



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL

FAITH • LEARNING • LIFE

Behaviour Policy



Document Control

This policy has been approved for operation within	Manchester Muslim Preparatory School
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Owner	MMPS

Behaviour Policy

'O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other)). Verily the most honoured of you in the sight of God is (he who is) the most righteous of you. And God has full knowledge and is well acquainted (with all things).' [49:13]

"He who does not show mercy (towards his children), no mercy would be shown to him."
(Sahih Muslim)

Good conduct in all aspects of life is an intrinsic part of Islam. The Prophet Muhammad (pbuh) demonstrated the best example in terms of characters, morals and conduct and in following his teaching; we aim to model and develop these values in the pupils at MMPS, thus developing our pupils as excellent citizens.

MMPS is a UNICEF Rights Respecting School, gold award, and pupils' behaviour is contextualised in terms of rights. Pupils are involved in the setting up of class rules and expectations and all classes have a Class Charter.

Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of the Policy

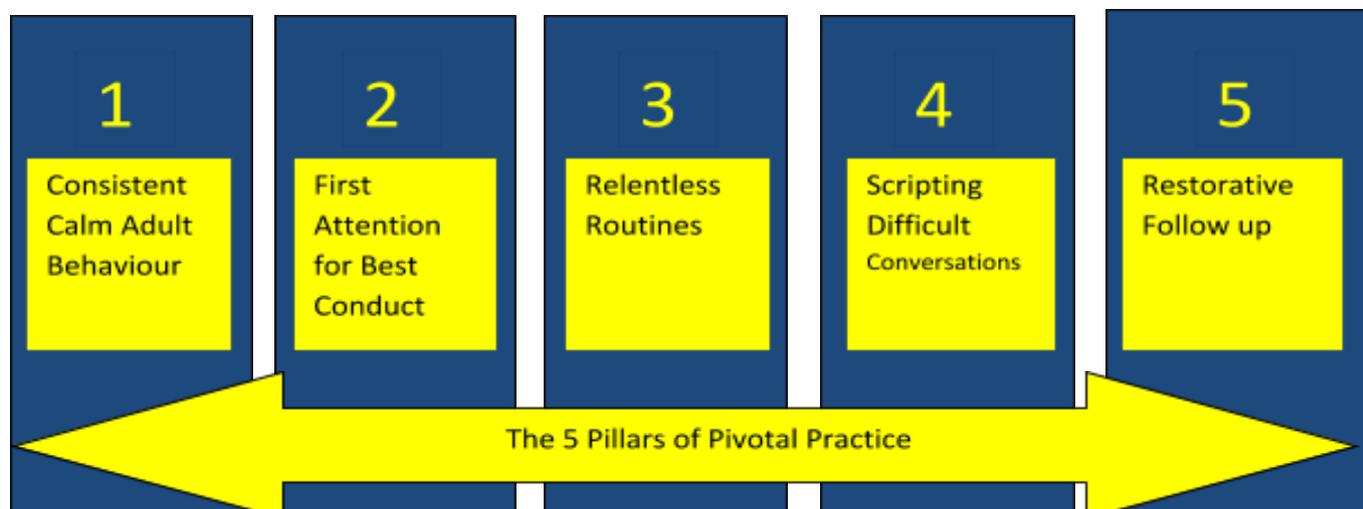
- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal Practice**
“When the adults change, everything changes” (Pivotal Education)



Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. Refer to '**Ready, Respectful, Safe**'.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. Use a **visible recognition** mechanism throughout every lesson (eg, Recognition boards)
5. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
6. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
7. **Never ignore** or walk past learners who are behaving badly.

