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1. Introduction

At Paradise Primary School we believe that good behaviour is fundamental to a successful learning environment. We aim to develop a culture of mutual respect, responsibility, and high expectations rooted in Islamic values. This policy outlines the processes and expectations for behaviour management both in the classroom and around the school.

To achieve our aims a clear agreed behaviour management policy must be implemented fairly and consistently by all members of staff and volunteers. All adults in the school are required to:

- Take active responsibility for children's behaviour around School, in the classroom and playground
- Ensure pupils have full access to the curriculum and all aspects of school
- Ensure pupils are free to learn without disruption, are safe from threat and harm in the classroom and in the playground


2. Core Islamic Values

As an Islamic school, our approach to behaviour is guided by Quranic principles and the Sunnah of the Prophet Muhammad (peace be upon him). We encourage students to embody the following values:

- **Respect** (Adab) – "And do not turn your cheek away from people in arrogance, nor walk in pride on the earth. Indeed, Allah does not like the arrogant and boastful." (Qur'an 31:18)
- **Kindness and Compassion** (Rahma) – "The best amongst you are those who have the best manners and character." (Bukhari)
- **Honesty and Integrity** (Amanah) – "Indeed, Allah commands you to render trusts to whom they are due." (Qur'an 4:58)
- **Self-Discipline and Accountability** – "Every one of you is a shepherd, and every one of you is responsible for his flock." (Bukhari & Muslim)

Managing Low-Level Behaviour in a Primary School

In a primary school setting, low-level behaviour incidents are a natural part of children's social and emotional development. These can include minor disagreements such as "he said, she said" disputes, playground friendship issues, misunderstandings, or becoming distracted during lessons. Such behaviours are common and often stem from developing communication skills, impulse control, or social misunderstandings. These incidents will typically be addressed immediately by the teacher or staff member present, using calm reminders, redirection, or brief restorative conversations but no


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sanctions. In most cases, they are resolved on the spot without the need for further intervention. However, if the behaviour persists or escalates, the structured behaviour system will be followed to ensure consistency and fairness in managing classroom conduct.

Behaviour in the classroom

Essential to good classroom management is the quality of relationship between the class teacher, and the children in the class. To ensure teachers build positive relationships with all students, they will follow the methods below:

- **Always** be ready and on time to receive your class
- **Praise Effort, Not Just Results** – Recognise and encourage the process and effort, not only achievements.
- **Use Students' Names** – Calling on students by name helps them feel valued and connected.
- **Be Flexible with Seating** – Change seating arrangements to help students collaborate and focus.
- **Focus on Behaviour, Not the Child** – Address behavior without labelling the child, to promote accountability.
- **Model Positive Behaviour** – Show the behavior you want to see in students.
- **Be Consistent** – Follow through on promises and expectations to build trust.
- **Involve Students in Rule-setting** – Let students help create classroom rules to encourage responsibility.
- **Speak Calmly** – Use a calm, quiet voice to maintain a peaceful atmosphere.
- **Be Assertive, Not Shouting** – Stand firm without raising your voice; assertiveness creates respect.
- **Set Clear Routines** – Teach and maintain consistent routines for daily activities.
- **Teach Social Skills** – Include activities like sharing and taking turns to support social skills.
- **Use Stories for Learning** – Share stories that teach positive behaviour and problem-solving.
- **Clarify Roles and Responsibilities** – Clearly display and explain everyone's responsibilities.
- **Stay Calm and Fair** – Stay calm, positive, and fair to maintain balance in the classroom.
- **Encourage Listening and Taking Turns** – Teach children to listen to others and take turns when speaking.
- **Promote Sharing and Cooperation** – Help students understand the importance of sharing and working together.
- **Encourage Empathy** – Teach students to be considerate and kind to others.
- **Value Every Student** – Ensure that all students take pride in their work and feel important.

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3. Classroom Behaviour System

The Classroom Code of Conduct

The code of conduct are non-negotiables that all students will be expected to follow:

1. Arrive on time for the lesson.
2. Greet with 'As-salaamu alaykum' upon entering the classroom.
3. Enter the classroom calmly and quietly.
4. Prepare your books and equipment, and follow instructions to begin the lesson promptly.
5. Always do your best work without disturbing others.
6. Demonstrate good manners and listen carefully when the teacher or someone else is speaking.
7. Follow instructions immediately, without arguing or questioning – the first time, every time.
8. Raise your hand and wait for permission before speaking.
9. Respect the classroom environment and everyone in it.
10. Ask the teacher for permission before leaving the classroom.

