Behaviour Policy

Reviewed: September 2026 Next review: September 2027

INTRODUCTION

Good behaviour is essential for effective teaching and learning to take place.

— a principle reflected in the Department for Education's current guidance (Behaviour in Schools, DfE, 2024).

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:

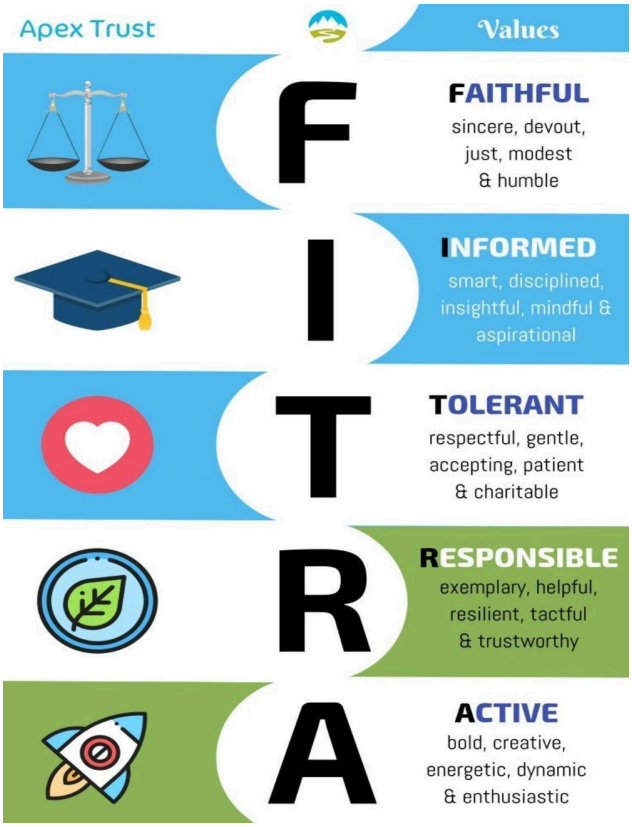
"***Nothing is placed on the Scale that is heavier than good character. Indeed the person with good character will have attained the rank of the person of fasting and prayer.***"

[Sunnan at-Tirmidhī, Ṣaḥīḥ al-Jām'ī #5726].

Behaviour transformation can be a daunting task and requires teachers, parents and caregivers 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
- To promote and incorporate the ***five*** **Apex Values** in every aspect of the daily school routine; including the behaviour policy

Statement of Behaviour Principles

At Apex, our approach to behaviour is founded on the following principles:

- Every child is valued, and behaviour is understood in the light of our belief that children do not naturally misbehave.
- We correct the action, not the person, and always with dignity and respect.
- Positive behaviour is nurtured through strong relationships, clear expectations, and consistent praise and reward.
- All pupils are supported to meet our expectations, with reasonable adjustments for those who need them.
- Every child has the right to learn in a safe, calm and respectful environment, free from disruption, bullying and discrimination.
- Sanctions are fair, proportionate, and never a substitute for support.
- Behaviour is understood alongside a pupil's wider welfare and safeguarding.
- Every day is a fresh start.

Together, this behaviour policy and our FITRA values are an extension of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. See also the school's SMSC Policy for how British values are promoted across the curriculum. SMSC_Policy.docx

In applying this policy, the school has regard to the Education (Independent School Standards) Regulations 2014, the Equality Act 2010, Keeping Children Safe in Education (current version), and Behaviour in Schools: advice for headteachers and school staff (DfE, 2024).

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 behaviour 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 behaviour policy a success and ensure that the discipline 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 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 and throughout the school.** 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, emotional literacy and a high moral standard.

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 *tarbīyah* (nurturing, training and discipling) of the future generation. Amīn!

3.1 Practical Application of This Policy

All pupils at Apex should be familiar with the **five** distinct **Apex Values.** Teachers will incorporate the values into the daily lessons and through the muhasabah every week. 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.