We expect all class teachers to:

8. **Meet and greet** at the door at the start of the day.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around school to encourage appropriate conduct.
- **Celebrate** learners whose effort go **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on behaviour log) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Pastoral Lead will:

- **Support** staff by sitting in on reparation meetings and supporting staff in conversations.
- Support teachers in managing learners with more complex or entrenched negative behaviours
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions

Recognition and rewards

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at MMPS we recognise that the use of praise in developing a positive atmosphere and in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Pupils are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying a positive attitude. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At MMPS we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Learning Effort / Attitude	Dojo Points (KS1, KS2) Stickers (EYFS)	For effort / success in their learning Teachers determine the system for recording dojo points in the classroom. These will be collected by the class ambassadors (Yr2-Yr6) / monitors (Yr1) and celebrated in the weekly celebration assembly.
Learning Attitude	Endeavour Award	These awards will celebrate effort/achievement in learning and can be awarded by class teachers or subject teachers. Teachers will give pupils a Learning Superstar CertifiCard and send the pupil to a member of the SLT to show them their work or talk about what they have done. SLT will give them a Learning Superstar Sticker. Teachers will then write on the CertifiCard, in the second person to address the pupil, with a descriptor of the achievement / learning, bring it to the celebration assembly and read it aloud. Teachers can give more than one CertifiCard a week – recommendation not more than 2 per week.
Values & Behaviour Learning Achievement	Weekly Celebration Assembly	Pupils who received postcards from the head teacher will have their names read out at the start of assembly and take up the 'best seats in the house.' Weekly certificates for good conduct / kindness. will be given by ambassadors and Year 6 prefects. Teachers to read endeavour certificates and explain learning / achievement again. Weekly Dojo totals and attendance will be celebrated.
Values & Behaviour	Recognition Board	In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour, relevant at that time to their class, e.g. 'one voice', 'kind words'. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in line with pupils' behaviour. This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team focused on one learning behaviour and moving in one direction. There is no material prize for class completion. Each class chooses a celebration when all names or on the board, e.g. a 'hip-hip-hooray' a class song, clap, on-desk drum roll...
Values & Behaviour	Head Teacher Postcard	These will focus on going 'over and above' in terms of the school's values and their behaviours over the course of the week. The postcards will be posted at the end of the week to the pupil of the week, nominated by the class teacher. Pupils acknowledged at beginning of assembly and take the 'best seat in the house.' There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.
Values & Behaviour	Islamic Conduct Certificate 100% Attendance Award	These half termly awards, an MMPS Islamic Conduct Certificate, will recognise pupils who consistent demonstrate the school's core / Islamic values: respect, responsibility, resilience, care, community spirit. They will be handed out in the last celebration assembly of each half term. The class with best overall attendance and individual pupils with 100% attendance at the end of the half term will receive a award from the head teacher.
Learning, Attitudes, Values, Behaviour	Speak to parent/carers	Any member of staff can speak to a parent/carers at the end of the day when they collect their child, to share their child's success, especially when improvement over time has been recognised.

Celebration Assemblies

Our celebration assemblies are on Tuesdays (KS2) and Wednesdays (EYFS / KS1).

Pupils who were nominated to receive a postcard from the head teacher for going 'over and above' will be acknowledged at the beginning of the assembly and then take their seat of pride on '**the best seats in the house**' for the duration of the assembly. There may be some weeks where no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

Teachers will read endeavour certificates and explain learning / achievement again.

Weekly Dojo totals and class with best attendance will be celebrated and pupils nominated by ambassadors and / or prefects will receive an ambassador and/or prefect certificate for good conduct, kindness etc. around school.

At the end of every half term, pupils who consistently demonstrate good Islamic conduct, e.g. care, respect, community spirit, responsibility and resilience, will be recognised and receive an Islamic Conduct certificate. Older pupils may be nominated and voted for by their peers and younger pupils by their teachers.

Best overall class attendance and individual pupils with 100% attendance will also receive an award.