The Staff Code of Conduct

These principles are non-negotiables that all staff are expected to uphold consistently:

1. **Punctuality and Preparation**
Arrive on time for lessons and duties, fully prepared with lesson plans, resources, and a clear focus.
2. **Respectful Greetings**
Greet students and colleagues warmly, encouraging positive interactions (e.g., "As-salaamu alaykum" as appropriate).
3. **Professional Conduct**
Model calm, respectful, and professional behavior at all times, both in and out of the classroom.
4. **High Expectations**
Maintain and communicate high expectations for student behaviour, work ethic, and achievement, consistently enforcing the student code of conduct.
5. **Supportive Environment**
Foster a safe, supportive, and inclusive classroom where all students feel valued and respected.
6. **Fairness and Consistency**
Apply rules and consequences fairly and consistently, without favoritism or prejudice.

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7. **Effective Communication**

Listen actively to students and staff, giving clear instructions and constructive feedback.

8. **Positive Reinforcement**

Encourage and praise good behaviour and effort, recognising achievements regularly.

9. **Professional Development**

Engage in ongoing professional learning and seek to improve teaching practices continuously.

10. **Confidentiality and Integrity**

Respect student and staff confidentiality, and act with honesty and integrity in all professional matters.

The Classroom Traffic Light System

Every child begins the day on **Green**. The system provides clear expectations and consequences:

Stages of Behaviour Management

Stage	Behaviour	Action
Paradise Exemplary student level	If a child displays consistent exemplary behaviour then the teacher will move them up to the paradise exemplary student level. The PES form will be filled in and passed onto SLT.	A Paradise Exemplary student level certificate and a mention in assembly.
Green	All children start on green. They are following school expectations and engaging in learning appropriately.	Praise and reinforcement.
Verbal Warning	Low-level disruption (e.g., talking out of turn, off-task behaviour, ignoring instructions, minor rudeness).	A verbal reminder of expectations. A restorative conversation about behaviour and child is reminded that if the behaviour continues they will be moved to Amber.
Amber	Continued low-level behaviour after verbal warning (e.g., disrupting learning, ignoring a direct instruction, refusing to follow class expectations).	The child's name is moved to Amber. This is logged by the teacher on the behaviour tracker.
Red (Final Stage)	Serious disruption, defiance, or repeated breaches of	The child's name is moved to Red. They miss a full playtime and their name is

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	expectations (e.g., shouting out persistently, hurting others, refusing to follow instructions).	recorded on the Behaviour Tracker. A restorative conversation takes place during missed playtime. Parents may be informed if behaviour persists.
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Promoting Positive Behaviour

We promote a **positive behaviour mantra**, providing children with continuous opportunities to improve and take control of their actions.


- At the start of the day, all children begin on **Green**
- **A child who demonstrates** exceptional behaviour, positive engagement, and a commitment to their learning can lead to a move up to the **Exemplary Paradise Student Level**.
- If there is any form of misbehaviour a student will first receive a **verbal warning followed by a restorative chat**.
- If the behaviour continues and reaches **Amber**, it will be logged to ensure clear tracking of behaviour progress.
- Should the behaviour persist and the child receives a **Red**, they will **immediately miss their break time the following day**. Teachers **MUST** log this on the traffic light system with a summary of the reason before the end of the lesson.
- If the behaviour continues after a **Red** sanction, the child maybe removed from class and will be referred to the **Behaviour Lead/SLT**. This may result in **the child receiving an S1 sanction** and a phone call to parents.
- For any serious or extreme misbehaviour the child will be removed from the class immediately and relevant sanctions applied.

How does this system promote positive behaviour

This system allows a **child to take control of their own behaviour** and teaches them to make the **right choices**. By giving them opportunities to correct their actions, we empower them to take responsibility and learn from their mistakes.

Example of how the system is used:

- Child starts on green at the beginning of the day.
- A child repeatedly disrupts a lesson by talking out of turn.
- They receive a **verbal warning**, and are reminded of expectations.
- If the behaviour continues, they are moved to **Amber**, and the incident is logged. A restorative chat takes place.
- If the child then persists in disrupting the lesson, they are moved to **Red**. This will be logged and the student will miss their next break time.

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- During the same day if the student continues to disregard instructions, the student will be removed from the class and referred to the behaviour lead/SMT. The behaviour lead may apply an S1 sanction and a phone call will be made to parents.

