

Bismilahir-Rahmanir-Rahim

**IQRA SLOUGH ISLAMIC PRIMARY SCHOOL (ISIPS)**  
**Behaviour for Learning  
and Behaviour Principles Policy**

We Learn, We Lead, We Inspire

Review Date..... 1<sup>st</sup> September 2025.....

Approved by the Governing Body

Frequency of Review.....Annual.... ..

Next Review Date..... 1<sup>st</sup> September 2026

# Iqra Slough Islamic Primary School



*We Learn, We Lead, We Inspire*

## **BEHAVIOUR FOR LEARNING POLICY**

## Behaviour for Learning Policy

### Introduction

**Good Behaviour is what we strive through our life to achieve as Muslims. A sign of Allah's bounty upon the Prophet (peace be upon him) is his good behaviour. This is mentioned in the Quran when Allah the Almighty says:**

**"And verily you are on an exalted character"**  
(Quran)

The Prophet (peace and blessings be upon him) said,

**"He is not of us who does not have mercy on young children, nor honour the elderly"** (Al-Tirmidhi).

Expectations of everyone regardless of their faith are underpinned by British Values and SMSC such that all children are able to successfully participate in a multicultural Britain and this school. Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success and potential and give descriptive praise for effort and achievement. Encouraging and developing responsibility for own behaviour is also an important element of effective teaching and learning.

Iqra Slough Islamic Primary School is committed to providing an environment where all pupils can feel safe, happy, accepted and included. It is important that an orderly framework should exist within which an effective teaching and learning can take place. Iqra Slough Islamic Primary School holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Children should be encouraged to develop:

- respect for others: their feelings, opinions, cultures, limitations and the right to individuality.
- respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- respect for the environment: their own, the schools and other people's property and the community in which we live.
- respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

The Behaviour Policy will:

- emphasise providing opportunities for children to take responsibility and be involved in decision-making.
- establish and promote consistent expectations of both staff and children.
- promote self-discipline and proper regard for authority among children.
- encourage good behaviour and respect for others and prevent all forms of

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bullying among children.

- foster a culture in which children' achievements are recognised and celebrated.
- ensure that staff are seen to be fair and consistent.
- ensure that all staff are able to take prompt and effective action when children behave inappropriately.
- promote working in partnership with home and external agencies.

## **OUR AIMS**

-To encourage all pupils to have an excellent, positive attitude to learning, enabling lessons to proceed without interruption.

-To ensure that pupils feel safe in school and the emotional well-being of pupils is not compromised.

-To ensure that behaviour-related policies, procedures and structures are clear and used consistently by all staff.

-To promote zero tolerance of poor behaviour, bullying, any type of abuse, violence and vandalism.

-To ensure that all pupils make an excellent contribution to a positive learning environment through high aspirations and exemplary behaviour at all times.

-To ensure that pupils are well supported and the early identification of pupils with behavioural difficulties to ensure excellent improvements over time

## **Roles and responsibilities of Headteacher, other staff and governors**

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact. The Headteacher will ensure that staff receives appropriate training and support and that the statutory guidelines in place in relation to children's discipline are applied.

Teachers and support staff will be expected to:

- be consistent and fair in the application of rewards and sanctions, not ignoring poor behaviour and celebrating good behaviour as a way of maximising children's self-esteem and confidence as learners.
- set high standards early in order to help children establish regular punctual attendance and good behaviour from the start, involving parents in the process.
- intervene promptly where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated.
- employ techniques such as assertive discipline, child mentoring and buddying to help improve and maintain high standards of behaviour and discipline.
- identify underlying causes since poor behaviour may be linked to a child's problems in understanding lessons.
- give children choices and help them to understand the consequences.
- provide an outstanding, high quality curriculum promoting challenge and high expectations.
- ensure that teaching methods promote active participation for all, within a

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challenging and supportive environment.

- create a stimulating learning environment that promotes independence and on-task behaviour.
- encourage pride in achievement.