Managing Behaviour

Engagement with learning is always our primary aim at MMPS. For the vast majority of our learners a gentle reminder is all that is needed. We praise the behaviour we want to see and do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement
2) Reminder	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

	<p>Use the phrase:</p> <ul style="list-style-type: none"> ➤ “Stop, think, ...make the right choice” ➤ “Think carefully about your next step”
4) Last Chance	<p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. <i>Use the 30 second scripted intervention</i></p> <ul style="list-style-type: none"> ➤ I have noticed that you are... (having trouble getting started, wandering around etc.) right now. ➤ At MMPS, we... (refer to the 3 school rules – ready, respectful and safe) ➤ Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) ➤ See me for 2 (or up to 5) minutes after class/during break ➤ Do you remember yesterday/last week when you... (refer to previous positive) - that is who I need to see today <p>Thank you for listening...then give the child some ‘take up’ time</p>
5) Cool Off / Time Out (if needed)	<p>Cool Off / Time Out might be a short time away from the classroom with a TA / SENDCo in a calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.</p>
6) Repair Restorative Conversation	<p>This might be a quick chat at break time in or out of the classroom or a more formal meeting.</p> <p><i>5 questions is usually enough from the following:</i></p> <p>*What happened?</p> <ul style="list-style-type: none"> • What were you thinking at the time? • What have you thought since? • How did this make people feel? <p>*Who has been affected?</p> <p>*How have they been affected?</p> <p>*What should we do to put things right?</p> <p>*How can we do things differently in the future?</p> <p>*Key Questions</p>
Consequences	<ul style="list-style-type: none"> • Minimum 10 minutes of time missing break for in-class behaviour (detention room for KS2; classroom KS1) • Up to 5 minutes of time standing at designated area for in-playground behaviour • ‘Pay it Back time’ is an appropriate action linked to the incident and value which has not been shown. For example, a child has not completed class work due to failure to respond to positive strategies; child may be asked to complete work at break time (KS2 detention room, KS1 in classroom) or at home, countersigned by a parent/carer and returned first thing. The latter is to help the child understand that there are consequences and the responsibility for making up lost learning time is with them, not the teacher. • Pupils will be permitted to have their fruit during this time.

Follow-up	<p><i>It is important for parents/carers to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.</i></p> <ul style="list-style-type: none"> • If a child has two incidents in a week requiring reflection (step 6) the class teacher must inform parents. This must be recorded on the pastoral log. • If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged. The pastoral lead or another member of the SLT may be invited if deemed appropriate. Meeting notes must be saved in the pastoral log. • Children who regularly receive more than 3 reflections in a week may be placed on a 'Behaviour Monitoring Report,' which will be monitored daily by the class teacher. They will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and pastoral lead (or another member of the SLT). Parents may be invited where deemed appropriate and will be kept up to date via their child's Behaviour Monitoring Report which will be sent home daily or weekly.
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Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Pastoral Lead / Deputy Head Teacher, Mrs Mian / Headteacher or SLT.

Such incidents could include:

- Repeated breaches of school rules
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment
 - Comments, jokes, taunting
 - Physical behaviour, such as interfering with clothes
 - Online, including sharing of nude or semi-nude images/videos, or unwanted, explicit content
- Vandalism
- Theft
- Fighting
- Physically striking adults

If an incident has occurred which remains unresolved by home time, parents/carers must be informed before- or at the end of the school day and told that an investigation is ongoing and that they will be informed of the outcome.

Restorative Practice

MMPS uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Every adult in our school is important and has the ability to deal with behaviour incidents. If an incident takes place in the playground, this will normally be responded to by staff on duty, teacher or teaching assistant, who all use the same strategies. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or SLT unless further action is required.

