

BEHAVIOUR POLICY

Reviewed and revised - February 2018 | Next review – February 2021

INTRODUCTION

"Good behaviour is a necessary condition for effective teaching to take place."

[Education Observed 5 - DES 1987]

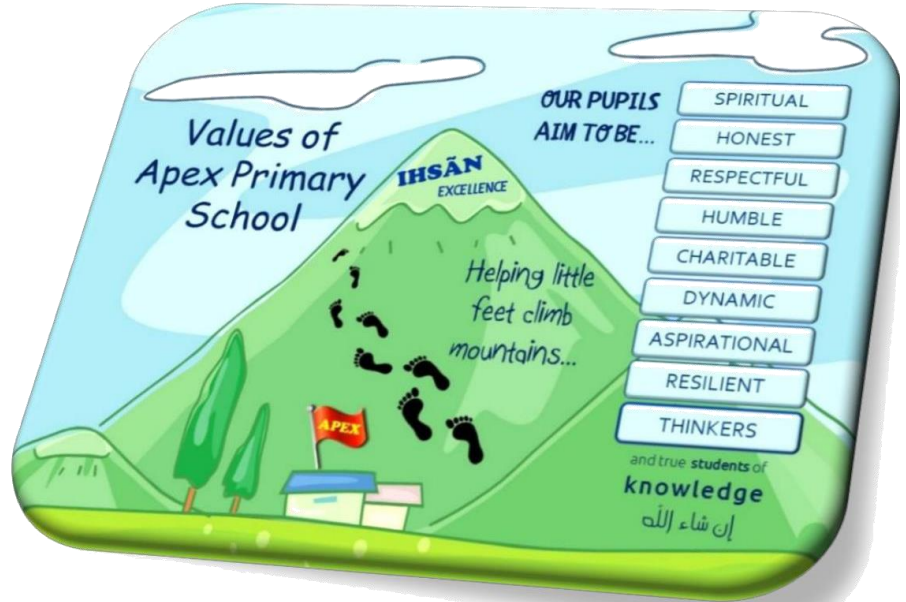
At Apex we understand this principle from an educational and Islamic sense. We aim to create an environment in the school which encourages and reinforces good behaviour. From the authentic teachings of our beloved Prophet Muhammad ﷺ we learn that he said:

"Nothing is placed on the Scale that is heavier than good character. Indeed the person with good character will have attained the rank of the person of fasting and prayer." [Sunnan at-Tirmidhī, Ṣaḥīḥ al-Jāmi' #5726].

Behaviour transformation can be a daunting task and requires teachers, parents and caretakers to work together with patience, consistency, fairness as well as an overall caring attitude. It is with this in mind that we have created this policy.

1.0 AIMS

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour in line with Islamic ethics of **ādāb** (manners) and **akhlāq** (character) and classroom management
- To encourage the development of good moral Islamic personalities
- To encourage consistency of response from all teachers and supporting adults to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy through the Muḥāsabah (reflection) Booklet
- To promote and incorporate the **nine Apex Values** in every aspect of the daily school routine; including the behaviour policy



2.0 STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour we understand that these are goals to be worked towards rather than just expectations. Thus at Apex we believe the school has a central role in the children's social and moral development just as it does in their academic development.

In the same manner that we measure academic achievement and the progress of our pupils over a period of time, we measure standards of behaviour in terms of the children's development in reference to the school's behavioural policy.

Guidelines have been set up in order to achieve this and the school works as a **partnership between teachers and parents** in order to make this a reality and a success.

Several policies have been created in order to work towards the standards of acceptable behaviour at our school. We believe that with the support of parents and teachers we will be able to make our behavioural policy a success and ensure that the disciplining of children is kept to a minimum creating a positive and encouraging learning environment.

3.0 THE DISCIPLINE AND REWARDS POLICY

The discipline and rewards policy has been created in order to give the staff/volunteers guidance on the standard of behaviour that is expected throughout the school. It has been created to ensure the smooth running of the school and encourage a positive learning atmosphere. **It is therefore essential that there is consistency in carrying out these policies and that we all maintain the same standards within our classrooms.**

This, we hope, will lead to good development of their personalities and a friendly, encouraging environment of teaching and learning for everyone.

All staff members at Apex are encouraged to remember at all times that our pupils have been entrusted to us (*amānah*) and we should treat them as we would like our own children to be treated. It is the **action** which must be focused on when reprimanding a mistake, **not the person!** This policy highlights the importance of giving constructive and concise instruction and encourages positive praise when pupils show "good effort and progress" as well as "exemplary behaviour/character" during lessons and beyond.

The policy also highlights the method applied at Apex which, we believe, will have a strong impact on our pupils' **IPD (Islamic Personality Development)** and help them become Muslims with strong ethics and a high moral standard.

