



# JAMEAH ACADEMY

## BEHAVIOUR AND REWARDS POLICY 2022/2023

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Mrs Sajeda Mulla		Signature: <i>S Mulla</i>		Date:01/09/22

# **BEHAVIOUR POLICY**

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## **INTRODUCTION:**

At Jameah Girls Academy, we believe that the most effective teaching and learning takes place in a well- managed environment; one that is calm, happy and safe for the entire school community. In line with our Islamic ethos, there is a requirement of mutual respect and responsible behaviour for all members of the school community. This policy focuses on helping to build positive behaviours, attitudes and values which support learning. This policy promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when the behaviour, attitudes and values of pupils do not meet expectations, all staff, pupils, parents/carers and governors have a clear understanding of their rights, roles and responsibilities to implement the policy to alleviate such issues.

This policy should be read in conjunction with:

- The Independent School Standards
- DfE Behaviour & Discipline in schools, 2016
- DfE Preventing & tackling bullying, 2017
- DfE Teachers' Standards 2011 JGA
- Anti-Bullying policy
- Cyberbullying policy
- Equalities Policy
- SMSC Policy
- Uniform Policy
- Staff Code of Conduct
- Parent-Pupil Handbook
- Home-Academy Agreement

## **AIMS OF THE POLICY**

- To encourage and reward good conduct that is in accordance with the values and teachings of the Qur'an and Sunnah.
- To actively promote positive human values, which include fundamental British Values.
- To promote the concept that the best learning opportunities occur in a positive and structured environment.
- To promote consistently high expectations of positive behaviour, positive attitude to learning and positive values.
- To affirm that maintaining positive attitudes to learning and discipline within school is a shared responsibility of every member of the learning community.
- To raise pupils' self-esteem by the use of rewards, positive interaction and reinforcement.
- To develop self-discipline amongst pupils and a sense of responsibility to others in the school and wider community.
- To establish clear guidelines of expectations with appropriate rewards and sanctions which are clearly understood by all members of the school learning community.
- To ensure that everyone's right to be treated fairly and equally is fulfilled.
- To encourage and enable all staff to resolve negative attitudes should they occur, using a

coherent and unified approach.

- To create a caring, stimulating and secure environment in which everyone can operate safely.
- To ensure the policy is fully understood and implemented consistently throughout the school and is effectively monitored and evaluated.

## **GUIDING PRINCIPLES OF THIS POLICY**

The primary guiding principle of this policy is the facilitation of the school's motto,

*'Striving for Spiritual and Academic Excellence'.*

This motto in turn is reflective of a supplication contained in the Qur'an,

*"My Lord, increase me in knowledge" [20:114].*

The motto is also reflective of a saying of the Noble Prophet صلى الله عليه و سلم,

*"I was only sent to perfect good character" [Ahmad*

The examples of 'Islamic behaviour, attitudes and values' in other parts of this document are without exception among those exemplified by the Noble Prophet صلى الله عليه و سلم during his lifetime.

Other guiding principles of this policy include:

- Reflection, re-engagement, reformation and growth feature strongly in this policy and we will strive to achieve a balance between avoiding exclusion whilst at the same time acknowledging the fact that poor attitudes can in themselves exclude other pupils from learning and feeling safe.
- We believe that positive behaviours, attitudes and values can be developed with support and poor conduct is not an inevitable consequence of any prior or existing context.
- Poor behaviour, attitudes and values can affect the safety and welfare of members of our learning community, the ability of pupils to learn and teachers to teach. They cannot therefore be tolerated. Staff have the right to teach and pupils have the right to learn.
- This policy relates to behaviour, attitude to learning and values within the classroom, all areas of the school, when pupils are engaged in school activities out of school, within the immediate vicinity of school and on the journey to and from school.
- The school reserves the right to consider any sanctions for actions which contravene the policy that occur online, or during evenings, weekends and over holiday periods.
- The school has the authority to initiate this policy in any other circumstances where there is serious misconduct and there is a clear link between that action and maintaining good discipline in school.
- A positive approach and a focus on behaviour, attitude to learning and values will ensure that positive behaviour is rewarded, and inappropriate behaviour has consequences.