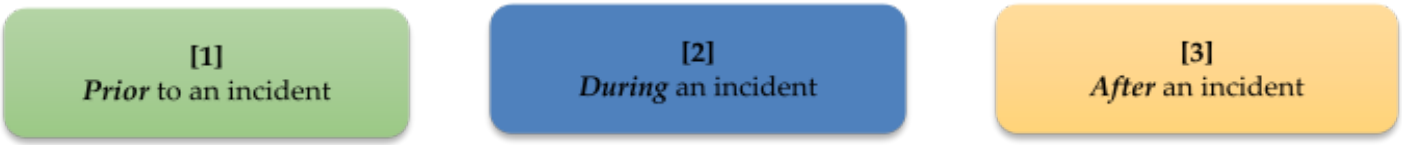
A rewards system has been put in place to further enhance the pupils' understanding and appreciation of the Apex Values. It is important to note that the same system is implemented throughout all year groups and classes to ensure consistency and ease of use as pupils will be familiar with the procedures.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

- Teachers display (clearly visible in the classroom) the poster with the five Apex Values (see example above)
- 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 earn a ClassDojo point linked to one of the FITRA values (teachers may take this as an opportunity to examine a certain value in more depth and explain its relevance)
- Pupils will also be awarded a Housepoint for every ClassDojo Point. At the end of the day teachers can add the points to the House Points charts for more details **See *House Points Procedure***
- The same value can be awarded more than once in a day (please beware of overusing the system!)
- Those pupils who achieve *fifteen* ClassDojo points in *one* week will be awarded with a small prize from the class treasure box.

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- FEELIT Fix (taken from https://www.happyconfident.com/)

Research has shown that the **most effective** way of **behaviour management** happens at 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. Appendix 8 contains some suggestions of important contributing factors for a successful ***behaviour management*** at stage one.

At Apex, we apply the FEELIT method in order to understand children's emotional needs and to help them work through their feelings which may be leading to difficult behaviour. The FEELIT method develops the emotional literacy and intelligence of pupils enabling them to:

have difficult conversations	***resolve conflicts***	***explore and share feelings***
find resolutions	***develop empathy skills***	***learn to self regulate***

The FEELIT Fix is a methodology designed for use in the classroom setting during SMSC to help resolve past or current issues and predicted challenges together as a team. In doing so, children learn to name their feelings, share them with their teacher, think of ways to help them feel better and find solutions to help them regulate their emotions. This in turn teaches children emotional intelligence and allows them to understand their own emotions and feelings as well as others, thus creating a sense of empathy.

PAST	**PRESENT**	**FUTURE**
reflection & problem solving	daily interaction & unpacking real events	anticipating potentially difficult times

There are four stages to the FEELIT Fix, regardless of the type of fix.
Following the same format for each FEELIT Fix conversation, pupils are asked the following open-ended questions.

NAME IT: How are you feeling?
SHARE IT: How are you showing your feelings?
SHIFT IT: How do you want to feel?
FIX IT: What can you do to get the result you want?
(Refer to Appendix 9)

[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 then prevent incidents happening in the 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 warn of consequences 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 Incident[1]

This last stage is to ensure that pupils learn from their inappropriate behaviour or an unpleasant incident and then 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 behaviour is deemed inappropriate*
- *be just and fair in your procedure and handling of incidents*

[1] Many of the above points 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 [2]



Ibn al-Jawzī رحمه الله wrote:

"A poet said:
If you straighten the branches they will straighten up,
but wood does not soften if you amend it.

