

# Tarbiyyah Primary School

## Behaviour Policy KS1

Date: September 2021

Prepared by: Headteacher & Assistant Headteacher

Agreed with: Chair of Trustees

To be reviewed and updated: September 2022

## Behaviour Policy KS1

### Rationale

Tarbiyyah Primary School (TPS) believes in establishing and maintaining a positive learning culture, whereby every child has the right to work purposefully, diligently, securely and confidently.

Our curriculum is intended to:

- **Develop and sustain our knowledge: what we learn**
- **Develop and sustain our hearts and character: who we are**
- **Develop and sustain our actions and attitudes: how we live and learn**
- **Develop and sustain our moral compass: the role we play in this world**

At TPS we understand that we play a significant role in a child's academic and social development. Therefore, TPS has a set of **five core values**, which encompasses our intent and belief that children can behave impeccably of their own volition.

The **five core values** are:

- **We respect ourselves, others and our environment, as all life comes from Allah (subhana wa ta'Ala)**
- **We use our best manners at all times, following the best of examples, Prophet Muhammad (may the peace and blessings be upon him).**
- **We help those in need and share what we have.**
- **We are patient and preserve when things do not go as we want them to.**
- **We expect the best from ourselves and aim to achieve excellence.**

These core values have been translated into single words with an anagram, making it simpler for the children to remember and adhere to:

- **Patience**
- **Excellence**
- **Resilience**
- **Kindness**
- **Sharing**

These are known as the **PERKS** of being part of the Tarbiyyah family.

They also form the expectations we have of all our children to take personal responsibility for their behaviour, attitude towards themselves and others and learning. **Please refer to Strands of Expectations.**

**These intentions and core values are to be applied and acknowledged by management, staff, children, parents and guardians.**

## **Staff Code of Conduct**

Staff are expected to demonstrate high levels of personal and professional conduct.

Staff are expected to uphold this trust within this profession and maintain high standards of ethics and behaviour, within and outside of TPS, by:

- Treating children with dignity, building relationships rooted in mutual respect.
- Observing the proper boundaries appropriate to a teacher's professional position.
- Having the need to safeguard the children's' well-being.
- Showing tolerance and respect for the rights of others.
- Having a proper and professional regard for the ethos, policies and practices of the school.
- To maintain high standards within their own practices, attendance and punctuality.

Staff are expected to use positive language that encourages and reinforces behaviour that children are constantly reminded of the values and the intent of TPS. Thus, a set of questions are used by staff to prompt and aid children. These are known as the **ARE YOU & YOU CAN** questions & prompts:

- **Are you** showing me that you can be **patient**? **You can** be **patient** by waiting for your turn. I won't be long In'shaa'Allah.
- **Are you** showing me **excellence** in your behaviour/manners/work? **You can** show me **excellence** in your manners by using your indoor voice. I would really appreciate it. Jazaak'Allahu Khayrun.
- **Are you** showing me **resilience**? **You can** be **resilient** today by trying to attempt ALL your questions in mental maths In'shaa'Allah.
- **Are you** being **kind** towards each other? You can be **kind** by making sure you ask each other how they are feeling today In'shaa'Allah. I know it makes me feel good when someone asks me how I am feeling, Alhumdulillah.
- **Are you** showing me good **sharing**? **You can share** by taking it turns to play the game. It makes me feel so happy when I am sharing with my friends. Jazaak'Allahu Khayrun.

## **High Expectations**

To ensure that high standards of behaviour and conduct are ingrained into our children and maintained throughout TPS, the school expects all children, staff, parents and guardians to abide by this policy.

Agreement and acceptance of this policy is implicit.

Attendance and punctuality for all children is expected to be at and no less than 95% each term.

These will be closely monitored every term. Those children in non-compliance will be cautioned verbally and parents/guardians will be notified with a letter to attend a formal meeting with the Head Teacher and/or SENCo.

Parents and guardians are expected to encourage, support and take responsibility for the behaviour of their child/children both inside and outside of TPS. Any form of negative behaviour which brings the school into disrepute will lead to the child's parents being formally notified in writing and a meeting with the Head Teacher will be held to discuss next steps.

Parents and guardians should ensure that students are prepared and equipped with the necessities for school. For example, ensuring they have the correct equipment, their books and textbooks, lunch, water bottles etc. If a child is found without the necessities, they will be reminded, and parents/guardians will be notified. If a child is found persistently in non-compliance for missing equipment, including books and textbooks, this may result in a formal meeting with the Head Teacher.

At TPS we aim and will work in partnership with parents and guardians in assisting and maintaining these high expectations and standards of exceptional behaviour.

### **Children's Code of Behaviour**

In order to ensure that high standards of behaviour are achieved and maintained we expect the children to:

- Attend school.
- Arrive punctually, ready to learn, with their books/book bags.
- To follow instructions from all teachers they meet.
- Show respect towards teachers, other children and visitors. For example, greeting them, opening doors, or any other helpful acts of kindness.
- Encouraging others to do the same through example and wisdom.
- Be an exemplary example of exceptional behaviour to students in EYFS.
- Showing exceptional teamwork, encouraging brotherhood and sisterhood.
- Be respectful of and responsible in taking care of the school and its property.
- Respect the property of other children.
- Keep work areas and social areas clean, tidy, safe and free from litter.
- Focus on their learning, taking pride in their work, excellent presentation, making exceptional effort in any aspect of their learning and providing outstanding quality of work.
- Complete class and homework on time and to a high standard.
- Be mindful of the health and safety of others by following with health and safety rules and instructions in lessons and around the school.
- Move around the school in an orderly manner; to walk and form straight lines.
- Not leaving the class without permission; even for the toilet.
- Maintaining exemplary behaviour to and from the school and within the wider community, remembering that you are a representative of Tarbiyyah Primary School.
- Be mindful and respectful of the school's neighbours and the local community.