This system ensures that children are held accountable for their behaviour while also being given a chance to reflect, improve, and be recognised for positive changes.

Restorative Chat Examples:

After a Verbal Reminder (Still Green)


Goal: Prevent escalation, reinforce expectations, and support self-regulation.

1. **Behaviour:** Example: Talking while others are working.
 - *Chat:* "What were you talking about during the task? How did that affect your work or others around you? How can you remind yourself to stay focused next time?"
2. **Behaviour:** Example: Not following instructions immediately.
 - *Chat:* "When I gave the instructions, I noticed you didn't follow them right away. What got in the way? How can you show me you're ready to follow instructions the first time?"

After Moving to Amber

Goal: Help the student understand the impact of their behaviour and avoid moving to Red.

1. **Behaviour:** Example: Persistent off-task behaviour.
 - *Chat:* "You've moved to Amber because you kept getting distracted. What was going on for you? What could you have done when you first felt distracted? What will help you stay focused now?"
2. **Behaviour:** Example: Interrupting during teaching time.
 - *Chat:* "When you interrupted, how did that affect me and the rest of the class? What could you have done instead if you needed help or had something to say?"
3. **Behaviour:** Example: Refusing to complete a task.
 - *Chat:* "I noticed you didn't want to start your work. Why? What part of it seemed difficult or uninteresting? How can I help you get started next time?"

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After Moving to Red


Goal: Encourage responsibility, repair harm, and plan for better choices.

1. **Behaviour:** Example: Ignoring previous warnings and continuing disruption.
 - *Chat:* "You had chances to change your behaviour before reaching Red. Why do you think you didn't take those chances? How did your actions affect others' learning? What will you do differently in the next lesson?"
2. **Behaviour:** Example: Defiance – arguing about instructions.
 - *Chat:* "Let's talk about what happened when I gave that instruction. How did it feel to argue? What could you do next time if you disagree with something in class? How can we make sure this doesn't happen again?"
3. **Behaviour:** Example: Leaving seat repeatedly, despite warnings.
 - *Chat:* "When you kept leaving your seat, how did it affect your learning and the class? Why do you think you found it hard to stay seated? What strategy can we try together to help you next time?"

After Serious Behaviour / Immediate Red

Goal: Deep reflection, understanding consequences, and planning for change.

1. **Behaviour:** Shouting or aggressive behaviour.
 - *Chat:* "When you shouted, how do you think others felt? What was happening inside you that made you react that way? What could you do differently next time you feel that angry? How can we make things right now?"
2. **Behaviour:** Physical behaviour (e.g., pushing, hitting).
 - *Chat:* "What happened just before you chose to push/hit? How do you think the other person felt? How do you feel about what happened now? What can you do to repair the relationship?"
3. **Behaviour:** Refusing to leave the classroom when asked.
 - *Chat:* "Why did you feel like you couldn't leave when I asked? What do you think would have happened if you had followed that instruction? What can we both do differently if this happens again?"

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4. Behaviour Around School

Expected Behaviour

- Walk calmly and quietly in corridors.
- Greet others with Salaam and politeness.
- Show respect to staff and peers.
- Take responsibility for personal and school belongings.
- Line up correctly before and after lessons.
- Listen respectfully during assemblies and prayer times.

Managing Behaviour Around the School

1. Classroom and Movement Supervision:

- All classes must be accompanied by the class teacher or a teaching assistant during break, lunchtime, and at home time.
- When students are moving around the school, **ALL** staff within the school are responsible for ensuring that appropriate behaviour is maintained. **ALL** staff members are responsible for addressing any unacceptable behaviour.
- In most cases, speaking directly to the individual or group will correct the behaviour. If this does not resolve the issue, the class teacher should be informed so that appropriate sanctions can be applied.

To maintain a safe and respectful environment, the following expectations apply in all school spaces (corridors, playgrounds, dining areas, prayer spaces, etc.):

Managing Behaviour in the Playground

1. Supervision and Intervention:


- Be outside and ready before the children arrive.
- Be consistent in enforcing the playground rules at all times.
- Remain vigilant and intervene early if a situation looks tense.
- Move around the playground to ensure adequate supervision.
- Encourage cooperative, non-equipment-based games and foster friendship-building activities.

2. Playground Rules:

- Only balls may be thrown in the playground, unless otherwise permitted by staff.
- Play fighting is strictly prohibited.