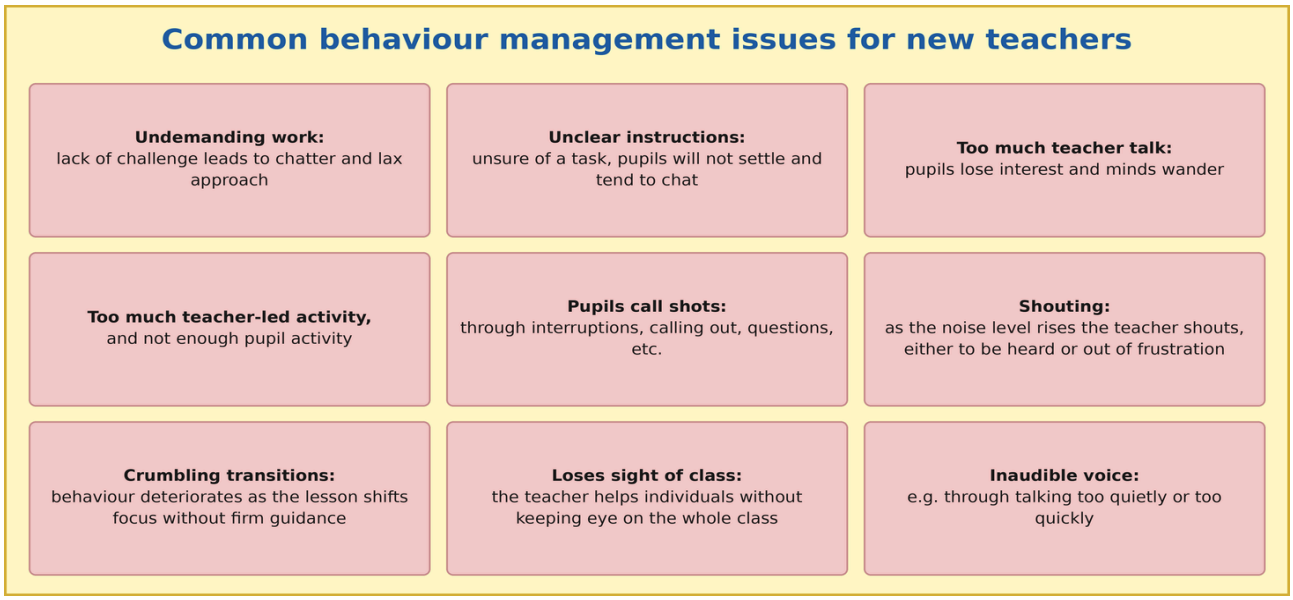
Discipline benefits children gradually,
but it will not benefit those who have aged."

[Ibn al-Jawzī, Disciplining the Soul, pp 99]

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

3.4 UNACCEPTABLE BEHAVIOUR

Unacceptable Behaviour	Extremely Unacceptable Behaviour
▪ Disrupting lesson	▪ Using extremely foul language
▪ Not following the teacher's instructions	▪ Fighting
▪ Throwing things around the room	▪ Breaking school equipment
▪ Shouting	▪ Being rude to the teacher
▪ Leaving the classroom without permission	▪ Bullying
▪ Rocking on chair	▪ Lewd behaviour
▪ Calling Names	▪ Answering back
▪ Gossiping	▪ Refusing to do work
▪ Play fighting	▪ Ganging up
▪ Snatching	
▪ Touching property belonging to others	



3.5 STEPPED RESPONSE TO MISBEHAVIOUR

The stepped response follows the Discipline Procedure chart (see 3.3):

1. **Warning gesture** — a non-verbal signal (e.g. a disapproving look) reminding the pupil of the expected behaviour.
2. **Verbal warning** — a quiet reminder of the expectation and the relevant Apex Value.

3. **Final verbal warning** — a clear, calm restatement offering a way back (e.g. "if you continue to choose…").

4. **Time out and reflection** — work to be completed during break or lunchtime, and/or a Reflection Sheet (Appendix 3), a Restorative Justice conversation, or an official warning.

5. **Send to a partner class** — where disruption is too distracting for others, the pupil is moved to a partner (phase-group) class (see 3.6).

6. **Refer to the Head / Deputy** — with an Incident Form, where behaviour is serious or persistent.

For extremely unacceptable behaviour (see 3.4), staff may move straight to a later step. A sanction never replaces support — staff continue to use the FEELIT approach alongside any step — and every day is a fresh start.

3.6 Internal Exclusion, Fixed-Term Exclusion and Permanent Exclusion

At Apex we believe children are best supported by remaining in school wherever possible. Our preferred response to serious or repeated misconduct is therefore internal exclusion — the pupil is sent to a partner (phase-group) class for a set period with work provided, so that learning continues away from the situation that led to the incident.

Where behaviour is serious or persistent, parents are involved so that a solution can be found together: a call of concern to parents, followed, if the behaviour continues, by a Behaviour Tracker with parents invited to agree appropriate next steps, and — where misconduct persists — a formal warning letter and meeting with parents.

Where necessary, a short fixed-term exclusion of one to three days may be applied in cooperation with parents, with homework provided so that the pupil's learning continues at home.