These behaviours set the benchmark for our children in the aim that they will understand what is expected of them.


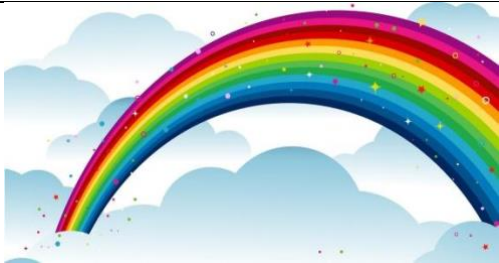
Key Stage 1 continue to use the EYFS Behaviour System. This is to continue to support the children with their transition, taking onto account the 3A's, from EYFS to Year 1. Children in the Summer Term in Year 2 will begin to gradually use the Steps for primary, so they are accustomed to the system by the end of Year 2, and become familiar as well as have a good understanding of the expectations for Key Stage 2, enabling them to be well prepared for the next stage in their learning.

**The children have a set of rules that they are expected to follow when they are in the park. Please refer to the Park Rules.**

### **Rewards**

As a school we believe strongly in the role of rewards in promoting and rewarding exemplary behaviour. Our staff are encouraged to recognise and reward students, so they can develop a positive image of themselves and nurture a self-confidence to feel responsible and committed towards their learning. These are achieved by using the following strategies, as well as the **ARE YOU/YOU CAN** questions/prompts, that are given as and when required at the discretion of the class teacher. If other staff feel the need to reward the children, they will inform the class teacher who will carry this out.

- Verbal recognition
- Class dojos- each week the class with the most dojos is announced in assembly, and has the privilege of sitting on a bench during assemblies for the whole week
- Individual dojos
- Star of the week- based on individual dojos awarded, and they are announced in assemblies
- Good news postcards
- Class based reward charts:

Step	Behaviour	Reward
	Any behaviour that is spontaneous, or otherwise, acts of good and consideration of others, their environment, and their work.	<ul style="list-style-type: none"> <li>● Golden Time</li> <li>● Treasure Box!</li> <li>● Dress up Day!</li> <li>● Pizza with Umm Yusuf</li> <li>● Class party</li> </ul>
	Any behaviour that shows TPS's five core values, in an exceptional manner: <ul style="list-style-type: none"> <li>● <b>Patience</b></li> <li>● <b>Excellence</b></li> <li>● <b>Resilience</b></li> <li>● <b>Kindness</b></li> <li>● <b>Sharing</b></li> </ul>	

- Good News Postcards
- Formal certificate assemblies held on a termly basis
- Commendation letters from the Head Teacher for any child/ren showing exemplary behaviour reflecting the PERKS of TPS.

For exceptional and outstanding achievements and behaviours, TPS teachers hand out to the child/ren 'Golden Tickets'.

These are then taken to Umm Yusuf/Umm Ruqayyah to be logged into the 'Golden Folder'. The folder is displayed in a central place, on view, for staff, children and parents.

**The child/ren with the most 'Golden Tickets' will receive a shield (name engraved and the year group they are in), to be received in half term assemblies.**

**Formal letters will be sent out to parents/carers, notifying them of their child's exemplary and outstanding behaviour/achievements.**

## **Steps**

Children must adhere to and follow with due diligence the code of behaviour, which stems from the school's core values.

The expectations of all children are that they meet the high expectations and exemplary behaviour set out in this policy.

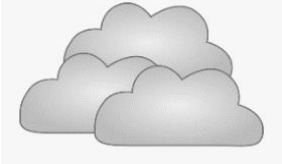

Whilst we recognise that it is very important to highlight the positive, we recognise that there is a need for dealing with poor and unacceptable behaviour.

At TPS we recognise, and in line with training delivered to staff on Emotional Literacy and Mental Health, it is imperative that children acknowledge and respond appropriately to how they feel. Therefore, alongside the rewards and steps are **Zones of Regulations**. Through this approach the school is committed to resolve and repair issues that arise between themselves to self-regulate and become self-aware. **Please refer to Restorative Practice Guidance & Form Key Stage 1.**

The table and pictures below explain what is deemed as unacceptable behaviours.

**Non- verbal cues should be used to correct any unacceptable behaviours before a verbal reminder is given.**

**Verbal reminders are given before a child's name is placed on a step.**

Step	Behaviours KS1
	Unkind words or unkind actions Not following instructions- not showing excellence in our manners Disrupting the learning of others Shouting out/calling out repeatedly- not being patient Moving around the school in an unsafe manner
	Physical Abuse including <u>biting</u> , hitting, punching, pinching, scratching, kicking and pushing. Verbal abuse including racist and name calling. Persistent name calling, minor harassment (such as taking things, toys etc away from someone) and more major incidents involving physical violence or a group of children picking on one child. Spitting. Screaming, shouting, running inside the school. Destructive (improper) use of toys, equipment or materials.