## The role of the Leadership Team

- Ensure the staff fulfil their roles and responsibilities and follow the Behaviour for Learning Policy.
- Conduct 'Learning Walks' calling into lessons particularly those lessons which staff have identified as a behaviour "hot spot" where SLT support has been requested.
- For serious cases of disruption discuss the matter with the Deputy Head who will then discuss with the Headteacher
- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Code of conduct**

The School sets out clear and explicit expectations of all stakeholders through Codes of Conduct based upon the Iqra four core rules: Honesty, Respect, Cooperation and Compassion.

-The Staff Code of Conduct is made available to all staff and they are routinely taken explained this during staff training sessions at the start of the academic year.

-The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school. It is displayed around school so that all pupils are clear about their responsibilities.

-The critical role that parents play in ensuring their child can learn in school and at home is captured in the Home School Agreement.

## **Setting Expectations for Behaviour - Whole School Approach**

The school recognises that effective learning and teaching can only take place in an atmosphere where there is a clear understanding of what is and what is not acceptable behaviour for learning. Actions which prevent teachers from teaching and children from learning will not be tolerated.

## Iqra 4 Core Rules

The school follows 4 Core Rules clearly displayed across the school visible for all to see.

- Honesty
- Respect
- Co-operation
- Compassion

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## Class Learning Behaviours reward system

At Iqra, we believe that children who are inspired learners have the confidence to recognise that by focusing on building their learning skills and working hard, they can achieve success. The Learning Behaviours reward system focuses on developing and deepening key behaviour skills that children are taught right from the start of their education in their Early Years stage, right the way through their entire Primary education.

Based heavily on the Early Years National Curriculum, the whole school Learning Behaviour system focuses on 5 key behaviours:

- Independence
- Critical thinking
- Caring
- Resilience
- Being creative.

We believe that the Learning Behaviours can help prepare our children with the skills and attitudes for adapting to the future challenges they may face, as well as emphasising the crucial link between the way that children learn and their social awareness.

Children are rewarded when they display examples of these behaviours, and may be rewarded both independently and when working collaboratively. Incentives can be given out by all adults and around the school and children are encouraged to display these behaviour attitudes throughout their everyday life at Iqra. Each week, one child is chosen from each class to receive a special certificate in the school achievement assemblies for showing an example of the Learning Behaviours. At the end of each week, the group of children who have displayed the Learning Behaviours the most, and have therefore collected the most incentives, are rewarded by their class teacher.

When dealing with incidents of poor behaviour, reference will be made to the **4 Core Rules and the Class Learning Behaviours**. When pupils are rewarded, the class teacher will make clear which of the rules and Learning Behaviours they are rewarding to help all pupils to understand what outstanding behaviour looks like in school.

The Code of Conduct explicitly states how pupils are expected to behave in and around school and beyond the school gates. In addition, the expectation of pupil behaviour at an individual level is captured in the Pupil Code of Conduct, which is shared with pupils and parents.

The school clearly details its Rewards and Sanctions procedures which outlines the specific arrangements for recognising and rewarding pupils who demonstrate positive behaviours and for addressing challenging behaviour and imposing sanctions (see Appendix 1).

The critical role that parents/carers have in ensuring their child can learn in school and develop personal responsibility for their own behaviour is captured in the parents' code of conduct, which every parents/carers receives at the beginning of the academic year and as part of the induction programme when their child is admitted into the school.

All staff with responsibility for pupils has the statutory authority to address pupils' unacceptable behaviour and will follow the guidance contained in the school's policy and procedures in order to ensure a consistency of approach throughout the school.

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## Reward Trips

At the end of year, children from each class are chosen to go on a celebration trip which is paid for by the school. The children are chosen based on their efforts to continually demonstrate outstanding and exemplary behaviour based on the Learning Behaviour skills.

## Parental Involvement

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Where an injury resulting from unacceptable behaviour occurs, all parties will be interviewed, internal notes taken and wherever possible a member of the SLT will be present.