Permanent exclusion is regarded as an absolute last resort, used only in the most exceptional circumstances where a pupil's continued presence would seriously harm the safety, education or welfare of others. As an independent school, this decision rests with the Headteacher and is governed by the school's terms and conditions with parents.

3.7 Pupils with Additional and Special Educational Needs (SEND)

At Apex we recognise that a pupil's behaviour may sometimes be affected by a special educational need or disability, and that not every child will meet the same expectation in the same way. In keeping with our belief that children do not naturally misbehave (see 3.2), staff first consider whether an unmet need may be contributing to a pupil's behaviour before applying any consequence.

For pupils with SEND, this policy is applied with reasonable adjustments, in line with the school's duties under the Equality Act 2010. This may mean adapting our expectations, the steps in the stepped response (3.5), or the support around a pupil, so that no child is disadvantaged by a difficulty that is outside their control. Where helpful, an individual plan may be agreed with the pupil, their parents and the school's SENCo to set personalised targets and strategies.

These adjustments do not lower our expectations — they ensure that every child is supported fairly to meet them. This section should be read alongside the school's SEND Policy.

3.8 Use of Reasonable Force

Apex staff do not hit, slap, or use corporal punishment on pupils in any form — this is never permitted, under any circumstances. Physical intervention is a genuinely last resort and is rarely needed. However, all members of staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006), and may do so only to prevent a pupil from hurting themselves or others, or from damaging property. Force is never used as a punishment.

Any use of reasonable force will be proportionate to the risk, used for the shortest time necessary, and recorded on the school's Restraint (Positive Handling) Log on the same day. Parents will be informed afterwards. Where a pupil is known to need physical support more regularly, guidance will be included in their Individual Education Plan (IEP), agreed with parents and the SENCo.

3.9 Searching and Confiscation

At Apex, searching a pupil is very rarely necessary. Where it is, a member of staff will ask the pupil for permission and, wherever possible, ask them to turn out their own pockets, bag, tray or coat rather than the item being searched by staff. Searches are carried out by a member of staff of the same sex as the pupil, with a second member of staff present, and in a way that avoids embarrassment or distress.

Staff may confiscate any item that is not permitted under the school rules, or any item that could harm a pupil, disrupt learning, or is otherwise inappropriate in school. Confiscated items are normally returned to the pupil's parents at the end of the day, or disposed of where it would not be appropriate to return them.

In the rare event that a pupil is believed to have brought a dangerous or illegal item into school, the Designated Safeguarding Lead (DSL) will treat this as a safeguarding matter — recording it in the Pupil Pastoral and Incident Log, informing parents, and involving the police where necessary. Where a pupil is found to be carrying, using or threatening others with a weapon, or where serious violence is involved, a Safety and Support Plan will be put in place.

3.10 Child-on-Child Abuse, Including Bullying

At Apex we are committed to a safe and respectful environment in which every child is protected from harm by other children. Child-on-child abuse — which includes bullying (in person or online), physical aggression, and any sexualised or otherwise inappropriate behaviour — is never acceptable and is never dismissed as "just playing" or "banter".

All concerns of this kind are taken seriously, however minor they may first appear. Staff record them in the Pupil Pastoral and Incident Log or Bullying Log as appropriate, and refer them to the Designated Safeguarding Lead (DSL), who will decide on the appropriate response and support for both the child affected and the child responsible, in line with the school's Child Protection and Safeguarding Policy.

This section should be read alongside the school's Child Protection and Safeguarding Policy and Anti-Bullying Policy.

3.11 Discrimination and Prejudice-Based Behaviour

At Apex, treating every person with fairness, dignity and respect is central to our values and to the Islamic character we seek to nurture in our pupils. We do not tolerate discrimination, prejudice, or unkind behaviour or language directed at any person because of their race, religion or belief, gender, disability, or any other characteristic.

Any incident of this kind — including discriminatory or hurtful language, even where a child may not fully understand its meaning — is taken seriously, addressed with the pupils involved, and recorded in the Pupil Pastoral and Incident Log. Where appropriate, the Designated Safeguarding Lead (DSL) will be informed and the matter dealt with in line with the school's Child Protection and Safeguarding Policy.

Our aim is always educative: helping pupils understand why such behaviour is wrong and supporting them to put it right, in keeping with our belief that we correct the action, not the person. This section should be read alongside the school's Equal Opportunities Policy.