3. Handling Incidents:

- Low and moderate incidents will be dealt with directly in the playground according to the policy.
- Severe or extreme incidents will be passed onto the behaviour lead/headteacher

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Lunchtime Supervision:

- Children will be supervised by lunchtime supervisors.
- Supervisors should manage minor incidents in the playground, while more serious issues will be passed onto the behaviour lead/headteacher.

5. Behaviour Categorisation and Response

Behaviour Level	Examples	Typical Response
Low-Level Behaviour	Talking out of turn, running in corridors, minor disagreements (e.g., "he said, she said"), not lining up properly, shouting indoors, not following simple instructions immediately.	Immediate redirection, verbal reminder, brief restorative conversation.
Moderate Behaviour	Refusing to follow instructions, pushing in line, speaking rudely to peers or staff, rough play that could cause harm, persistent low-level behaviour.	Red sanction logged on system and missed playtime. Restorative conversation,
Serious Behaviour	Physical aggression, bullying, deliberate defiance, vandalism, stealing, threatening language, discriminatory remarks, leaving class or school premises without permission.	Immediate intervention, removal from social time and refer to SLT via the Behaviour incident form. SLT will then decide on parental meeting/contract, behaviour contract - possible isolation.
Extreme Behaviour	Significant harm to others, dangerous behaviour, bringing prohibited items into school, repeated serious incidents, extreme defiance towards staff, threats of violence.	Immediate removal from social time and refer to SLT. Fill out Behaviour incident form and refer to SLT. SLT will then decide on internal exclusion, involvement of external agencies, safeguarding procedures if necessary.

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6. Process for teachers when dealing with behaviour around school

Step-by-Step Behavior Management Around School

1. Observe Behaviour

- **Teachers' Responsibility:** Teachers are responsible for noticing and observing behaviour around the school (e.g., corridors, playground, dining areas). Always be alert and aware of what's happening around you.

2. Identify and Assess

- **When a Behaviour is Observed:** Assess the behaviour to determine if it's low, moderate, serious, or extreme.
 - **Low:** Minor disruptions like talking out of turn or running in the corridors.
 - **Moderate:** More noticeable disruptions like arguing with peers or pushing in line.
 - **Serious:** Aggressive behavior such as physical fighting, bullying, or vandalism.
 - **Extreme:** Dangerous behavior such as physical harm to others, threats of violence, or bringing prohibited items into school.

3. Intervene Immediately


- **Immediate Action:** Stop the behaviour right away and remind student of correct behaviour. If necessary, remove the student from the situation to ensure the safety of others.

4. Reporting the Incident

- **Logging the Incident:** If the behavior is moderate, then the student will be given a red sanction and miss a playtime. This will be logged on the behaviour traffic light system accordingly. For serious or extreme behaviour, log the details on a behaviour incident form and pass this onto the behaviour lead/SLT straight away. This should include what happened, who was involved, and the actions that has taken thus far.

5. Investigation and sanction for serious or extreme behaviour

- **Investigation:** The Headteacher or Behaviour Lead will investigate the incident and determine an appropriate sanction based on the severity of the behaviour.

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7. Engage Parents

- **Contact Parents:** If the behaviour is serious, or extreme, the student's parents will be contacted to inform them about the incident and arrange a meeting to discuss the situation.

8. Apply Consequences

- **Sanctions:** Sanctions will be applied according to the severity of the incident. Serious or extreme behaviour can lead to isolation or exclusion.

9. Restorative Conversation

- **Reflecting on Actions:** Students will always have the opportunity to have a restorative chat. This will enable them to reflect on the consequences of their behaviour.

10. Monitor Progress

- **Ongoing Monitoring:** Set up a behaviour contract if needed to monitor the student's progress. Follow up regularly to ensure improvements are being made and that the student is adhering to expected behaviour.

7. Rewards and Sanctions


Principles of Positive Behaviour Recognition in Islam

In line with Islamic teachings, we believe that **recognising and nurturing good character (akhlaq)** is as essential as imparting academic knowledge. The Prophet Muhammad ﷺ said:

"The best among you are those who have the best manners and character."
(Sahih Bukhari)

Therefore, our approach to rewarding positive behaviour is deeply rooted in the Islamic principles of **shukr (gratitude), encouragement (targhib), sincerity (ikhlas), and justice (adl)**.

Teachers are not only educators but also **moral role models** for children. They are expected to recognise positive behaviour in a way that promotes sincerity, humility, and spiritual development.