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open-door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects. We explain the school rules in the school prospectus and we expect parents to read these and support them. All meetings held with parents are with two members of staff. This is to safeguard the pupil, parents and staff members. Concerns about children will initially be addressed by the class teacher. If concerns are on-going, the year leader will meet with the parents and pupils alongside the class teacher. Escalation will then involve Deputy Headteachers initially and if required the Headteacher. If matters are still not resolved, the concerns will be shared with the Governing Body.

If the school has to use reasonable sanctions against a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Phase Leader or Deputy Head. The Headteacher will get involved when all other avenues have been explored. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

## Monitoring

The Headteacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a log of incidents of misbehaviour on CPOMS. All adults take an active role within school to monitor behaviour. The chart below in Appendix 1 shows the responsibility of each adult in each stage of the Behaviour Policy. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Pupils will be made aware that any repetition or pattern of unkind behaviour will be treated as bullying. Bullying is not tolerated. Incidents will be dealt with in line with the schools Anti-BullyingPolicy. Incidents

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will always be investigated fully and, where there is indisputable evidence that bullying has occurred, sanctions will be agreed alongside a support strategy for all pupils involved. Parents/carers will always be notified and invited to meet staff.

Pupils will, through an extensive programme of PHSE (Personal, Social, Health and Economic) education be taught that no one has the right to hurt anybody else by hitting or kicking them, calling names, spreading rumours about them or anything else (including the use of social media) that is intended to cause upset or harm. Through this programme of study, pupils will be clear what is meant by the term bullying, that it is not tolerated at the school, and how to access support if needed. They will also learn to regulate their own behaviour in line with the school's values.

### In class strategies - Praise and Reward

The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:

- specific and linked to an achievement or Learning Behaviour;
- sincere and genuinely expressed with appropriate language and tone;
- personalised through the use of the pupil's name;
- consistently used in all lessons as a part of teaching;

Within the positive learning environment, pupils should expect to receive regular praise from the adults throughout the school day for notably good behaviour in line with the school values, effort and work. Strategies used include verbal praise and encouragement; non-verbal praise - e.g. thumbs up; acknowledgement of good work; sending pupils to a Senior Leader including the Headteacher to share work; displaying pupils' work as exemplars of good work; certificated in assemblies rewarding against the Class Learning Behaviours.

### In class strategies – Sanctions

Strategies are put in place to tackle low level disruption in class. These include: sharing with pupils why it is important to behave well, based on the 4 Core Rules and Class Learning Behaviours; how to regulate their own behaviour and to "lengthen the fuse" when things are not going well; making good choices about who to sit with and where to sit.

- Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.
- They may need to write an account of what happened.
- They may need to apologise, either verbally or in writing.
- They may need to make a new agreement as to what they will do in future.
- Pupils are encouraged to reflect on how their behaviour reflects these schools' values
- Have their position in class changed to prevent recurrence and remove temptation.

All sanctions should be age and developmentally appropriate. Appendix 1 shows the schools range of disciplinary measures in 5 stages which the school reserves the right to use. These stages will be implemented consistently, openly and fairly (See Appendix 1 below).

The School also has the power to discipline a pupil for conduct outside of the School

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premises. This includes misbehaviour when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from School;
- wearing the School uniform;
- in some other way identifiable as a pupil at the School.
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the School.

## Additional Support

Staff are trained to look out for any changes in pupil's 'normal' behavioural routine. How a child behaves can be a sign of additional underlying concerns. These behaviour patterns could include: a child who is withdrawn and unable to make friends; a child who is unable to concentrate in class; a child who may become disruptive and/or aggressive in class and is not part of their normal behavioural pattern.

In such cases any emotional/behavioural difficulties will be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult or the schools Learning Mentor. We may take the decision to refer to an outside agency for additional emotional support where this is needed. Any action will be taken in line with the schools Safeguarding (Child Protection) Policy.

Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations. Staff are trained to support pupils with SEMH under the SEND Policy (Special Education Needs and Disability). If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed.