Apex categorically forbids the use or threat of corporal punishment. Teachers are advised and trained to resolve any conflict situation or other issue in line with the rules outlined in this policy and never resolve to any kind of physical reprimand.

We pray that Allah ﷻ blesses the efforts of Apex practitioners as well as parents and we ask Him alone to help us with the *tarbiyah* (nurturing, training and disciplining) of the future generation. Amīn!

3.1 PRACTICAL APPLICATION OF THIS POLICY

All pupils at Apex should be familiar with the **nine** distinct **Apex Values**. Teachers will focus every (Islamic) month on one of the Apex values and try to incorporate them in their daily lessons. Moreover the values are displayed in every classroom as well as the school hall and entrance in order to make them **omnipresent** for pupils and staff.

A rewards system has been put in place to further enhance the pupils' understanding and appreciation of the Apex Values. It is important to note that the same system is implemented throughout all year groups and classes to ensure consistency and ease of use as pupils will be familiar with the procedures. Our rewards system encourages positive behaviour and starts with a **visual tracking chart**:

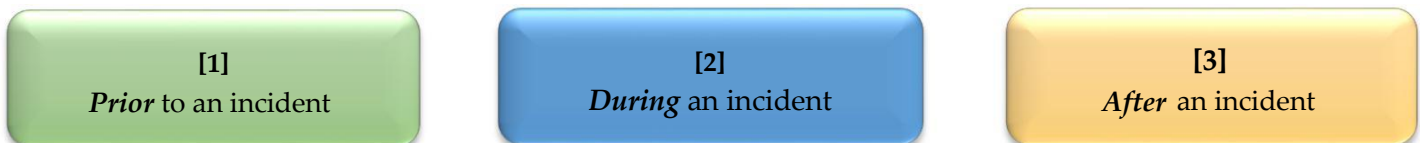


- Teachers prepare laminated 'name labels' of their pupils' (*three* per pupil)
- Teachers also prepare a display (clearly visible in the classroom) with the *nine* Apex Values (see example above) as well as a 'sun' tracker in the middle
- If any pupil shows a remarkable achievement, any praiseworthy action or effort worth an 'official' acknowledgment (even if just to boost the moral) then the pupil's name label can be put on any of the nine Apex Values displayed (teachers may take this as an opportunity to examine a certain value in more depth and explain its relevance)
- Pupils will be awarded with a 'sun' on the tracker (as displayed in the middle of the above picture) for every *three* values they manage to achieve in one school day
- The same value can be awarded more than once and pupils may be able to achieve more than one *sun* during one school day (please beware of overusing the system!)
- Those pupils who achieve *five suns* (*seven* for KS2) in *one* week will be awarded with a token of appreciation (small gift) from the class treasure box
- All name labels will be put aside at the end of a school day

The essential idea of our behavior policy is to focus on positive behavior whilst creating an atmosphere in which misconduct is prevented from happening in first place!

3.2 DISCIPLINE PROCEDURE

We believe that children do **not** naturally misbehave! Their misbehaviour is rather a **result** of circumstances and contributing factors which may (occasionally) be outside of their control. It is the role of a successful teacher to understand a student's situation and what may lead to misbehaviour. Behaviour management can usually happen in three distinct stages of any incident:



For the most effective practical application of this policy we will propose a simple step-by-step plan for each of the above mentioned stages:

[1] PRIOR TO AN INCIDENT

Research has shown that the **most effective** way of **behaviour management** happens in this stage (i.e. **stage one**). Effective practitioners ensure that they create an atmosphere of **mutual respect** in their classrooms. Misbehaving simply **cannot** thrive in such an environment. The following list contains some suggestion of important contributing factors for a successful **behavior management** at stage one:

Safety & Relationship

- *ensure that safety is granted for educator and learners at all times*
- *discuss with your pupils from the very beginning what constitutes good ādāb (i.e. what is acceptable behaviour and what is not) and make your agreement with the pupils (e.g. in form of a signed contract) visible – note that it is important for pupils to come up with their **own** suggestions upon which they can be held accountable*
- *establish a positive relationship with your pupils which must be based on much patience, care and fun but also clear boundaries*
- *learn your pupils' names as soon as possible and use them*
- *greet your pupils every morning and afternoon with a big smile and a clear, 'as-salāmu 'alaikum!'*
- *start and end your lesson with an appropriate du'ā*
- *use much praise; e.g., "ma-shā-Allah, I can notice your effort today!"*
- *focusing on positive (rather than negative) behavior; try to 'catch' your pupils being good, e.g., "Ma-shā-Allah, 13 of you have chosen to show proper ādāb, just waiting for two more in-shā-Allah!"*
- *use the Apex 'values' reward systems fairly and consistently*
- *try to get down to your pupils level when talking to them*
- *aim to have some sort of dialogue with each pupil every lesson*
- *really listen to your pupils contributions and respond genuinely*
- *avoid harbouring grudges – it only perpetuates bad relations*