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How Teachers Should Recognise Good Behaviour in the classroom and around school (Aligned with Islamic Values)

1. Verbal Praise (Hamd & Du'a):

- Teachers should offer heartfelt praise such as "**JazakAllahukhayran**," "Masha'Allah," or "BarakAllahu feek" when acknowledging effort, kindness, or integrity.
- Teachers may make **du'a for the child's continued success**, e.g., "May Allah increase you in knowledge and good character."

2. Intentional Reinforcement of Sincerity (Ikhlas):

- While praising, teachers should remind students to do good **for the sake of Allah**, e.g., "You helped your classmate – may Allah be pleased with you."

3. Highlighting Qur'anic and Prophetic Examples:

- When students display praiseworthy traits, teachers should relate them to relevant stories of the Prophet ﷺ or the Sahaba, e.g., patience, truthfulness, generosity, respect for teachers and elders.

4. Recognition in Front of Peers:

- In assemblies or group settings, students may be commended in ways that foster collective learning. The emphasis should be on **inspiring others**, not showing off or encouraging pride.

5. Paradise Exemplary Student Certificates: Examples of consistent behaviours that qualify for the Paradise Exemplary Student Certificate

- **Consistently Leading by Example:**

- Always starts classroom tasks on time without reminders.
- Maintains quiet during Salah time and encourages others to join respectfully.
- Models good manners (adab) by greeting adults and peers with "**Assalamu Alaikum**" daily.

- **Displaying Selfless Acts of Kindness:**


- Comforts a distressed classmate and offers support without being asked.
- Gives up their place in line or during a game to promote fairness.

- **Showing Patience (Sabr) and Perseverance:**

- Accepts disappointment or corrections with a positive attitude.
- Refrains from arguing during conflict and seeks peaceful resolution.
- Works through difficult tasks without giving up and encourages others to try too.

- **Demonstrating Honesty and Integrity (Sidq & Amanah):**

- Admits a mistake (e.g., in homework or during play) and seeks to correct it.

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- Gives honest feedback or opinions in a respectful, constructive way (e.g., “I didn’t understand this part” instead of pretending).
- **Helping Others Without Expecting Reward:**
 - Regularly supports classmates with learning tasks in group work.
 - Volunteers to clean up shared spaces like the library or prayer area.
 - Looks out for younger children during lunch or playtime.
- **Exemplary Respect for Adults and Peers:**
 - Greets teachers and visitors with a smile and polite Islamic greetings.
 - Waits patiently for their turn to speak, and listens respectfully in group discussions.
 - Apologises sincerely when wrong and forgives others without holding grudges.
- **Excellence in Akhlaq During Assemblies and School Events:**
 - Sits attentively during Friday assembly and participates in a respectful manner.
 - Volunteers confidently to read Qur’an, du’a, or nasheeds during school functions.
 - Shows humility when praised and directs praise to Allah (e.g., saying “Alhamdulillah”).

Positive Behaviour Rewards Structure

The following system will be used to reward academic excellence and positive behaviour, encouraging holistic development:

Dojo Points System

- Teachers will issue Dojo points for behaviours such as:
 - **Good work and behaviour** = 1 Point
 - **Excellent work and behaviour** = 2 Points
 - **Helping others/Teamwork** = 1 Point
 - **Leading by example** = 1 Point
 - **Displaying Selfless Acts of Kindness** = 1 Point
 - **Good character** = 1 Point
 - **Other** = 1 Point
 - **100% punctuality and attendance (Amanah)** = 5 Points

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Dojo Shop

As part of our commitment to promoting and recognising positive behaviour, pupils will be awarded Dojo points for demonstrating good conduct, positive attitudes, and consistent effort across all areas of school life.

Accumulated Dojo points may be exchanged for rewards through the designated Dojo Shop. Each reward will carry a clearly assigned point value, allowing pupils to make informed choices about how they wish to redeem their points.

For instance, a pupil with 500 Dojo points may choose to exchange them for multiple smaller rewards (e.g., two items valued at 150 points and one item valued at 100 points), or opt for a single higher-value item marked at 500 points.

This system is designed to encourage personal responsibility, reinforce positive behaviour, and provide pupils with a tangible incentive for maintaining high standards of conduct.

Show & Tell Recognition:

- High-quality work and behaviour will be showcased in **Friday Assemblies**. Pupils will present their achievements in the **Show & Tell** segment, which may begin with a short reflection or Qur'anic verse on the value of knowledge or good conduct. The work will also be displayed on the show and tell board in the school.