3.12 Behaviour and Safeguarding

At Apex we recognise that a change in a pupil's behaviour, or behaviour that is persistent or out of character, may be a sign that something is troubling them or that they need help. Reflecting our view that misbehaviour is rarely a child's natural instinct, staff always consider whether an unmet need, difficulty at home, or safeguarding concern may lie behind a pupil's behaviour.

Where a member of staff has any such concern, they record it in the Pupil Pastoral and Incident Log and share it with the Designated Safeguarding Lead (DSL) without delay, in line with the school's Child Protection and Safeguarding Policy. Behaviour is never dealt with in isolation from a pupil's wider welfare.

Each class has a worry box where children can post any worries or concerns, and there is also a worry box for the Headteacher. These are checked regularly so that concerns can be picked up and responded to.

3.13 Recording and Monitoring of Behaviour

Behaviour incidents, and the actions taken in response, are recorded in the school's dedicated behaviour logs. These include the Pupil Pastoral and Incident Log for day-to-day pastoral and behaviour concerns, the Bullying Log for bullying incidents, and the Restraint (Positive Handling) Log for any use of physical intervention. Smaller day-to-day concerns are recorded by teachers in the KS1 and KS2 behaviour logs, which help identify patterns at phase level. Where behaviour

concerns are identified through Impero's filtering and monitoring system, these are transferred into the appropriate log by the Designated Safeguarding Lead (DSL) or Deputy DSL.

Records are reviewed by the DSL and DDSL termly to identify patterns — whether for an individual pupil, a class, or the school as a whole — so that support can be put in place early and the effectiveness of this policy can be monitored over time. Where a pattern suggests an unmet need, it is shared with the SENCo as appropriate.

CCTV, in operation in designated areas of the school site, may also be used to support the review of behaviour incidents. Its use is governed by the school's separate CCTV Policy, which sets out the purpose, locations, and data protection arrangements for recorded footage.

3.14 Roles and Responsibilities

The Trust has overall responsibility for this policy, for ensuring it meets the school's obligations, and for reviewing it.

The Headteacher is responsible for implementing the policy, supporting staff to apply it consistently and fairly, and making decisions on exclusion.

All staff who have contact with children are responsible for modelling the school's values, applying the stepped response consistently, building positive relationships with pupils, and recording incidents in the appropriate behaviour log.

Parents and carers are asked to support the school's values and expectations, to work in partnership with staff where concerns arise, and to reinforce positive behaviour at home.

Pupils are expected to follow the school rules, treat others with respect, and take responsibility for their own behaviour in line with our values.

3.15 Behaviour Beyond the School Gates

The school's behaviour expectations apply not only in school but also on educational visits and trips, while pupils are travelling to and from school, and whenever a pupil is identifiable as a member of Apex.

The school may also respond to behaviour that takes place outside school — including online — where it affects the wellbeing of a pupil or member of staff, the reputation of the school, or the safety and good order of the school community. Where such behaviour raises a safeguarding concern, it is recorded in the Pupil Pastoral and Incident Log and shared with the Designated Safeguarding Lead (DSL).

3.16 Online Behaviour and Cyberbullying

We expect pupils to treat others with the same kindness and respect online as we ask of them in person. Cyberbullying, or any unkind, hurtful or inappropriate behaviour towards others through electronic communication, is not acceptable and is treated in the same way as any other form of unkind behaviour or bullying (see 3.10).

Where online behaviour affects a pupil or the school community, it is recorded in the Pupil Pastoral and Incident Log and shared with the Designated Safeguarding Lead (DSL). This section should be read alongside the school's Online Safety Policy and Anti-Bullying Policy.

3.17 Mobile Phones and Personal Devices

Pupils are not permitted to bring mobile phones or other personal electronic devices into school, including smart watches and other 'spy' watches. Any device found in school is handed to staff and returned to the pupil's parents, in line with the school's Online Safety Policy.