## **ROLES AND RESPONSIBILITIES**

### **GOVERNORS**

The Governing Body strongly believe that high standards of behaviour, positive attitudes to learning and positive values lie at the heart of a successful school that enables pupils to make progress in all aspects of their school life and beyond. They strongly believe that staff have the right to be able to teach without interruption or harassment. In summary, governors are expected to:

- Support the school through critical engagement, accountability and monitoring of personal development, behaviour and welfare of pupils via reporting by the Head Teacher.
- Ensure the school reflects the shared aspirations of the Governing Body, staff, parents/carers, pupils and all stakeholders.
- Ensure the school is meeting its legal duties related to all aspects of welfare, health and safety of pupils as set out in the Independent School Standards 2014.
- Review and ratify this Behaviour Policy annually.
- Attend learning walks and/or observations in school to observe and monitor the implementation of this Behaviour Policy.
- Take part in any decisions to permanently exclude a pupil from the school

### **SENIOR LEADERSHIP TEAM**

The Head Teacher, Assistant Head and the Head of Behaviour will be responsible for the implementation and day-to-day management of this policy and procedures outlined herein. It is the aim of Senior Leaders and staff to promote, recognise, encourage and reward positive behaviour, attitudes and values displayed by learners. The positive learning ethos of the school will promote equality and diversity for all groups in the learning community. Bullying, aggression or prejudice will not be tolerated, and positive character will be actively encouraged at all levels. The Head Teacher will report on the behaviour of pupils to the governors routinely via the Head Teacher's reports. In addition to this where there are instances of exceptionally serious behaviour issues, the Head Teacher notify the governors in a timely manner.

## **HEAD OF BEHAVIOUR**

The role of the Head of Behaviour is to promote positive behaviour and values among all pupils in the school and to manage sanctions which result from entries made in a pupils' Behaviour Record. The Head of Behaviour is expected to:

- Listen to, note and respond to pupils' concerns with respect to any behaviour which is below the expectations of the school. Pupils' concerns with respect to behaviour are brought to the Head of Behaviour when the form tutor is not available.
- Manage all written and verbal correspondence with parents/carers in relation to entries made in the Behaviour Records of pupils.
- Conduct meetings with pupils and meetings with parents/carers when a particular Stage has been reached the Behaviour Record and keep records of matters discussed in these meetings.
- Manage the issuing and daily checking of behaviour and organization reports which may be issued to pupils once a particular stage has been reached in the Behaviour Record.
- Determine whether concerns regarding a pupil's behaviour consists of bullying and if so, work with the Head Teacher and parents/carers in accordance with the school's Anti-bullying and Cyberbullying policies.
- Keep a log of any behaviour incidents which are discriminatory in nature, with reference to the protected characteristics as set out in the Equalities Act 2010 and the schools Equalities Policy.
- To keep records of internal isolations and exclusions (fixed term or permanent) and communicate information regarding these to the school office and to teaching staff.
- To collate and correctly store current and past records of pupil behaviour.
- To update the Rewards and Sanctions policy, Anti-bullying policy and Cyberbullying policy annually.
- To deliver training and guidance to staff on the above policies on INSET days and as part of induction of new staff.
- To provide the school admin team with up to date information on the behaviour policy for inclusion in documents such as Pupil Parent Handbook and Pupil Planner and the school website where relevant and as needed.
- To assist the Head Teacher with reporting on behaviour to the Governing Body.

## FORM TUTORS

### Purpose:

Form tutors play the most important role in terms of pupil development and monitoring, being the first point of contact for pupils, and giving support and guidance to pupils on all aspects of school life. The form tutors work in collaboration with the Head of Behaviour to help pupils for whom behaviour and values are less than acceptable persistently in any category or across more than one subject area. This occurs once subject teachers have tried subject specific interventions.

### Responsibilities and Duties:

The following duties must be carried out by all form tutors every day during morning registration:

- **Registration:** Register students promptly and accurately on SchoolPod between 8:00 and 8:05.
- **Uniform:** Students must remove their outside coats when in the building therefore ALL non-uniform outer garments must be removed during form time. Check uniform to ensure all students are appropriately dressed; all pupils must bring plimsolls and wear the correct uniform trousers A grip pin must be worn on scarfs and no pokey pins are permitted. Form tutors must log into the behaviour grid for pupils who do not have correct uniform. Ensure students leave form time dressed correctly.
- **Lunch:** Form tutors are responsible to carry out checks to ensure all pupils have brought in healthy lunch.