Class wide Recognition

Class Behaviour Trophy


- The class with the **highest cumulative behaviour points** by the end of the academic year will receive the **Class Behaviour Trophy**, promoting unity and collective responsibility

Encouraging Sincere Goodness

To prevent the pursuit of reward alone, staff are encouraged to:

- Regularly remind pupils that **Allah sees all actions**, and that the **ultimate reward is from Allah** in this life and the Hereafter.
- Use motivational hadith such as:

"Whoever does not thank the people has not thanked Allah."
(Tirmidhi)

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- Encourage pupils to **praise each other's good deeds**, reinforcing mutual encouragement and gratitude.


Behaviour sanctions phases

- **Phase 1:** Verbal warning
 - **KS1:** 2 verbal warnings before moving to amber
 - **KS2:** 1 verbal warning before moving to amber
- **Phase 2:** Student moves to Amber – This is logged by the teacher
- **Phase 3:** Students moves to Red – This is logged by the teacher and the student misses a playtime
- **Phase 3:** 3 Reds within a half term will result in **Sanction 1 (S1):** Missed lunch. Parents will be contacted by SLT.
- **Phase 4:** Further 3 Reds (6 total) will result in **Sanction 2 (S2):** Children will miss all social time for a duration that is deemed appropriate by SMT. Parents will be contacted.
- **Phase 5:** 2 sanctions within every half term will result in isolation for 1 day. Parents will be contacted.
- **Phase 6:** 2 isolations within every half term will result in a suspension from school that is deemed appropriate by the Headteacher. Parents will be contacted.
- **Phase 7:** Suspension from school (1-5 days depending on the severity of the incident) at the discretion of the Governing Body.
- **Phase 8:** Permanent exclusion (decision made by the Governing Body)

Verbal warnings, moving to Amber and Red will be given for the following:

- Interrupting others while they are speaking
- Making inappropriate noises (e.g., humming, tapping, etc.)
- Talking during independent work time
- Not following classroom routines or procedures
- Being disruptive during group work
- Moving around the classroom without permission
- Not putting away materials when asked
- Not following the teacher's instructions during activities or transitions
- Not showing respect to others' work or space
- Not using polite language (e.g., please, thank you)
- Being uncooperative with classmates or teachers
- Not keeping hands, feet, and objects to oneself
- Not participating in class activities when asked
- Making faces or gestures that are distracting
- Engaging in off-task behavior during lesson time

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A student maybe given an amber or red without a verbal warning for the following:

- Shouting in and outside the classroom
- Running in the classroom and corridors
- Pushing in line or disregarding the order
- Dropping litter and not cleaning up after oneself
- Eating and drinking outside of designated break times
- Eating and drinking in areas not approved by the school
- Wearing incorrect uniform or not following uniform guidelines
- Forgetting homework and submitting incomplete homework after multiple reminders
- Failing to complete and submit two pieces of homework on time within a month (which will result in Sanction 1)
- Engaging in play fighting or rough play
- Continuously arriving at class unprepared for work
- Repeatedly forgetting the PE kit or other essential equipment for lessons
- Disrespecting school property (e.g., writing on desks, damaging resources)
- Using inappropriate language or swearing
- Not following classroom rules or agreements
- Talking during quiet work periods or when the teacher is speaking
- Not staying in assigned seating or moving around the classroom without permission
- Not participating in group activities or refusing to cooperate with peers
- Refusing to follow instructions from teachers or staff
- Chewing gum in school
- Bringing items to school that are not permitted (e.g., toys, games, etc.)

****The above list is not exhaustive**


7. Roles and Responsibilities

Staff Responsibilities

- Consistently enforce the behaviour policy.
- Provide praise and encouragement for positive behaviour.
- Engage in restorative conversations at all stages.
- Keep accurate records of behaviour incidents.
- Work in partnership with parents to support positive behaviour.

Parental Responsibilities

- Support the school's behaviour policy at home.
- Encourage their child to follow school rules.
- Attend meetings when necessary to discuss behaviour.
- Reinforce the importance of respect and discipline.

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BEHAVIOUR POLICY – PRIMARY			

Student Responsibilities

- Follow school expectations at all times.
- Respect all members of the school community.
- Take responsibility for their own actions and behaviour.

7. Conclusion

This policy aims to foster a positive, disciplined, and respectful learning environment in line with Islamic teachings. We encourage all members of our school community to work together in upholding these expectations to ensure a safe and thriving learning space for all.