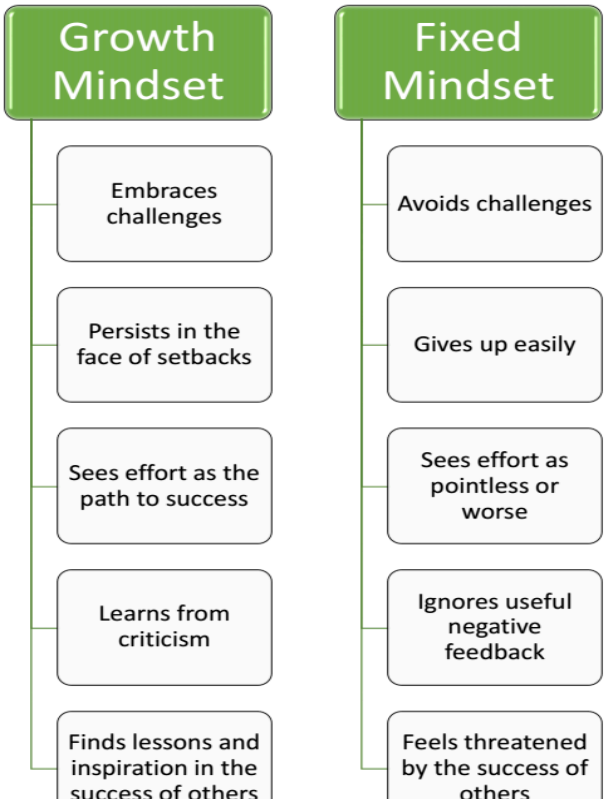
3.18 Deliberately False or Malicious Allegations

Any allegation made by a pupil against a member of staff is taken seriously and handled in line with the school's Child Protection and Safeguarding Policy.

Where an allegation is found to have been deliberately invented or malicious, the matter is addressed with the pupil under this policy, and the school will consider what support the pupil may need to understand the seriousness of what has happened. In such cases the school will also ensure that the member of staff involved is supported.

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 phrases[3] gives a quick overview:



Instead of... **Try saying...**

[3] Graph and slightly edited phrases are taken from an Optimus Edu

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

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

5.0 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'. Class monitor lists should be on display in each classroom.

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
- Helping to tidy up the classroom and equipment at the end of the day

6.0 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.

7.0 The FEELIT TEAM Promise

At the beginning of the academic year, the FEELIT TEAM Promise (see Appendix 1) needs to be completed as a class. 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.

The FEELIT TEAM Promise is a living document developed together as a team in the class. It is not just a 'rules' poster on the wall, but a class-specific contract among the pupils, teachers and class community to guarantee a safe space for self-expression.

By doing this, the children will look out for each other choosing to be kind, collaborate and be supportive of each other. They will feel a sense of responsibility and be driven to take care of each other, feeling safe to express themselves and support others in doing the same.

Some suggestions of classroom rules are given below:

- *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***

8.0 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:

- **The FEELIT Fix Method**

https://www.happyconfident.com/

- **Behaviour in Schools: advice for headteachers and school staff (DfE, 2024)**: https://www.gov.uk/government/publications/behaviour-in-schools--2

- **Keeping Children Safe in Education** (DfE, current version): https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

- **Dr. Bill Rogers** (series): https://www.youtube.com/watch?v=WqIXB1RG-Vg

9.0 APPENDIX

- 01 The FEELIT Team Promise
- 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
- 08 Strategies
- 09 The FEELIT Fix

APPENDIX 01: **The FEELIT TEAM Promise**



APPENDIX 02: Growth Mindset Teacher's Feedback kit[4]

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.*

[4] Adapted from: http://schools.nyc.gov/NR/rdonlyres/8EA47553-FEE3-4753-8BFC-D6688FC2D61F/0/GrowthMindsetFeedbackTool.pdf and www.mindsetworks.com/free-resources

Reflection-Sheet

Your Name: ..... **Date:** ..... /..... /143.... **AH (** ..... /..... /202.... **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 كَفَارَةٌ لِلسَّيِّئَاتِ[5]

.....

.....

.....

.....

.....

[5] This Arabic sentence means, ***"indeed doing good deeds is an expiation for bad actions (sins)"*** which is a Qur'ānic 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 Template

This behaviour tracker is used to monitor a pupil's behaviour across the school day, session by session. At the end of each lesson or session, the class or subject teacher records a brief comment reflecting the pupil's behaviour, engagement, or any incidents that occurred. The completed tracker is reviewed at the end of the day and shared with parents, helping to identify patterns, celebrate progress, and ensure a consistent, joined-up approach to supporting the pupil.