Planning

- *plan what both the teacher and the pupils are doing for each stage of the lesson*
- *have a plan 'B' ready for those moments which don't go according to plan*
- *ensure that pupils are engaged throughout the lesson (i.e. no room for boredom)*
- *avoid prolonged teacher-led episodes (i.e. no lecturing to primary school children)*
- *rehearse different ways of giving instructions and explaining things*
- *make use of our 'co-operative learning' clips and system*
- *plan to encourage and support the good behaviour of individuals*
- *plan the use a variety of learning resources and gadgets*
- *anticipate potential problems, e.g. transitions from one section to an other*
- *observe other colleagues with key classes and individuals, to learn from their approaches (i.e. peer learning/teaching and lesson studies)*

The Routine

Routines help establish order, consistency, speed, independence and security. They are an essential part of class management and have the ability to establish a teacher's distinctive identity within a school. Possible routines may include:

- *pupils entering (and leaving) the classroom*
- *seating plans*
- *pupils moving about the classroom*
- *teacher moving about the classroom*
- *learning objectives (i.e. WALT statements and date clearly visible on the board)*
- *asking questions (see 'Bloom's Taxonomy' for a variety of question techniques)*
- *giving out resources*
- *pupil monitors for different tasks*

The Lesson

- *sound interested, even excited, in the subject*
- *reinforce instructions (visual as well as verbal)*
- *use positive phrasing; e.g. say, “put your pen down and listen please” rather than “stop calling out”*
- *use a consciously controlled voice (avoid shouting)*
- *watch out for ‘class discussions’ which in reality are a talk by the teacher punctuated by pupil contributions*
- *wait for complete quiet before giving instructions/information*
- *give genuine praise*

[2] DURING AN INCIDENT

All staff at Apex are expected to work together in order to implement the above mentioned *stage 1 guidelines* effectively and thence prevent incidents of happening in first place. Nevertheless, there will be situations when misconduct will occur as a result of not paying enough attention to one or more of the above mentioned points. *During* an incident teachers and other staff are encouraged to follow the following procedure:

- *ensure that safety is granted for educator and learners at all times*
- *stay calm and focused – never correct anyone whilst being angry*
- *let your pupil who is showing misconduct calm down – never try to correct a person who is in rage (even if you are calm yourself)*
- *avoid open confrontation in front of other pupils (i.e. don’t embarrass your pupil); say, “we’ll discuss this at later in-shā-Allah”*
- *tactically ignore minor issues if the major issues are being dealt with; e.g. ignore the sulky sighs, as a pupil returns to his/her desk as requested*
- *only ‘threaten’ what you intend to carry out (letting misbehaving pupils off will let them push the boundaries and play the system)*
- *avoid being sidelined onto a pupil’s agenda; e.g. ignore irrelevant questions*
- *recognise that pupils (especially when angry) may need time and space to cool off (you may want to allow them to perform wudū and pray two rak’ah to ward off their anger which comes from shaytān)*
- *recognise when you need help and advice, know where to get it*