The following duties must be carried out by all form tutors weekly:

- **Assembly:** Form tutors are to accompany their class to assemblies and be responsible for their conduct during the assembly.
- **Behaviour and Rewards Check:** All Form Tutors must keep on top of the behaviour & rewards grid. They must email the Head of Behaviour when a pupil has reached a stage that requires them to need a reward or a sanction. Pupils will be sent every Monday to collect their behaviour reports and the daily checks will be done by the Form Tutor. After the report has been completed the reports will be handed to the Head of Behaviour.
- **Pastoral and Wellbeing:** Form Tutors must keep on top of the wellbeing of all pupils in their class. It is paramount that the Form Tutor pays particular attention to the welfare and the wellbeing of their pupils; spiritually, academically and healthwise. Form Tutors are to take pride in their class. Make the pupils feel that you care about their progress and welfare in school. Form Tutors may need to discuss issues with other staff/professionals regarding their pupil's progress or concerns from time to time. Pupils can be referred to the Mentor or Head of Behaviour.

## **SUBJECT TEACHERS AND SUPPORT STAFF**

All school staff including subject teachers, support staff and volunteers are responsible for ensuring that the behaviour policy and procedures are followed consistently and fairly applied. All staff share responsibility, with the support of the Senior Leadership Team, to create a high-quality learning environment, promoting positive attitudes and implementing the policy and procedures.

Whilst the list below is not exhaustive, all staff are expected to:

- Consistently meet the roles and responsibilities expected of them and use the routines, policies, procedures, and strategies adopted by the school.
- Abide by the agreed sanctions process, applying the appropriate sanction consistently to deal with any inappropriate behaviour, attitude, values or lack of work.
- Reinforce positive attitudes to learning, teach and actively model appropriate behaviour and establish positive relationships within our learning community.
- Maintain positive relationships with parents and carers to develop a shared approach and involve them in the implementation and on-going support of the school's policies.
- Motivate pupils by regular use of praise and ensure when appropriate, all pupils receive recognition of their successes with consistent, meaningful positive rewards.
- Establish good order and behaviour management, central to achieving and maintaining high levels of learning, attainment and a safe learning environment for staff and pupils.
- When starting with a new class, each teacher will involve the pupils in establishing common agreement mirroring the school's emphasis on rights, responsibilities, and routines.
- Inform pupils clearly to understand the boundaries for attendance, punctuality, organisation, attitudes, and levels of work expected and enable them to develop self-discipline by consistently establishing clear behaviour guidelines and applying appropriate consequences for unacceptable actions when required.
- Manage pupils by giving fair, clear messages, in the least intrusive way possible.
- Have high expectations of pupils and ensure all pupils know what the school expectations are from the first lesson of the year, throughout and to the very last.
- Maintain a high quality of teaching and learning and pastoral support throughout the school.
- Ensure prompt early intervention to prevent further escalation of negative attitudes to learning or underachievement by exploring why a pupil has misbehaved.
- Ensure lessons are differentiated to support and challenge each individual thereby reducing incidents of poor conduct and giving access to appropriate support for any pupil who needs additional support.
- Contribute to the wider promotion of positive attitudes to learning, which are implicit within aspects of each subject area and the school's wider curriculum, topics of the week, assemblies, etc. or making time for pupils to receive extra support or opportunities to extend their engagement through extracurricular activities and events.
- All staff are responsible for monitoring and recording low-level (C1) behaviour and more serious infractions (C2 and C3s) in the pupils' Behaviour Record.
- Consistently and scrupulously adhere to the 'Staff Code of Conduct' and work consistently towards meeting all the DfE Teachers' Standards, in support of the aims of this policy.

## **THE SCHOOL MENTOR**

The Mentor has a role in supporting school staff to implement the Behaviour Policy and associated policies, by actively mentoring pupils, some of whom may be struggling to meet the expectations of behaviour, attitudes and values of the school. Part of the remit of the Mentor's role is to guide pupils towards positive patterns of thought and behaviour, and to build resilience and increase self-esteem among pupils. The Mentor communicates directly with pupils and also parents and carers where needed, in order to help pupils with identified needs such as the requirement of emotional support, to uphold the aims of this policy.