→*Appendix 1 – MMPS School Behaviour Blueprint*

→*Appendix 2 – Restorative Practice*

Recording

Teachers must record behaviour and parental communication incidents on the pastoral log. Staff will ensure that behaviour incidents are recorded and therefore share with SLT for the following type of incident:

- Verbal incidents
- Physical incidents
- Deliberate damage to property
- Repeated defiance
- Persistent low-level disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

Exclusions

Internal suspension/exclusion

If the above sanctions are deemed unsuccessful, the Head Teacher will be informed and pupils will be given an internal suspension/ exclusion. This will include pupils working in seclusion. The number of days will depend on the severity of the incident. Some incidents such as physical violence or threatening behaviour, swearing intentionally to cause offence, racist, sexist or homophobic behaviour can be escalated to receiving an internal suspension / exclusion straight away.

Fixed Term Exclusions

MMPS believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher, in consultation with the Executive Head Teacher and Trust, may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

Good discipline in school is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious break or persistent breaches, of the school's behaviour policy and occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Informing Parents/Carers

When the head teacher, in consultation with the Executive Head Teacher and Trust, excludes a child, they must, without delay, notify parents of the period of exclusion and the reasons for it. They must without delay, provide parents with the following information in writing:

- The reasons for the exclusion
- The period of the fixed term exclusion or for a permanent exclusions the fact that it is permanent,
- Parents right to make representations about the exclusion to the Trust and how the pupils may be involved in this,
- How any representations should be made
- And where there is a legal requirement for the Trust to consider the exclusion, that parents have a right to attend a meeting

In KS1 teachers use age-appropriate sanctions such as 'time-out' for reflection.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues.

In these cases, the Pastoral Lead who is also lead for mental health and wellbeing, Mrs Mian, and the SENDCo will be involved, as well as parents/carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies or any other external services.

Reasonable Force

Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Reporting behaviour and monitoring impact

It is all the staff's responsibility to report incidents that warrant a record on the pastoral logs in school. It is the role of the Deputy Head (Mrs N. Mian) to collect and report all incidents to the SLT both of actions taken and subsequent impact. All behaviour should be logged and reported to Mrs N. Mian (DH & Pastoral Lead) using the appropriate behaviour records. All matters are discussed at SLT meetings and shared during staff briefing if appropriate.

Links with documents and other policies

Preventing and tackling bullying (DfE, July 2017)

Anti-Bullying Policy

Child-on-Child Abuse Policy

Child Protection and Safeguarding Policy

PSHE Policy

Searching, Screening and Confiscation Policy

Complaints Policy

Appendix 1 MMPS School Behaviour Blueprint

Relentless Routines

1. Move like Champs 2. Legendary Lines 3. Hand signal for stop 4. Eyes on me 5. Tremendous Transitions

Stepped Sanctions	Microscript (30 sec intervention)	Restorative Conversations
<ol style="list-style-type: none"> 1. Redirection (gentle nudge, non-verbal) 2. Reminder (3 rules), privately if possible 3. Caution (outlining behaviour and consequence) 4. Last Chance (30 second intervention) 5. Cool Off / Time Out (time in another room, calm environment) 6. Repair (restorative conversations) 	<ul style="list-style-type: none"> ➤ I have noticed that you are ... (having trouble getting started, wandering around etc.) right now ➤ At MMPS, we... (refer to the 3 school rules – ready, respectful, safe) ➤ Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) ➤ Do you remember yesterday/last week when you... (refer to previous positive behaviour)? ➤ That is who I need to see today.... ➤ Thank you for listening... then give the child some ‘take up’ time. 	<ul style="list-style-type: none"> ➤ What happened? ➤ What were you thinking at the time? ➤ What have you thought since? ➤ How did this make people feel? ➤ Who has been affected? ➤ How have they been affected? ➤ What should we do to put things right? ➤ How can we do things differently in the future?

Visible Adult Consistencies

- Meet and Greet
- First Attention to best conduct
- Calm and caring

RULES

- Ready
- Respectful
- Safe

Over and Above

- Values
- Effort
- Initiative

Appendix 2 Restorative Practice at MMPS

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

We move like
CHAMPS



- Calmly and quietly
- Hands to yourself
- Award of others
- Move slowly
- Pass on the left
- Share a smile