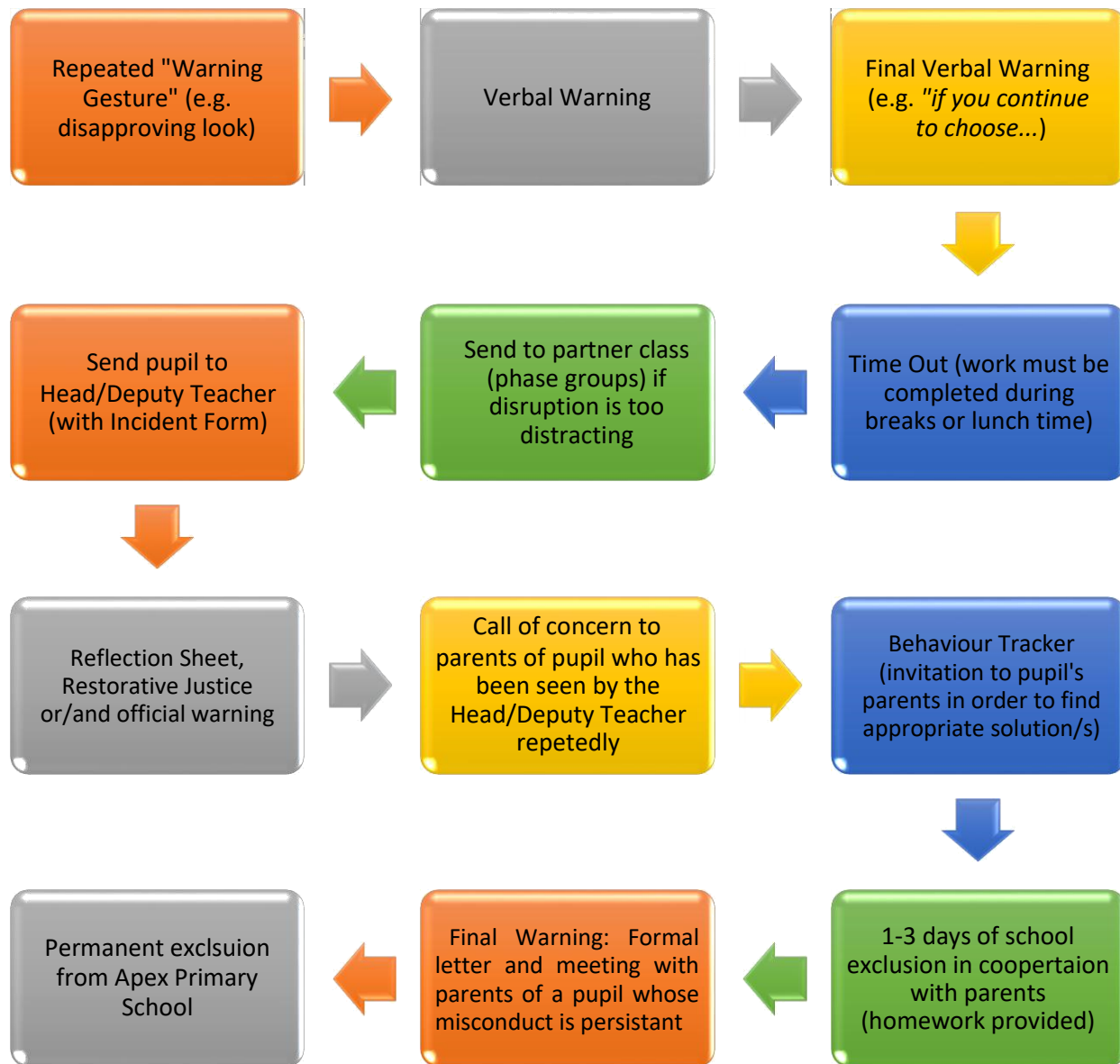
[3] AFTER AN INCIDENT¹

This last stage is to ensure that pupils learn from their inappropriate behavior or an unpleasant incident and thence develop their cognitive and social skills effectively.

- *decide, precisely, on what you want to modify and make it a clear target for the pupil*
- *communicate targets precisely*
- *always bring back any incident to pupil’s ‘wrong choice’ not his/her character*
- *criticise the behaviour, not the person; i.e. say, “name calling is unpleasant” rather than “you’re being nasty”*
- *offer choices; e.g. say, “this work needs completing, so is it now or at break?”*
- *identify the primary or major issues that need to be addressed and tackle them one-by-one (not too many targets at any one time)*
- *ensure that pupils understand why any given behavior is deemed inappropriate*
- *be just and fair in your procedure and handling of incidents*

¹ Many of the above point and suggestions were taken (and subsequently edited) from a leaflet for new PGCE trainees, Newman University, Birmingham (UK) – click on [this link](#) for more information.

