may be set for the same day and parents informed accordingly.
- Behaviours that will receive a C4 detention include:
  - Failure of subject report/form tutor report
  - Consistent non-attendance at form time
  - Continual lateness to the school day/lessons
  - Ill equipped for the days learning after the second occasion each term
  - Walking the school site without an exit pass
  - Casual swearing
  - C3 exit followed by inadequate work completed in alternative setting
  - Disruption of an after-school detention

- Refusal of detention (to be re-set for following detention day and sanctioned with 2 detentions of 1 hour)
- Inappropriate behaviour during social time
- Persistent failure to complete homework

The school uses a range of sanctions including detentions as a consequence for any unacceptable behaviour that is included within the behaviour for learning policy. All staff will use these sanctions to ensure that high standards of behaviour and conduct both within and outside the school are maintained.