## **THE SENDCo**

The SENDCo will co-ordinate with teachers who support pupils experiencing behavioural difficulties amongst other conditions. The SENDCo ensures that direct support is provided for pupils with special educational needs and/or disability whose actions are preventing learning or whose condition is a barrier to their learning. In addition, the SENDCo will, with parental cooperation, facilitate testing for learning difficulties or profiling assessing emotional needs if there is a suggestion that a previously undiagnosed special educational need may be having an impact on a pupil's attitude to learning. The SENDCo will liaise with parents/carers and other agencies and work to remove barriers to learning insofar as possible, to help all pupils in the school towards excellence of behaviour, attitude and positive values, regardless of their SEND status.

## **PARENTS/ CARERS**

Our parents/carers are the key stakeholders of the Jameah Academy learning community. Parents and carers are encouraged to take responsibility for supporting and reinforcing the positive behaviour, attitudes to learning and values of their child(ren) both inside and outside the school. They are encouraged to work in partnership with the school to promote and contribute to the further the aims of this policy. Parents/carers are expected to abide by the 'Home Academy Agreement' and refer to guidance in Pupil Planners and in the Pupil Parent Handbook. It is expected that parents/carers will attend meetings with staff in the school which are called to promote the aims of this policy, including parents' evenings, parent workshops and parent assemblies.

## **PUPILS**

Pupils are expected to take responsibility for their own actions and behave in an appropriate manner in school, around school and outside of school, thereby enabling themselves and others to achieve the highest possible levels of learning, wellbeing and safety for all. They are made fully aware of the school's policy, procedures and expectations. Pupils are actively encouraged and supported in feeling able to report any incidents of misbehaviour including bullying, aggression or any form of harassment.

## **EXPECTATIONS OF POSITIVE BEHAVIOUR AND VALUES AT JAMEAH ACADEMY**

In keeping with our Islamic ethos, all pupils are expected to practice Islamic behaviour and positive attitudes and always display Islamic values.

Examples of such behaviour, attitudes and values include, but are not limited to:

- Striving for excellence in spiritual endeavours
- Striving for excellence in academic endeavours
- Nobility of character
- Respectfulness towards self and others
- Service to others
- Equality for all
- Upholding Democratic principles of Truthfulness at all times
- Care for others
- Tolerance and kind treatment of all in school and in wider society
- Adhering to the Rule of Law in school and in wider society
- Co-operation and collaboration with others
- Excellence in communication with others
- Upholding the individual liberty of self and others
- Reliability and dependability
- Forgiveness and mercy towards others
- Generosity of spirit
- Patience and resilience
- Determination and consistency
- Modesty and humility
- Ability to control anger and annoyance
- Empathy for others
- Punctuality and scrupulousness in all affairs
- Justice and fairness for all
- Integrity and authenticity
- Cleanliness of self and surroundings
- Responsibility towards taking care of the environment
- Support and encouragement of others
- Exploration and adventurousness
- Growth and achievement
- Creativity and curiosity
- Friendship and loyalty
- Leadership and positive influence

## STRIVE VALUES:

The JGA expectations for positive behaviour work in conjunction with our Vision, Mission, and Values to complement the ethos of the school. It is a system that allows all pupils to feel valued and encouraged.

# VALUES

## SPIRITUALITY

Having certitude in faith, nobility of character, generosity of spirit, sincerity, integrity, authenticity and good intentions. Suffusing one's life with the remembrance of the Divine

## TOLERANCE

Having tolerance, respect, care and empathy for oneself and others; kind treatment, honour and service for all; cooperation and collaboration with others; upholding principles of individual liberty and equality for all

## RESILIENCE

Upholding democratic principles, the rule of law, justice and fairness for all; showing determination, accountability, consistency, reliability and patience; reliance on the Divine

## INITIATIVE

Showing independence, leadership, confidence and having high aspirations and a growth mindset; excellence in communication with others and the ability to make good choices

## VIRTUE

Having high morals and establishing regular prayer; taking responsibility for care of one's immediate and global environment; striving to control anger and annoyance; honesty in all

## EXPLORATION

Lifelong enthusiasm for seeking knowledge; maintaining creativity, imagination and curiosity; having an appreciation of culture, risk management and adventure.

Pupils' contributions in lessons are an invaluable source of promotion of interest and further exploration of the subject area. At Jameah Academy, we encourage pupils to be creative, curious, collaborative, critical thinkers. Praise and reward for such positive traits creates a positive attitude to learning in the classroom, creates an environment of purposeful engagement and promotes a growth mindset among pupils. Praise and reward are vital for creating lifelong learners who have a passion for striving towards spiritual and academic excellence, and as such, the giving of praise and reward is central to the vision of our school.