3.3 DISCIPLINE PROCEDURE CHART

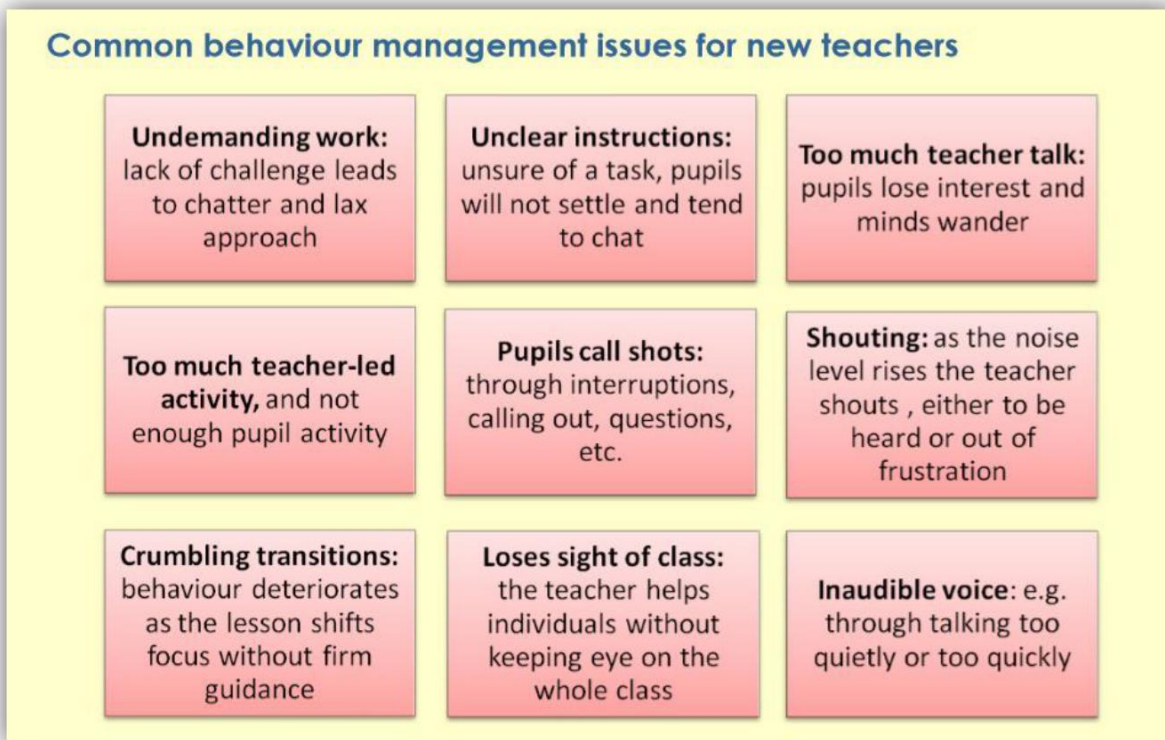


Ibn al-Jawzī wrote:
"A poet said:
If you straighten the branches they will straighten up,
but wood does not soften if you amend it.
Discipline benefits children gradually,
but it will not benefit those who have aged."

In case of *extremely unacceptable behavior* (see below), teachers may move names for more than one section at a time.

3.4 UNACCEPTABLE BEHAVIOUR

Unacceptable Behavior	Extremely Unacceptable Behavior
<ul style="list-style-type: none">▪ Disrupting lesson▪ Not following the teacher's instructions▪ Throwing things around the room▪ Shouting▪ Leaving the classroom without permission▪ Rocking on chair▪ Calling Names▪ Gossiping▪ Play fighting▪ Snatching▪ Touching property belonging to others	<ul style="list-style-type: none">▪ Using extremely foul language▪ Fighting▪ Breaking school equipment▪ Being rude to the teacher▪ Bullying▪ Lewd behavior▪ Answering back▪ Refusing to do work▪ Ganging up



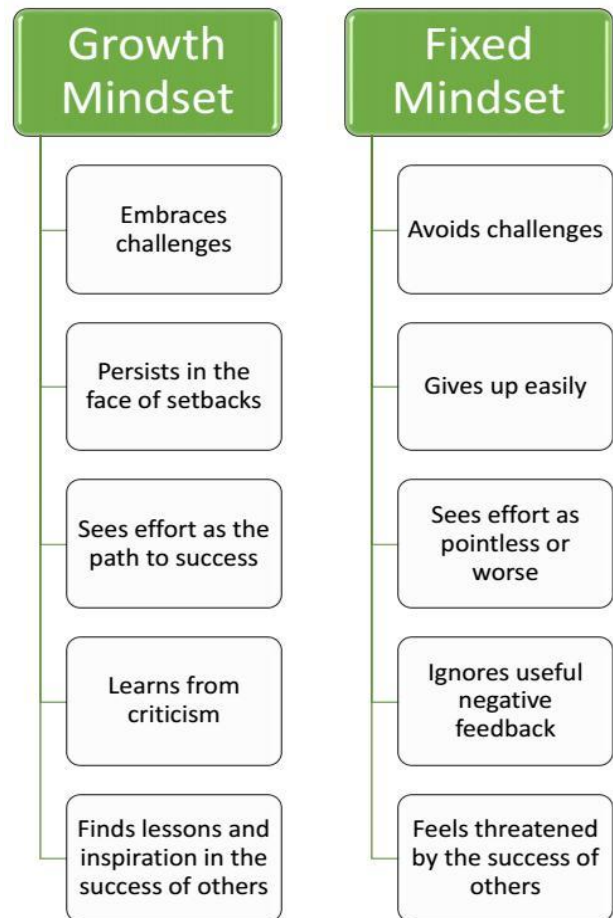
From a leaflet for new PGCE trainees, Newman University, Birmingham (UK)