## Behaviour Support Programmes (BSPs)

The Behaviour Support Programme (BSP) is for children whose behaviour is worsening rapidly, leading to either a series of fixed-period suspensions that may lead to permanent exclusion or risk of failure at school through disaffection. It is designed to help children improve their social, emotional and behavioural skills so that they are able to manage their behaviour more effectively. We consider the following when implementing a BSP:

- identifying a member of staff to coordinate and oversee the BSP planning and process
- involving the local authority Behavioural Support Services (SEBDOS) when planning how best to support the child. Other external support services will also be explored, e.g. Education Psychology, Specialist Teacher Advisers, Education Welfare Officers or other agencies
- coordinating agencies and family working with the child to ensure ongoing support
- agreeing short-term SMART targets for the child to work towards
- the role of the BSP as a preventative measure for children at risk of exclusion
- the BSP needs to be practical and manageable
- developing and implementing the BSP in conjunction with other existing plans.

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Please note that the BSP is not used to replace the SEND processes within either the school or the LA, which include the development of Individual Education Plans (IEPs).

## Challenging children:

Children who consistently break school rules are placed on the school's Behaviour Support Programme (BSP) or contract.

### **Why will children be put on the Behaviour Support Programme/ School contract?**

- For failing to meet our school's expected standards of behaviour, or repeatedly breaking our school rules.
- Children demonstrating serious misbehaviours will automatically be placed at the discretion of the behaviour management team on the programme.

### **What will happen on the Social Skills Behaviour Programme?**

- Children will be taught social skills to help them interact well with adults and other children during the school day
- Parents/carers will automatically be informed when their child is placed on the programme.

### **How do children come off the Behaviour Support Programme?**

- Children will finish the programme when they have enough rewards to warrant integrating back with their peers.
- Parents/carers will be notified of completion of the programme.

## Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the Steps training; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Parental permission may be sought in advance if deemed necessary.

## Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc);
4. in an emergency to avert danger to the pupil or pupils;

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm

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out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

## **Reasonable force can be used to**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

## **Reasonable force cannot be used**

- as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

## **Managed Move**

A Managed Move is a **voluntary** agreement between two schools, a child and his/her parents/carers. It allows a child at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis. The move requires the agreement of the child's parent, the head teacher of the child's current school (the home school) and the head teacher of the receiving school (the host school). Please see Appendix 2 for the Slough LA Managed Moved Guidance.

## **Exclusions**

The exclusion of a pupil is always a last resort and usually follows an attempt to modify a child's inappropriate behavior. However, if a child reaches Stage 5 of the Behavior Sanctions Chart or if there has been a physical attack, exclusion may be the most appropriate immediate sanction. Fixed term exclusion may be seen as a positive opportunity for a 'cooling off' period in order to establish an objective view of the situation. All exclusions will follow statutory and LA procedures.

All exclusions will be made in line with Government Guidance and the decision to exclude will be rational, lawful, reasonable, fair and proportionate. The School will consider the implications of the following policies when making these decisions:

\*DfE – Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2022

\*The Disability and Discrimination Act;

\*Equality Act 2010;

\*Keeping Children Safe in Education;

\*Code of Practice for Special Educational Needs;

\*The Children's Act (with particular reference to children in the Care of the Local Authority).

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## Exclusions and what you can do if your child is excluded from school.

### *What is exclusion?*

When a pupil behaves extremely badly, or persistently causes serious disruption in school, the law allows the head teacher to ban the pupil from attending school. This is called *exclusion*. Exclusions are intended as a last resort in maintaining good discipline.

During the initial five days of a permanent exclusion or fixed period exclusion of six days or longer, the parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed period penalty notice.

If the exclusion is for more than one day the school is expected to make arrangements for excluded pupils to be set work to do at home and for the work to be marked. This applies both for fixed period and permanent exclusion until the 6<sup>th</sup> day following the headteacher's decision being notified to parents. The LA (Local Authority) will be contacting you about the arrangements for education for pupils who have been permanently excluded. There is a legal requirement on schools to provide full-time education for pupils who are excluded on a fixed term basis for six days or longer. This requirement applies from the sixth day following the notification of permanent exclusion being issued.