## EXPECTATIONS OF POSITIVE BEHAVIOUR AND VALUES IN PRIMARY

The primary expectations are very closely connected with our whole school approach. It is based on the principle that children should be given clear explanations of expectations that are required of them. They are positively rewarded for following the rules and have a set of clear consequences if they break them.

<b>RULES AND ROUTINES</b>	
<b>CLASSROOM RULES AND ROUTINES</b>	<ul style="list-style-type: none"> <li>- <b>We are gentle;</b> we don't hurt others.</li> <li>- <b>We are kind and respectful;</b> we don't hurt anybody's feelings.</li> <li>- <b>We are honest;</b> we don't hide the truth or tell lies.</li> <li>- <b>We take turns to listen and to speak;</b> we don't interrupt.</li> <li>- <b>We work hard and try our best;</b> we don't waste our own or others' time.</li> <li>- <b>We respect all property;</b> we don't waste or damage things.</li> <li>- <b>We follow instructions;</b> we don't ignore them.</li> </ul>
<b>PLAYGROUND AND LINING-UP ROUTINES</b>	<ul style="list-style-type: none"> <li>- We take turns and share in the playground.</li> <li>- We sometimes win games, we sometimes lose; it doesn't matter.</li> <li>- We play gently and never play-fight.</li> <li>- We speak to an adult if we are upset or angry and accept their help.</li> <li>- We line up quickly and quietly when the whistle blows, ready to learn. We collect our things before we leave the playground.</li> </ul>
<b>CORRIDOR AND STAIRS ROUTINES</b>	<ul style="list-style-type: none"> <li>- We walk around the school quietly.</li> <li>- We keep to the left.</li> <li>- We stay in our lines.</li> <li>- We hold doors for others</li> </ul>
<b>TOILET ROUTINES</b>	<ul style="list-style-type: none"> <li>- We only go to the toilets when we need to use them.</li> <li>- We leave the toilets clean and tidy.</li> </ul>
<b>ASSEMBLY ROUTINES</b>	<ul style="list-style-type: none"> <li>- We walk into and leave assembly quietly.</li> <li>- We raise our hand when the teacher is doing the countdown.</li> <li>- We look at and listen to the person speaking.</li> <li>- We sit still and keep our hands and feet to ourselves.</li> <li>- We put our hand up if we want to say something.</li> <li>- We try our best to take part and share our idea.</li> </ul>

## **JGA REWARDS SYSTEM**

The aim of the JGA rewards system is to reward pupils for following the expectations of positive behaviour and to motivate students by rewarding points for achievements. We recognise that our pupils possess a range of talents and abilities. All staff will contribute to the recognition of positive achievements and are committed to promoting them, celebrating effort and achievement at all levels, seeking every opportunity to praise positives, achievement and improvement both in and out of school. Rewards are earned and equally accessible to all learners.

The JGA Reward System will work in conjunction with our Vision, Mission, and Values to complement the ethos of the school. It will be a system that will allow all pupils to feel valued and encouraged.

Pupils can earn behaviour points in the following areas:

### **ACADEMIC EXCELLENCE**

- Brilliant work
- Performing well in tests
- Completing tasks to a good standard
- Work exceeding expectations in terms of improvement
- Creativity/thinking outside the box

### **ATTITUDE**

- Engagement in lessons
- Good participation and effort shown during lessons
- Readiness to learn
- Demonstrating 'STRIVE'
- Collaboration in projects with enthusiasm and responsibility
- Positive engagement and curiosity about subject area

### **HOMEWORK**

- Completed to a good standard
- Continuously submitted on time

### **FORM TIME**

- Being helpful
- Consistent good behaviour
- Organised (uniform and equipment)

### **WHOLE SCHOOL AREA (CHARACTER)**

- Spiritual/moral/social excellence
- Showing gratitude, empathy, kindness and helpfulness to a peer or staff member
- Picking up litter and keeping the class/communal areas tidy.

Holding doors open for others.

- Actively encouraging others to behave well.
- Carrying out service of others extra to their duty, e.g., helping with putting prayer mats out or floor mats for eating when it is not their turn.