4.0 DEVELOPING A GROWTH MINDSET ATTITUDE

The above procedure is designed to encourage good behaviour in many different areas and will hopefully aid the building of the pupils' **Islamic Personalities Development (IPD)**. Teachers are encouraged to pay careful attention to the pupils' **emotional welfare** and use appropriate language to stimulate a **growth mindset attitude**. Teachers are trained to use appropriate language to develop a growth mindset attitude. The following list of vocabulary and phrases³ gives a quick overview:

Instead of...	Try saying... What am I missing?
<i>I'm not good at this</i>	<i>I'm on the right track!</i>
<i>I'm brilliant at this</i>	<i>I'll try a different way</i>
<i>I give up</i>	<i>I'm going to learn how</i>
<i>This is too hard</i>	<i>Mistakes help me learn</i>
<i>I've got this wrong</i>	<i>I'm going to emulate</i>
<i>I'll never be as clever as</i>	<i>How can I improve</i>
<i>It's not good enough</i>	

A detailed **feedback kit** for teachers to instill a growth mindset attitude within their classroom can be found in the appendix of this policy.²



5.0 MUHĀSABAH BOOKLET

- Muḥāsabah means reflection (self-evaluation, accountability and reform) in Arabic. It's primary purpose is to encourage children to reflect on their actions and make good choices about their behaviour.
- Pupils have dedicated Muḥāsabah breaks on Monday, to set themselves targets (academic or spiritual) for that week and Fridays to assess their targets.
- Pupils note their Muḥāsabah targets in their very own Muḥāsabah booklet. It is hoped that pupils will develop a sense of organization and effective planning skills.
- The main aim of the Muḥāsabah Booklet is to develop children's Islamic Personality. The Muḥāsabah Booklet is embedded in the behavior Policy and must be used to reinforce the Policy.
- At Apex we recognize the importance of parental involvement in all spheres of the child's development and education, hence this Booklet is used in partnership with home and school and promotes parental involvement in the management and development of the child's behaviour.

6.0 STAR STUDENT OF THE WEEK

Additional recognition is given out once a week to students during a special assembly. This can be for anything that the class teacher would want to bring to attention of the whole school, including areas that a child may have gained points for in the Muḥāsabah Booklet. The child awarded the 'Star Student' of the week will stick their sticker on the whole school chart. At the end of the year one child from each class with the most stars will be awarded the 'Star Student of the Year Award' during the annual presentation event.

² Graph and slightly edited phrases are taken from an Optimus Education Webinar PPT, see: <http://bit.ly/Hildrew>

7.0 CLASSROOM HELPERS/MONITORS

We want to encourage the children to take responsibility and encourage them to help others. Teachers will choose students from their class to be 'helpers' for a certain responsibility. The teacher should change helpers each day or week and make sure that different students get the opportunity to be 'classroom helpers'.

Helpers can assist the class teacher in the following ways:

- Collecting and returning the class register
- Giving out stationary and books
- Tidying up book shelves and making sure books are in order
- Collecting books and stationary at the end of each lesson
- Giving out fruit and milk at break time
- Helping to tidy up the classroom and equipment at the end of the day

8.0 HEAD BOY, HEAD GIRL AND PREFECTS

Head Boy and Head Girl are chosen by members of the school staff from our Year 6 pupils, for their outstanding qualities and as excellent role models for Apex Primary School. They hold this responsible role for the academic year. During their time of office they will be called upon to be ambassadors for the school and will meet and greet important visitors to the school, as well as being involved in a wide range of other important and enjoyable duties.

The following, is a list of the **qualities** we are looking for:

- Initiative and Commitment
- Outstanding behaviour
- Islamic knowledge
- Communication and Organisation skills
- Reflective thinker
- A team worker
- Decisive, sensible, smart and calm
- Humility
- Responsibility and Leadership

The appointment process for our Head Boy, Head Girl and Prefects

Anyone applying for a role must be able to demonstrate commitment to the school and involvement in the life of the school e.g. effort to work. Candidates need to submit in an application form for why they should be considered and how they feel they would best fulfil their requirements of the role. Candidates will be shortlisted and will be required to attend an interview.

8.0 CLASSROOM RULES

At the beginning of the academic year, each class should draw up a set of classroom rules (maximum of five) . This should be done in partnership with the teacher and children. Encouragement should be given to all children to make suggestions and agree on the rules set. Some suggestions of classroom rules are given below (also see Appendix 01):

- Do ***follow Teacher's*** instructions
- Do ***ask permission*** if you need to leave the classroom
- Do ***use your inside voice*** in the classroom
- Do ***remain quiet*** while others are talking
- Do ***put your hand up*** to ask the Teacher a question
- Do ***remain in your seats*** if the teacher leaves the room
- Do ***tuck your chairs in*** when leaving your desk
- Do ***pick things up*** from the floor
- Do keep your ***classroom tidy***