If your child should be sitting a public examination whilst excluded you should contact the school as soon as possible. Every effort will be made to make arrangements so that the opportunity is not lost.

### *How will I know if my child has been excluded?*

The school will contact you on the day of the exclusion to tell you your child has been excluded and the reasons why. Wherever possible you will be informed by telephone or in person. This will be followed by a letter within one school day.

### *Are there different types of exclusion?*

There are only two types of exclusion that a headteacher may use:

#### 1) FIXED PERIOD SUSPENSION

This is sometimes called 'a suspension' and is for a limited time. The headteacher must tell you how many days the exclusion is for at the beginning of the exclusion period and what the arrangements will be for setting and marking work for your child.

A pupil may be excluded more than once during an academic year but the total number of school days cannot be more than 45 in any academic year.

You have the right to tell the governing body what you think about the exclusion. This is called making representations. If the exclusion is fewer than 5 days, the governing body cannot direct re-instatement, but should convene a meeting to consider any representations from you.

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If the exclusion is over 5 days but no more than 15 days, in a school term and you make representations, the governing body must review the fixed term exclusion and decide whether to reinstate the pupil or uphold the headteachers decision. Where no representations are made there is no need for the governing body to meet. However, the governing body must review all fixed term exclusions of over 15 days in a school term, or where a pupil would miss a public examination.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (equivalent to one half school day) and should be treated as such. Parents have the same right to be given information and to appeal. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. Arrangements should be made for pupils who are entitled to free school meals. This may mean providing a packed lunch.

### 2) PERMANENT EXCLUSION

Consideration by the Governing Body:

The governing body will meet to consider the exclusion between the 6<sup>th</sup> and 15<sup>th</sup> school day after the notification of the exclusion. (This does not include school holidays). You will be invited to attend this meeting. You can take a friend or legal representative with you or somebody to speak on your behalf. If you prefer, to you may make your representations to the governors in writing. The LA should also be invited to send a representative to the meeting. The governors can instruct the headteacher to re-admit your child to the school.

After the meeting the governors must advise you and the LA of their decision within one school day of the meeting, giving their reasons. The LA has no power to instruct a school to readmit a pupil. If the governors confirm the permanent exclusion of your child they must advise you of your right to appeal to an independent appeal panel. You have this right even if you did not make representations to the governing body.

The LA will also write to you within three working days of the governing body meeting to confirm the details of your right of appeal. (N.B. *The governing body can delegate some or all of its functions in respect of exclusions to a committee consisting of at least three governors and such a committee may be called the Discipline Committee*).

Right of Appeal to an Independent Panel:

If you want to appeal you must write to the clerk to the appeal panel within 15 school days of the governors' decision. Your letter should explain the grounds of your appeal i.e. why you do not think that the decision is the correct one. The Panel will then consider all the information and evidence presented to it. It will weigh up, on the one hand, what is in your child's interests and, on the other, the interests of the school, the staff and other pupils. The Panel will then decide whether your child should be re-admitted. The Clerk to the Panel will write to you telling you of the decision and the reasons for it. All Appeal Panels act independently and their decisions are binding.

### **Use of CCTV**

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CCTV is in operation in school and on the school premises for purposes of safeguarding. It may be used as evidence during pupil investigations and other processes e.g. investigating behavioural incidences, to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.