Appendix 8

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 another*
- *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:

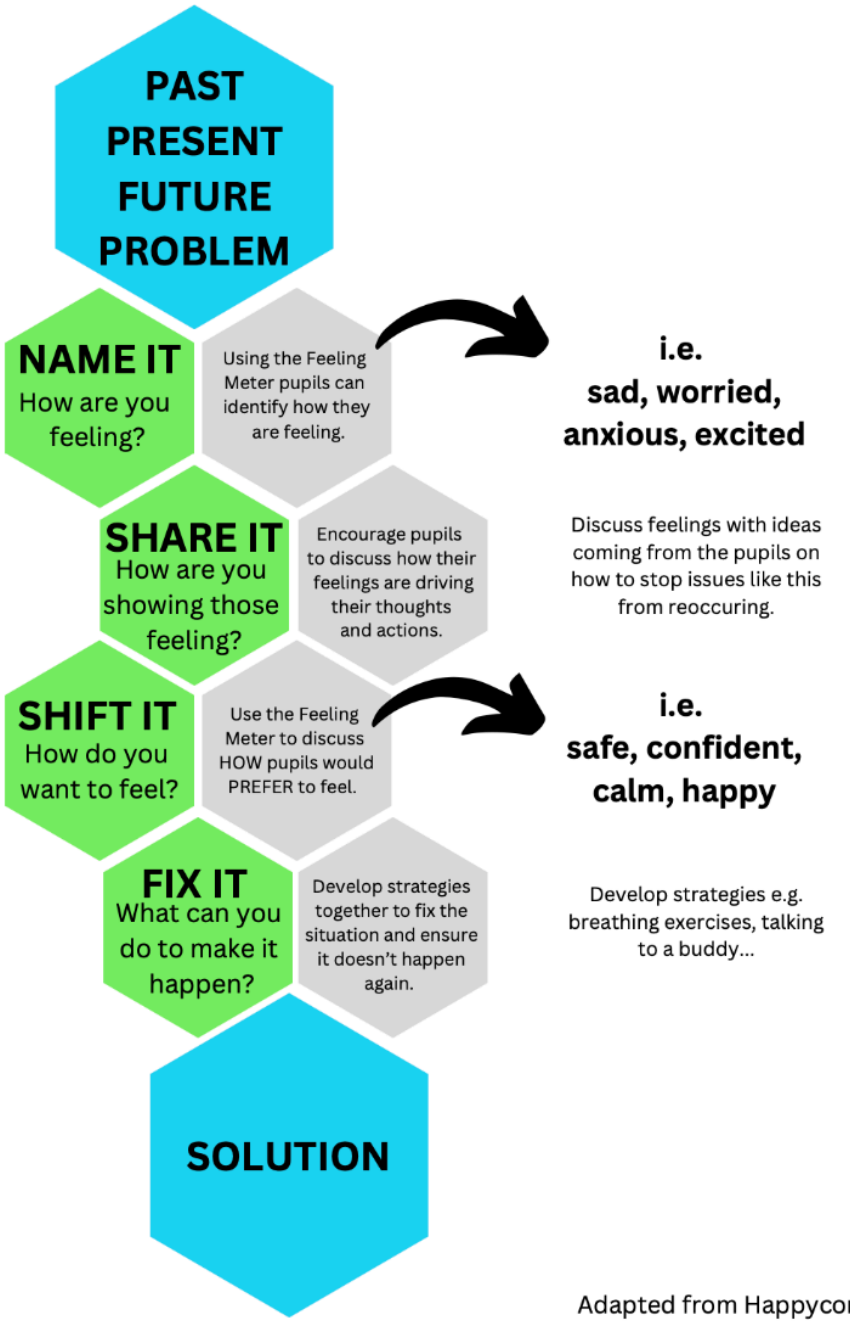
- *pupils entering (and leaving) the classroom*
- *seating plans*
- *pupils moving about the classroom*
- *teacher moving about the classroom*
- *learning objectives (i.e. WALT statements and date clearly visible on the board)*
- *asking questions (see 'Bloom's Taxonomy' for a variety of question techniques)*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

Appendix 9

The *FEELIT* Fix



Adapted from Happyconfident.com