**Please note: Every child starts each day on the sun.**

### **STRANDS OF EXPECTATIONS**

**At TPS we will ensure that by the end of each Key Stage pupils are able to:**

<b><u>Key Stage</u></b>	<b><u>Strand</u></b>	<b><u>Expectation</u></b>	<b><u>How</u></b>
EYFS	<ul style="list-style-type: none"> <li>➤ Respectful</li> <li>➤ Looking after other those around them</li> <li>➤ Looking after myself and my environment</li> <li>➤ Resilience</li> </ul>	<ul style="list-style-type: none"> <li>● Saying and responding to greetings; 'As'salaamu'Alaay'kum ' or Good Morning/ Afternoon.</li> <li>● Saying and responding to giving and taking; 'Jazaak'Allahu Khayrun' 'Wa'iyaki' / 'Please' / 'Thank you'.</li> <li>● Using kind words with my friends and teachers.</li> <li>● Taking turns.</li> <li>● Tidying up my classroom and the playground.</li> <li>● Taking care of my things and putting them away.</li> <li>● Taking care of my uniform; making sure I am wearing the right clothes for the type of weather.</li> <li>● Telling adults when I don't feel safe or comfortable.</li> <li>● Lining up safely; trying not to hurt myself or anyone else.</li> <li>● Always trying new things.</li> <li>● Always trying again; giving it another go; working it out.</li> </ul>	<ul style="list-style-type: none"> <li>● Tarbiyyah</li> <li>● SMSC- social stories</li> <li>● Carpet time</li> <li>● Assemblies- linked to 'Themed Weeks'</li> <li>● Visual reminders in the environment</li> <li>● Modelling and questioning</li> <li>● Communication with parents- Newsletters, text messages, emails</li> <li>● Observations</li> </ul>



KS1	<ul style="list-style-type: none"> <li>➤ Respectful</li> <li>➤ Appreciative</li> <li>➤ Resilience</li> <li>➤ Becoming responsible pupils</li> <li>➤ Inquisitive</li> <li>➤ Ambitious</li> <li>➤ Keeping myself safe</li> </ul>	<ul style="list-style-type: none"> <li>● Giving and responding to greetings.</li> <li>● Saying pleasantries.</li> <li>● Being prepared to give your best effort.</li> <li>● Speaking and acting responsibly- listening to other contributions and efforts.</li> <li>● Using good language always, in an appropriate voice.</li> <li>● Using good manners always, such as being considerate- waiting for my turn.</li> <li>● Walking in the hallways always; walking on the right side as I go up the stairs.</li> <li>● Being positive.</li> <li>● Explore opportunities appropriately.</li> <li>● Ask relevant questions.</li> <li>● Dressing appropriately for the day; uniform.</li> <li>● Being prepared- making sure I have my book bag, lunch, water bottle and books for the day.</li> <li>● Letting my teachers know if I don't feel safe, happy or I don't understand something; in class or out of class.</li> </ul>	<ul style="list-style-type: none"> <li>● Tarbiyyah- short stories about the Prophet (Peace be upon Him) and the companions.</li> <li>● SMSC- books related to key aspects of strands such as respect, appreciating differences in one another.</li> <li>● Carpet time</li> <li>● Assemblies- linked to 'Themed Weeks'</li> <li>● Visual reminders in the environment</li> <li>● Modelling and questioning</li> <li>● Communication with parents- Newsletters, text messages, emails</li> <li>● Observations</li> <li>● Visitors</li> </ul>
KS2	<ul style="list-style-type: none"> <li>➤ Respectful</li> <li>➤ Appreciative</li> <li>➤ Resilience</li> <li>➤ Inquisitive</li> <li>➤ Ambitious</li> <li>➤ Articulate</li> <li>➤ Mindfulness</li> <li>➤ Having acceptance &amp;</li> </ul>	<ul style="list-style-type: none"> <li>● I take pride in myself and aspire to do my best.</li> <li>● I always show respect to others by being polite and kind.</li> <li>● I work to the very best of my ability, even when I find the work challenging.</li> </ul>	<ul style="list-style-type: none"> <li>● Tarbiyyah- stories of the Prophet (Peace be upon Him) and the companions.</li> <li>● SMSC- books related to key aspects of strands such as respect, appreciating differences in one another, adversities,</li> </ul>

	<p>tolerance of others</p> <p>➤ A responsible citizen</p>	<ul style="list-style-type: none"> <li>• I understand that I represent the school and I dress and behave accordingly.</li> <li>• I show that I am prepared to learn by bringing the correct equipment/kit and actively taking part in all areas of school life.</li> <li>• I do what is asked of me, the first time I am asked.</li> <li>• I arrive where I should be on time and am always in the right place.</li> <li>• I celebrate my own successes and the successes of others.</li> <li>• I do not use language that is rude or offensive.</li> <li>• I am proud of our school and I help to look after the school environment.</li> <li>• We should all act and behave in a way that encourages and supports learning.</li> <li>• We should be courteous, kind and show respect and generosity of Tarbiyyah by listening, valuing and encouraging others.</li> <li>• We should look for the good in people.</li> <li>• We should be ready for learning, join in activities both inside and outside the classroom and be prepared to cooperate with others.</li> </ul>	<p>triumphs- true life stories</p> <ul style="list-style-type: none"> <li>• Assemblies- linked to 'Themed Weeks'</li> <li>• Visual reminders in the environment</li> <li>• Modelling and questioning</li> <li>• Communication with parents- Newsletters, text messages, emails</li> <li>• Observations</li> <li>• Visitors</li> <li>• Community trips, talks and schemes- volunteering, camping, tournaments/sporting events.</li> </ul>
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		<ul style="list-style-type: none"><li>• We should respect others, their property and the environment and accept the consequences of our actions.</li></ul>	
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## TPS Park Rules