**Appendix 1**

**Behaviour, possible response and sanctions**

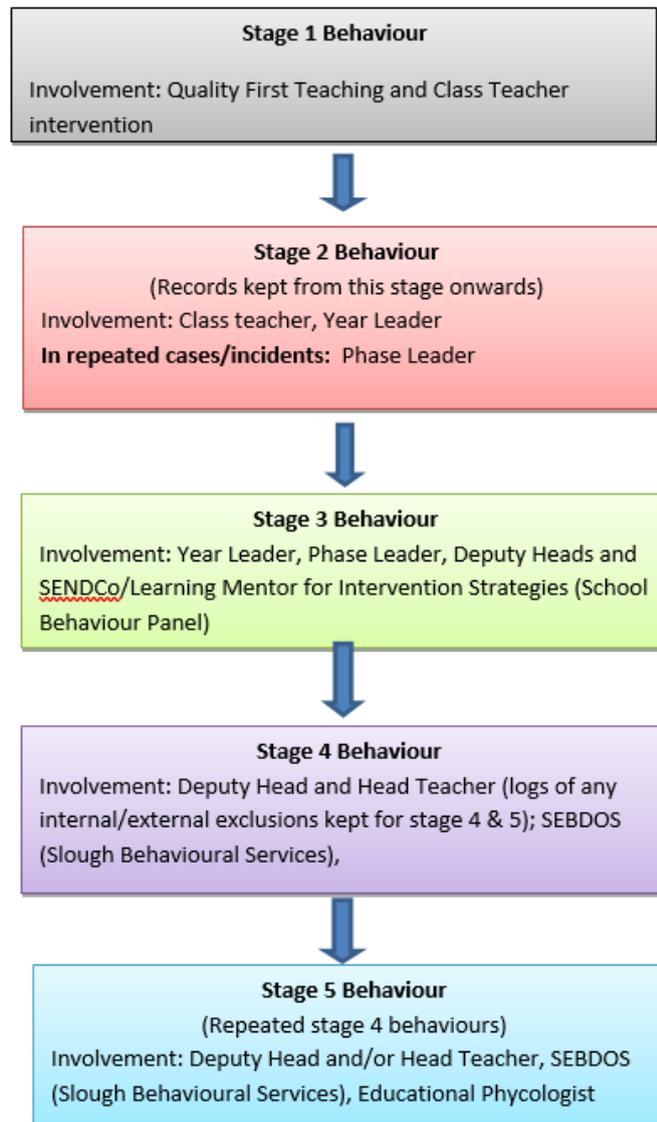
	Example of Behaviour	Possible Response	Possible Sanctions
<b>Stage One – Quality First Teaching and Class based strategies</b>	<ul style="list-style-type: none"> <li>Wandering about</li> <li>Calling out</li> <li>Interrupting the teacher</li> <li>Talking at inappropriate times</li> <li>Pushing and shoving in the line</li> <li>Irritating other children</li> <li>Interrupting other children</li> <li>Accidental damage through carelessness</li> <li>Dawdling</li> <li>Cheeky, offhand comments</li> <li>Silly or annoying name</li> <li>Annoying other people</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact</li> <li>Gesture to return to seat</li> <li>Hold hand and take back to seat</li> <li>Give choices e.g. stop talking or sit somewhere else, get on with your work or complete it at playtime</li> <li>Reminder of Learning Behaviours and 4 Core Rules</li> </ul>	<ul style="list-style-type: none"> <li><b>Change seating arrangement</b></li> <li><b>Send to play elsewhere or with someone else</b></li> <li><b>Ask to apologise for behaviour</b></li> <li><b>Meeting with both parents after school – class teacher.</b></li> </ul>
<b>Stage Two - Record kept from this stage</b>	<ul style="list-style-type: none"> <li>Not responding to teacher</li> <li>Disruptive behaviour affecting teaching and learning</li> <li>Deliberating causing disturbance</li> <li>General refusal to do something</li> <li>Minor challenges to authority</li> <li>Mild, one off swearing</li> </ul>	<ul style="list-style-type: none"> <li>Talk to child</li> <li>Learning Mentors to observe and identify triggers</li> <li>Discuss the consequences of behaviour</li> <li>Separate child from scene and other children involved</li> </ul> <p><b>In repeated cases</b></p> <ul style="list-style-type: none"> <li>Year Leader/Phase leader involved</li> <li>Informal meeting by class</li> </ul>	<ul style="list-style-type: none"> <li><b>Separate from class or group for a while</b></li> <li><b>Send to Year Leader’s class</b></li> <li><b>Write a letter of apology</b></li> <li><b>Detention during lunchtime and playtime breaks</b></li> <li><b>Complete unfinished work in playtime or lunchtime</b></li> <li><b>Temporary withdrawal of privileges</b></li> <li><b>Speak to Parents</b></li> </ul>