(Any member of staff can issue points here.)

### **Hifz Department Awards**

- Rewards points will be given to the pupils in our Hifz programme as follows:

<b>Achievement</b>	<b>Number of reward points given</b>
Dor & Sabaq Para/ Sabaq	3 reward points

Correct Dor	1 reward point
Correct Sabak para	1 reward point
Correct Sabak	1 reward point
Passed para test	3 reward points

## RECORDING REWARD POINTS

The JGA Reward System differs slightly in the way that reward points are recorded in KS1 and KS2/Secondary.

<b>KS1</b>	<b>KS2/Secondary</b>
<p>In KS1, reward points are awarded through ClassDojo.</p> <p>ClassDojo is a school reward and communication platform that supports our teachers to encourage children in class and engage parents. School staff use ClassDojo to give children encouragement (Positive Behaviour Points) for showing various behaviours and attitudes like independence, positivity, teamwork and resilience. As school staff award Positive Behaviour Points, children are fully aware of their progress (number of points earned) as their individual total grows. In turn, parents are immediately notified of their child's achievements via the ClassDojo app. We believe that our home-school partnership is fundamental to every child realising their full potential as it provides parents with a platform to monitor and connect with their child's classroom experiences.</p> <p>We aim for our positive behaviour, rewards and class-dojo system to:</p> <ol style="list-style-type: none"> <li>1. Create a positive and nurturing environment</li> <li>2. Foster a pupil-led classroom.</li> <li>3. Promote school-home partnership</li> </ol> <p>Any member of staff can issue DOJO points to a student.</p>	<p>In KS2 and secondary, reward points are awarded through SchoolPod.</p>

## OVERALL STAGES FOR REWARDS

### PRIMARY

In primary, when pupils reach a stage of points, they will be rewarded in the following manner:

<u>Stage</u>	<u>Reward points</u>	<u>Reward earned</u>
1	30	Form Tutor makes phone call home to inform parents
2	50	Post Card sent home/Dojo
3	60	Bronze certificate (+ prize in KS1)
4	85	Silver certificate (+ prize in KS1)
5	110	Gold certificate (+ prize in KS1)
6	135	Platinum certificate (+ prize in KS1)

### SECONDARY

In secondary, when pupils reach a stage of points, they will be rewarded in the following manner:

<u>Stage</u>	<u>Reward points</u>	<u>Reward earned</u>
1	20	Form Tutor makes phone call home to inform parents
2	40	Post Card sent home
3	50	Bronze certificate
4	75	Silver certificate
5	100	Gold certificate
6	125	Platinum certificate

## STAR OF THE WEEK - PRIMARY

Primary children will be awarded with a star of the week award after consistent effort in any area over the course of a full week.

A child awarded star of the week earns 5 points for their consistent efforts in any of their areas of the course of a full week. Parents are informed by a notification on ClassDojo, and the child receives a 'Star of the week' certificate to take home.

## JGA HOUSES

At JGA, we have four houses. Each pupil is allocated to a house when they join the school. The reward points they accumulate are totaled with the rest of their house members points. At the end of every term, the 'winning' house is announced and rewarded with a prize.

<b>Gratitude</b>
<b>Hope</b>
<b>Mercy</b>
<b>Peace</b>

## END OF YEAR AWARDS AT JGA

These certificates and awards are presented to all JGA pupils annually as the highest accolades and they also serve to promote certain aspects of our school motto and vision; 'Striving for Spiritual and Academic Excellence'.

**Achievement certificate** – this is awarded to one pupil in each Year group who has consistently achieved highly in that subject. The recipient of this certificate is decided by the class teacher.

**Effort certificates** – these are awarded to two pupils in each class who have consistently applied themselves in lessons and shown positive attitudes to learning throughout the year. The recipients of this certificates are decided by the class teacher.

**Attendance certificates** are awarded to all pupils who have had 100% attendance over the school year.

The ultimate '**Muslim(ah) of the Year**' award is given at the annual awards day to one pupil in each Year group who has most consistently shown excellence in work and behaviour throughout the year. The winner is decided by staff collectively at the end of the year.

An award for the '**Most Improved**' pupil is also given at the end of the year, to one pupil in each Year group who has shown most progress with behaviour and attitude to learning over the course of the year. The winner is decided by staff collectively.