**We are patient with each other and wait our turn.**



**We are kind and helpful towards each other.**



**We share and listen to everyone's ideas and games.**



**We are gentle towards each other when we play.**



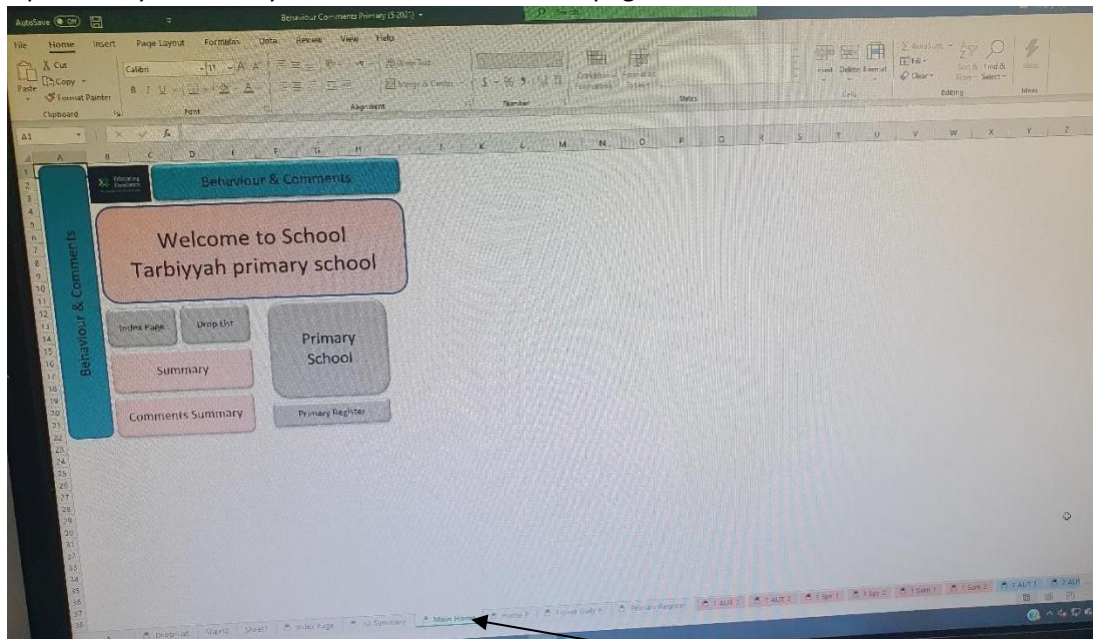
**We take care of the playground.**

We listen to and keep these playground rules to stay

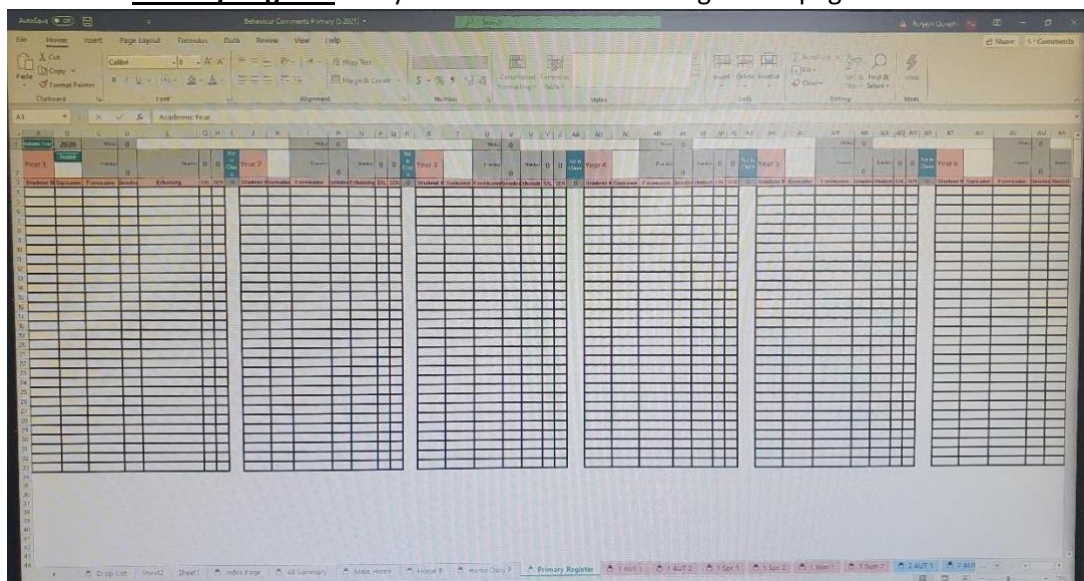


### Thunderstorm KS 1 Process Document

Open the system and you should arrive onto this page:

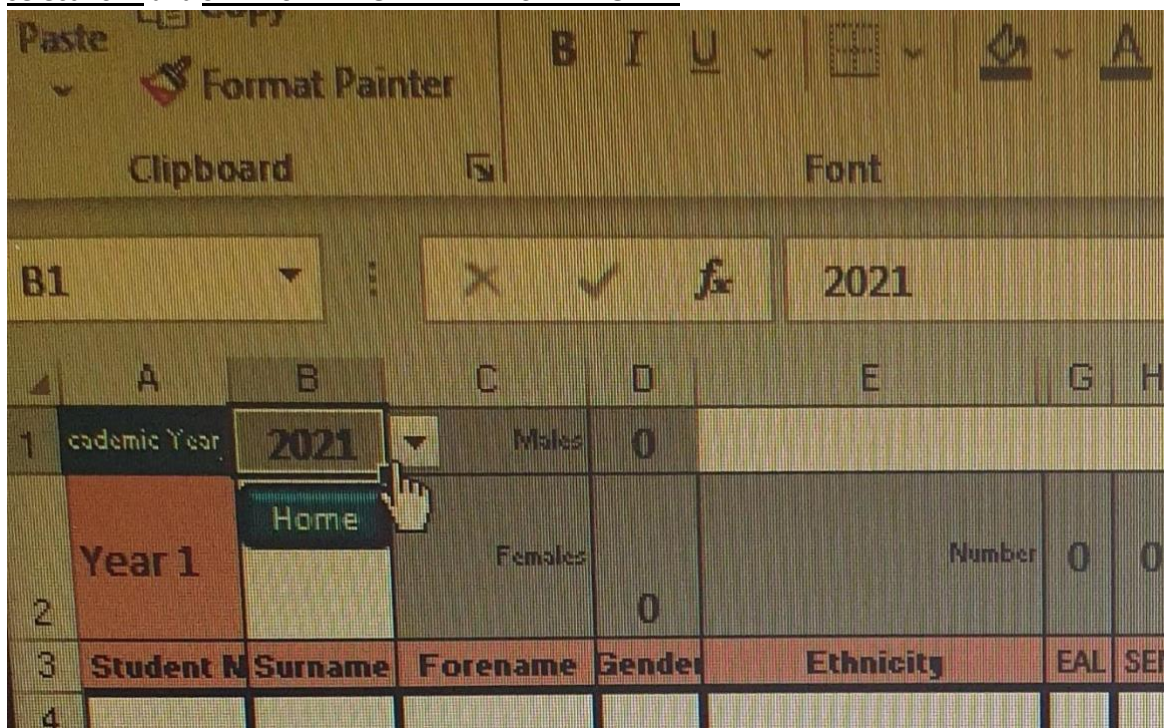


If you have not, please look at the tabs below and click on to the tab **Main Home Page**.  
Click onto **Primary Register** and you should now be looking at this page:

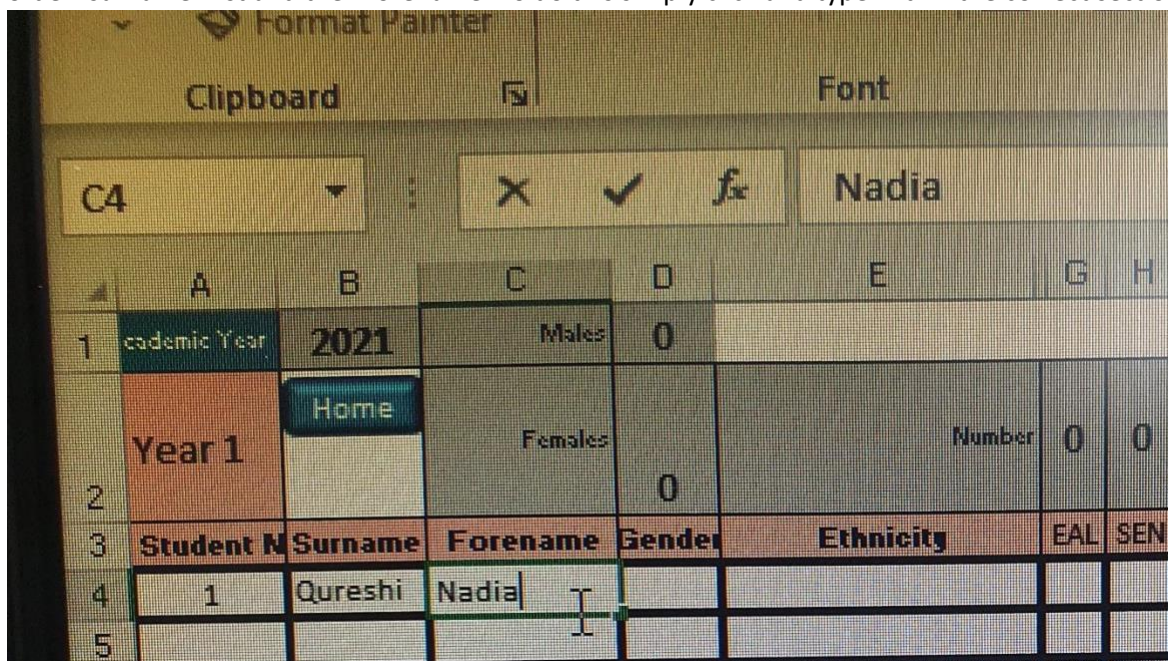




**Please check that the Academic Year is 2021. If not click on the tab and from the drop-down list, select 2021 and SAVE. SAVE AGAIN. THEN SAVE AGAIN.**



In your **OWN** year group, using the Attendance Register fill in your pupil's names in ALPHABETICAL order- surname first and then forename. To do this simply click and type within the correct sections:



**Do not worry about the student number, this will automatically change once all the details have been put in.**

Next select their gender, ethnicity, whether they are EAL and or on the SEN Register. **If you do not know this information at this point, please complete the pupils full name and gender.**



Academic Year	2020	Males	0			
Year 1	Home	Females	0	Number	0	0
Student N	Surname	Forename	Gender	Ethnicity	EAL	SEN
1	QURESHI	Nadia	M			
			F			

2	Year 1	Home	Females	0	Number	0	0
3	Student N	Surname	Forename	Gender	Ethnicity	EAL	SEN
4	1	QURESHI	Nadia				
5					Mixed White / Black African		
6					Mixed White / Indian		
7					Mixed White / Pakistani		
8					Mixed White / Bangladeshi		
9					Mixed White / Chinese		
10					Asian Indian		
11					Asian Pakistani		
					Asian Bangladeshi		

**NOW SAVE. SAVE AGAIN. THEN SAVE AGAIN.**

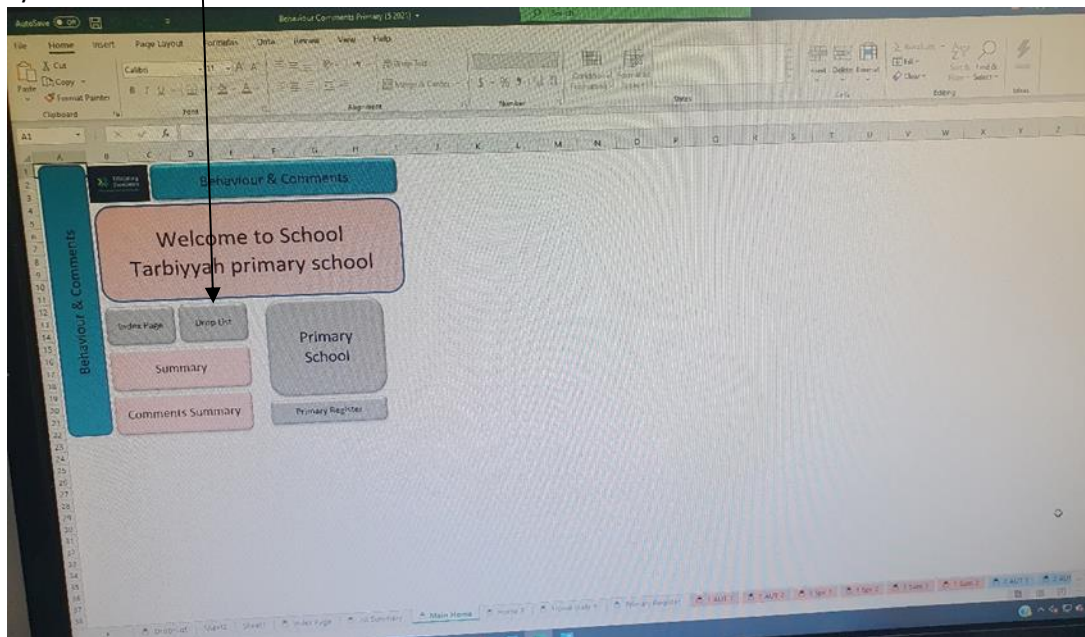
**Repeat these steps for all your pupils in your class.**

**NOW SAVE. SAVE AGAIN. THEN SAVE AGAIN.**

Look at the tabs below and select **Main Home Page.**



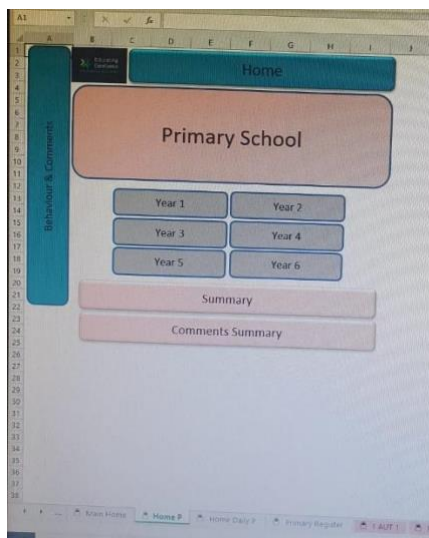
Now select **Drop Lists**. Here you can see all the codes and what they stand for when using this system:



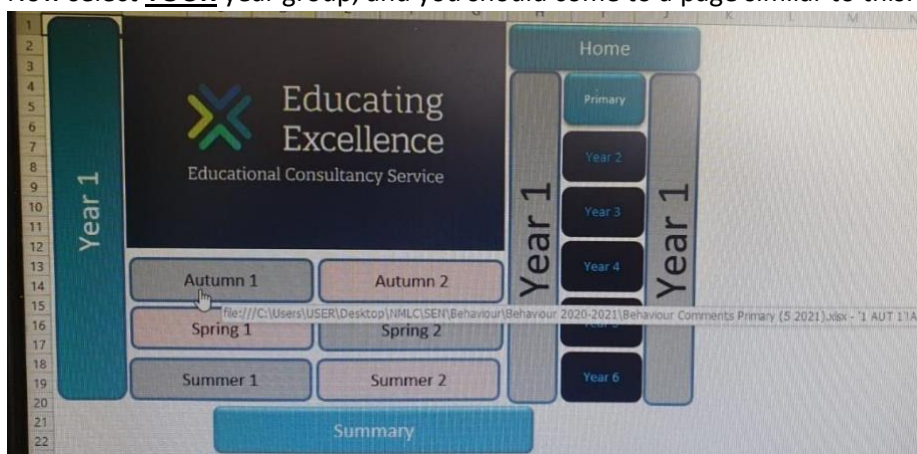
The codes include staff, location and period (lesson) which you will be using to complete the new system:

Home				
Comment		Teacher	Location	Period
RFI	Refusing to follow instruction	SA	Class	Registration
OT	Off task	MF	Hall 1	1
T&F	Touching & fidgeting	IA	Hall 2	2
LCP	Leaving class without permission	IS	Outside	Break
DB	Disruptive behaviour	AH	Park	3
SO	Shouting out	ET	Salaah	4
RSO	Repeatedly shouting out	RA		Lunch
DTP	Disrespectful to peers	US		Salaah
DTT	Disrespectful to teachers	U Sa		5
DiP	Distracting peers	U F		6
Mequ/PE	Missing equipment/PE	U AK		Line up
MH/W	Missing homework	U Ac		
IBS	Improper behaviour in salaah	UY		
T	Talking	U Ruq		
DSP	Disrespectful towards school property			Yes
IW	Incomplete work			No

Return to the **Home Page** by selecting it from the tabs at the bottom of your screen.



Now select **YOUR** year group, and you should come to a page similar to this:



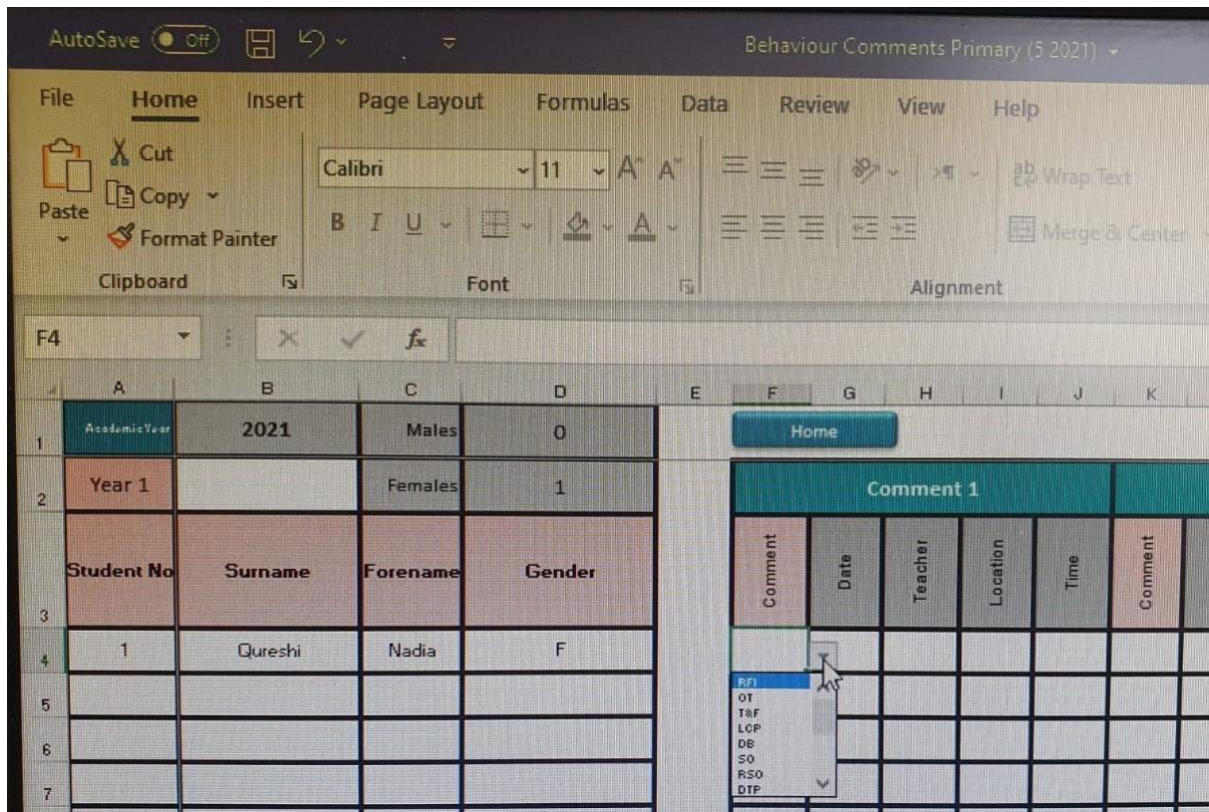
Select the correct term and you arrive to:

Clipboard				Font		Alignment			
J4									
1	Academic Year	2021	Males	0	Home				
2	Year 1		Females	1	Comment 1				
	Student No	Surname	Forename	Gender	Comment	Date	Teacher	Location	
3									
4	1	Qureshi	Nadia	F					
5									
6									
7									
8									
9									

**Please CHECK that the Academic Year is 2021. If it is not click on the year (2020) and from the drop-down box, select 2021.** Your pupil's names should appear in the left-hand columns, along with their student numbers and gender.