9.0 FURTHER READINGS & LINKS

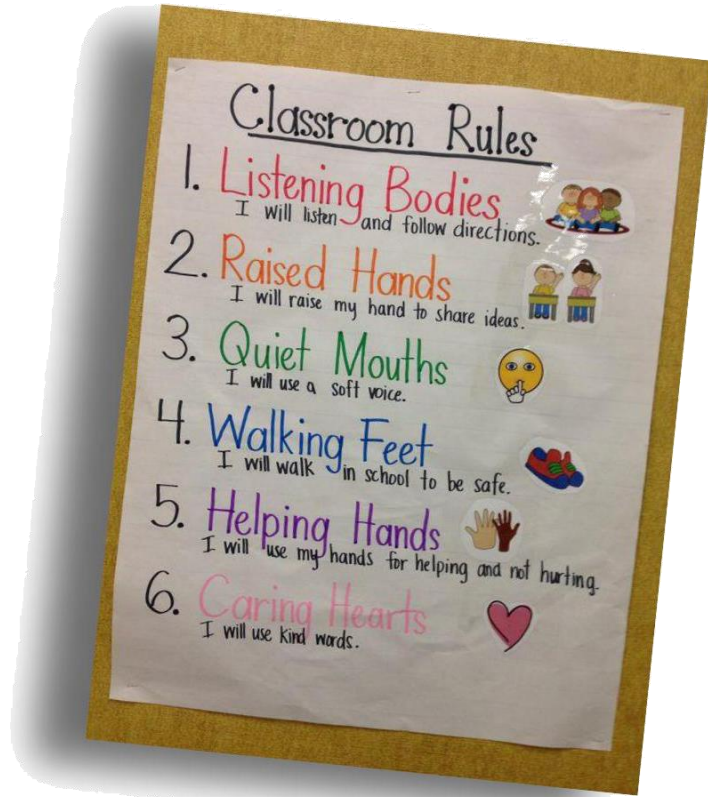
The following list of CPD material and resources is for reference purposes only. Opinions expressed on any of the linked websites or resources may not be in agreement with the official Apex Primary School policies:

- ☒ **Department of Education** (policy guidelines):
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- ☒ **Getting the simple things right** (Charlie Taylor's behaviour checklists):
<http://media.education.gov.uk/assets/files/pdf/c/charlie%20taylor%20checklist.pdf>
- ☒ **Peer teaching**: <http://www.opencolleges.edu.au/informed/features/peer-teaching/>
- ☒ **Dr. Bill Rogers** (series): <https://www.youtube.com/watch?v=WqIXB1RG-Vg>

10.0 APPENDIX

- 01 Example of Classroom Agreement/Constitution
- 02 Growth Mindset Feedback Kit for teachers
- 03 APEX of Reflection Sheet
- 04 APEX Behaviour Tracker
- 05 APEX School Rules
- 06 APEX Playground Rules
- 07 APEX Lunch Rules

APPENDIX 01: EXAMPLES OF CLASSROOM AGREEMENT/CONSTITUTION



<https://uk.pinterest.com/weareteachers/classroom-rules-that-work/>

<http://www.teachersnotebook.com/product/melonheadzdoodles/classroom-rules>



<https://uk.pinterest.com/explore/classroom-contract/>



<https://uk.pinterest.com/explore/social-contract/>

APPENDIX 02: Growth Mindset Teacher's Feedback kit

As students begin to work on their learning objectives, growth minded language guides and motivates them to ensure that they remain **persistent**, **resilient**, and **focused** on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.

Use these language frames when interacting with your students in the following situations.

When they struggle despite strong effort

- *OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.*
- *Is there anything you could do to prepare differently next time?*
- *When you think you can't do it, remind yourself that you can't do it **yet**.*
- *It is the kinds of mistakes that you make along the way that tell me how to support you.*
- *Of course it's tough –school is here to makes our brains stronger!*
- *You can do it – it's tough, but you can; let's break it down into steps.*
- *Let's stop here and return tomorrow with a fresher brain.*

When they struggle and need help with strategies

- *Let's think about how to improve (the accuracy of) this section/paragraph/sentence etc.*
- *Let me add new information to help you solve this....*
- *Here are some strategies to figure this out; let's do one together, out loud.*
- *Just try – we can always fix mistakes once I see where you are getting held up.*
- *Let's write a plan for practicing and/or learning.*

When they are making progress

- *Hey! You were working on this for a while and you didn't quit!*
- *What strategies are you using?*
- *I see you using your strategies/tools/notes/etc. Keep it up!*

When they succeed with strong effort

- *I am so proud of the effort you put forth to/in/with .*
- *I am very proud of you for not giving up, and look what you have to show for it!*
- *Congratulations – you really used great strategies for studying, managing your time etc.*
- *The next time you have a challenge like this, what will you do?*
- *What choices did you make that you think contributed to your success?*
- *I can see you really enjoyed learning .*

When they succeed easily without effort

- *It's great that you have that down. Now we need to find something a bit more challenging so you can grow; what skill would you like to work on next?*
- *I don't want you to be bored because you're not challenging yourself.*

REFLECTION-SHEET

Your Name: Date: / /143... AH (..... / /201... CE)

After reflecting over my actions, I think the following things went wrong:

.....
.....
.....