<ul style="list-style-type: none"> <li>• Deliberately throwing objects</li> <li>• Harming someone /causing marks on body/ or pain</li> <li>• Deliberately damaging school or other 's property</li> <li>• Leaving class without permission</li> <li>• Repeated refusal to do tasks</li> <li>• Continuous or repeated cheeky responses</li> <li>• Serious challenges to authority</li> <li>• Harmful or offensive name calling</li> <li>• More serious or repeated name calling</li> <li>• Verbal abuse of a child</li> <li>• One-off bullying or manipulative behaviour</li> </ul>	<p>teacher with parents</p> <ul style="list-style-type: none"> <li>• Referral to Phase Leader/Deputy Head</li> <li>• Formal letter to and contact with parent by Phase Leader/ Deputy Headteacher</li> <li>• Details passed on to Headteacher</li> <li>• Involvement of Behaviour Support</li> <li>• In the case of racist incident, incident form will be submitted to LEA and reported to governors</li> </ul>	<p><b>In repeated cases:</b></p> <ul style="list-style-type: none"> <li>• Formal letter home to parents</li> <li>• Meeting with parents with Year Leader, Phase Leader,</li> <li>• Telephone parents and meet with them as soon as possible</li> <li>• Child removed from class</li> <li>• Fixed term detention during playtime and lunchtime</li> <li>• Removal from classroom for a period of time</li> <li>• Possibility of parent involvement in school</li> <li>• Placement on SEN register for emotional behavioural difficulties or contract</li> <li>• Consider putting in place a behaviour support plan</li> <li>• Meeting of parents and child with Deputy Head</li> </ul>
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## Iqra Slough Islamic Primary School: Whole School Policy

<b>Stage Four – External Support</b>	<ul style="list-style-type: none"> <li>• Repeatedly leaving the classroom without permission</li> <li>• Fighting and intentional physical harm to other children</li> <li>• Throwing large dangerous objects</li> <li>• Serious challenges to authority</li> <li>• Leaving school grounds without authority</li> <li>• Verbal abuse of any staff</li> <li>• Vandalism or stealing</li> <li>• Repeated disruptive behaviour resulting in loss of learning for others</li> <li>• Persistent bullying including racist language and abuse;</li> <li>• the use of specific language as a <i>derogatory</i> term</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate involvement of Headteacher</li> <li>• Immediate removal of offender from scene</li> <li>• Involvement of SBC</li> <li>• Formal meeting of parents with Headteacher</li> <li>• Details of incident/s and behaviour reported to governors</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Telephone parent and meet with them as soon as possible</b></li> <li>• <b>Fixed term suspension</b></li> <li>• <b>Pastoral or Behaviour support programme where there is a risk of permanent exclusion</b></li> <li>• <b>Meeting of parents and child with Deputy Head/Head teacher</b></li> </ul>
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<b>Stage Five – External Support</b>	<ul style="list-style-type: none"> <li>• Extremely violent behaviour</li> <li>• Very serious challenges to authority</li> <li>• Repeatedly leaving school grounds (or attempting to) without permission</li> <li>• Physical abuse of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate involvement of Headteacher</li> <li>• Immediate removal of offender from scene</li> </ul>	<ul style="list-style-type: none"> <li>• <b>For repeated stage four behaviour, permanent exclusion</b></li> <li>• <b>Meeting with Local Authority regarding managed move</b></li> </ul>
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In Stages 1-5 above, Learning Mentor Team, Members of staff on duty or teaching assistants responsible for break and lunchtime supervision will log any behavioural incidents. This log is handed directly to the class teacher for follow up. For behaviour that is either a stage 4 or 5 this log may be given directly to the Deputy or Head teacher.

Several other school policies should be referred to in conjunction with the Behaviour for Learning Policy, for example:-

- Anti-Bullying Policy
- Attendance Policy
- Equal Opportunities Policy
- Safeguarding
- Special Educational Needs Policy