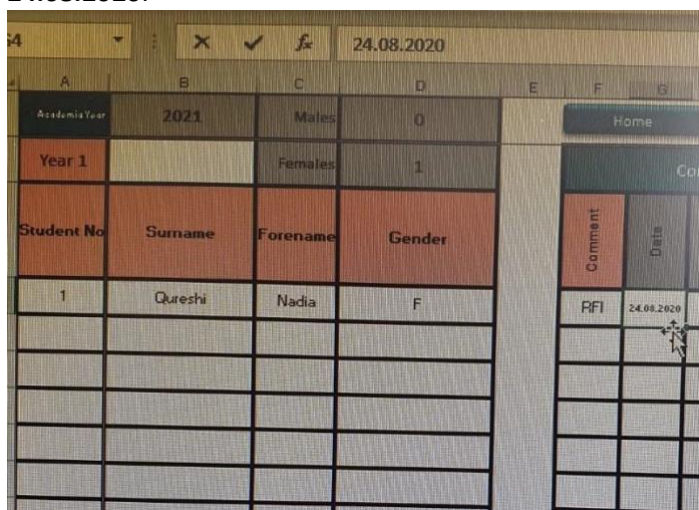
When you have given a warning to a child, find that child in your list. Select **Comment** and select the code appropriate for the behaviour.





So, for example RFI stands for refusing to follow instructions.

Next, select the next box **Date**. Type the date with the date, month and year. For example, **24.08.2020**:



Then select the **Teacher** member that has issued them with a warning:



Academic Year	2021	Males	0
Year 1		Females	1
Student No	Surname	Forename	Gender
1	Qureshi	Nadia	F

Home

Comment 1

Comment	Date	Teacher	Location	Time
			SA MF IA IS AH ET RA US	

Now move onto the **Location**, and from the drop-down list select WHERE the incident took place:

Academic Year	2021	Males	0
Year 1		Females	1
Student No	Surname	Forename	Gender
1	Qureshi	Nadia	F

Home

Comment 1

Comment	Date	Teacher	Location	Time
			Class Hall 1 Hall 2 Outside Park Salah	

Finally, the **Time**, so WHICH lesson the incident took place:

Academic Year	2021	Males	0
Year 1		Females	1
Student No	Surname	Forename	Gender
1	Qureshi	Nadia	F

Home

Comment 1

Comment	Date	Teacher	Location	Time
				Registration 1 2 Break 3 4 Lunch Salah

After completing all the steps, below is what your page should look like:

J4				Registration							
	A	B	C	D	E	F	G	H	I	J	K
1	Academic Year	2021	Males	0	Home						
2	Year 1		Females	1	Comment 1						
3	Student No	Surname	Forename	Gender	Comment	Date	Teacher	Location	Time	Comment	
4	1	Qureshi	Nadia	F	RFI	24.09.2020	SA	Class	Registratic		
5											
6											
7											

**NOW SAVE. SAVE AGAIN. THEN SAVE AGAIN.**

**Repeat these steps for all any pupil in your class that is issued with a warning.**

**NOW SAVE. SAVE AGAIN. THEN SAVE AGAIN.**

Please note if you have a new pupil that joins at a later date you will need to return to the Primary Register and add them, as you have done so before.

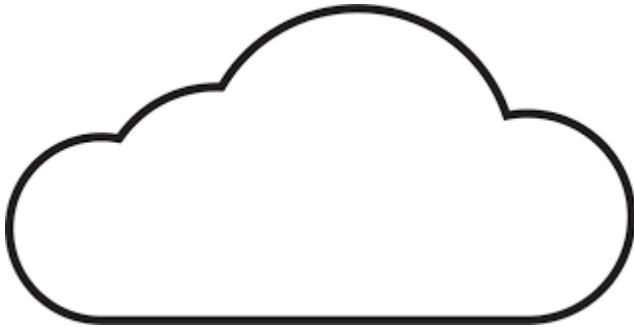
If a pupil leaves mid-way, please DO NOT delete them.

**Restorative Practice Guidance & Form**

**Key Stage 1**

Ensure children are in a circle, to show that everyone involved has equal importance and no one is singled out.

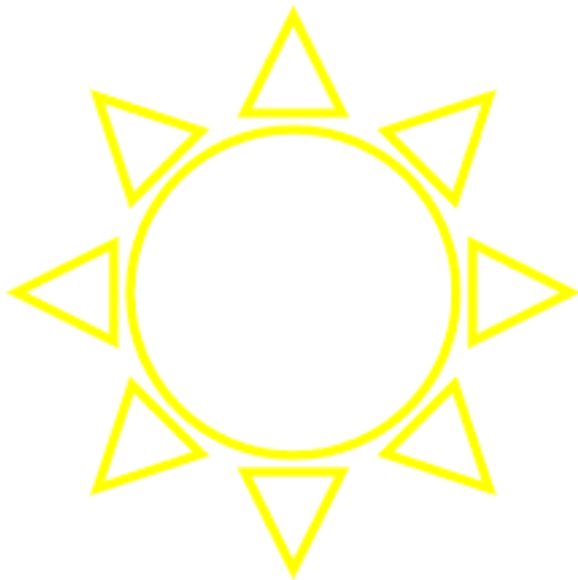
If the children can write, encourage them to do so. If not, using the 'Needs Wheel' encourage and support them in using and knowing what each 'need' means to different people and how they can help meet that need.



What happened?

How were you feeling?

Who was upset/sad/annoyed/angry/hurt?



What can you do to make things better?



Needs Wheel  
Key Stage 1