Below are some targets which I plan to do in order to correct my mistake(s):

.....
.....

Now copy the sentence below on the lines and train your Arabic writing skills!

إِنَّ فِعْلَ الْحَسَنَاتِ كَفَّارَةٌ لِلْسَّيِّئَاتِ

.....
.....
.....

⁵ This Arabic sentence means, “indeed doing good deeds is an expiation for bad actions (sins)” which is a Qur’anic principle based on āyah 114 in sūrah Hūd [11:114]. The Arabic sentence above is not taken directly from the noble Qur’ān since (young) children may need to copy it in class and one could fear impreciseness!

Behaviour Tracker for:

Date:

Aim: (Max 35)	No. achieved:	Target met:	Week:
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<p>Please make a note of the child's behaviour in each session.</p> <p>Tick <input checked="" type="checkbox"/> if behaviour was appropriate and cross <input type="checkbox"/> if there is a cause for concern. Please make a note of the reason in the box you have crossed.</p> <p>A child must achieve at least two consecutive weeks, achieving all 35 targets before removal from report.</p>	TARGETS	<p>0 _____</p> <p>_____</p> <p>0 _____</p> <p>_____</p>
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DAY	SESSION 1	BREAK	SESSION 2	SESSION 3	LUNCH	SALĀH	THEMATIC/ ISLAMIC/PE	TEACHER SIGN	PARENT SIGN
MONDAY									
TUESDAY									
WEDNESDAY									
THURSDAY									
FRIDAY									

Comments and consequences:



SCHOOL RULES



Do respect those around you and treat each other with kindness!



Do remember the APEX VALUES!



Do use polite language & make dhikr a lot!



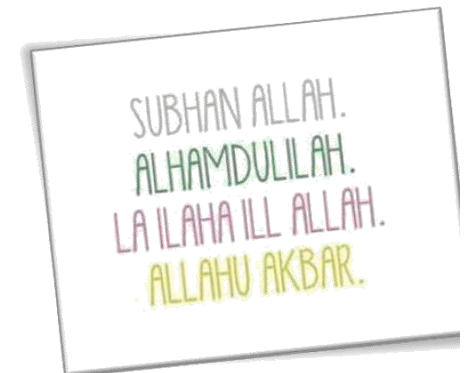
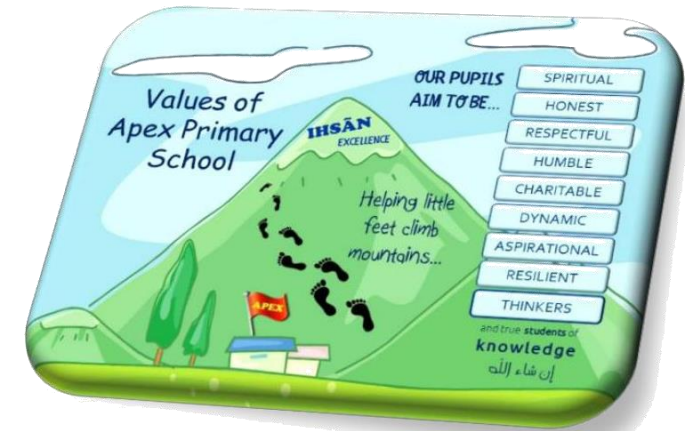
Do walk between classrooms!



Do look after your school and equipment!



Do keep the toilets clean after using them!



LUNCHTIME RULES

✓ **Do wash your hands before AND after eating**



✓ **Do sit down to eat your lunch**



Do

✓ **begin and finish eating with Du'a**



✓ **Do bring only healthy food for lunch**



✓ **Do use your right hand to eat and drink**



✓ **drink Do tidy up after lunch**

✓ **Do wait by your seats after your lunch**



PLAYGROUND RULES



Be a good friend

Sūrah al-Hujurāt [49:10]

{Believers are Brothers –
so make peace between your brothers!}



Be respectful and fair to everyone – remember anger is from shaytan ☞ 



Keep the playground clean



Keep yourself and others safe



Line up quietly at the end of play



Return to class in a calm manner ready for lessons