The **Sports Personality of the Year** award is given to one outstanding sportswoman per Year group, for showing excellence in participation, positive attitude and great sportsmanship. The winner is decided by the PE teacher for that Year group.

The '**Evha Jannath Prize for Friendship**' is awarded to one pupil in secondary and one pupil in primary, for the quality of being an excellent friend. This award commemorates one of the beautiful values of a former pupil of the school who passed away in tragic circumstances. Nominations are made by pupils and the winner is decided collectively by teachers and SLT.

## **JGA BEHAVIOUR SYSTEM**

### **BEHAVIOUR FOR LEARNING PROTOCOLS FOR ALL TEACHING STAFF AT JAMEAH ACADEMY**

**ALL staff are expected to use the following guidelines and establish the following routines with the classes they teach, in order to promote consistently positive behaviour in lessons: Know that implementing strategies for behaviour management takes time, patience and consistency to establish classroom routines.**

**Start by setting out your expectations clearly.**

- Clearly outline your expectations and the classroom rules.
- Have a seating plan for every class you teach.
- Know your pupils' names.
- Use a countdown (5-4-3-2-1) to get pupils' attention. Expect every pupil to face you and look attentive.
- NEVER talk over pupils! Use silence to make your expectations clear. No matter how long it takes, wait for the pupils to be quiet before you continue speaking.
- Be consistent.

**Be consistent with the minor details:**

- Lining up straight and quietly before they enter the class.
- Greet pupils at the door, checking uniform as they enter – if their uniform is incorrect, ask to see a note in the planner before they enter. Do not let them enter unless they are correctly and very neatly presented.

**ALWAYS challenge low level disruptions, for example:**

- Speaking whilst the teacher is speaking/reading even if they are whispering.
- Speaking whilst another pupil is speaking/reading.
- Calling out.
- Not doing enough work (quality or quantity does not match expectations).
- Other disruptions e.g. passing notes, leaving their seat without permission, still writing after being asked to stop.

## **UNACCEPTABLE BEHAVIOUR IN KS2/SECONDARY**

In cases of general classroom and school discipline, appropriate measures will initially be taken by the teacher or staff member involved. Please refer to the C1-C4 system outlined below.

Inappropriate behaviours are categorised by the seriousness of their nature:

### **Minor offences:**

**Minor offences result in a C1 initial warning to pupils and then after repeated disruption, recorded on SchoolPod.**

### **Examples of minor offences include, but are not limited to:**

Being late to lesson.

Uniform incorrect, e.g. plimsolls not on or worn incorrectly, outerwear not removed, scarf not on properly.

Failure to complete class work/ homework according to expectations.

Incorrect or lack of essential equipment.

Talking while the teacher is talking or someone else is talking.

Misuse of equipment – minor infraction.

Leaving seat without permission.

Eating in class.

Rude language (not swearing).

Being present in an area which is normally out of bounds e.g. loitering in a classroom or the central corridor at lunch time without a teacher present, loitering in the toilets at lunch time, using the sports hall toilets outside of break and lunch time.

### **Major offences:**

**Major offences result in a C2 given to pupils and recorded on SchoolPod**

### **Examples of major offences include, but are not limited to:**

Conducting two C1 offences in the same lesson.

Chewing gum.

Throwing an object across the classroom.

Bringing a banned, non-dangerous item into school (see further information below).

Disrespect to teachers.

Refusal to cooperate with reasonable request by staff member.

Vandalism of school property.

### **More serious offence:**

In rare instances the stages in the Behaviour Record will be bypassed due to the grave and harmful nature of the infraction by the pupil. Behaviour incidents of this nature will be dealt with by the Head Teacher and the Head of Behaviour and could result in fixed term or permanent exclusion of the pupil. In any case the Head Teacher will contact the parents. More serious offences are also noted in the behaviour record. If these serious offences occur while classes are going on, the pupil will usually

be removed from the classroom and SLT will deal with that behaviour incident.

**Examples of more serious behaviour include, but are not limited to:**

- Deliberate injury to self or other pupil(s).
- Swearing or other foul language.
- Vandalism of school property.
- Cheating in assessments.
- Continued bullying of others.
- Theft.
- Bringing a banned, dangerous item in to school (see further information below).
- Being in an area which is out of bounds due to health and safety concerns, eg an area which may have been sealed off or have warning tape around it.

**BANNED ITEMS**

Please note that non-dangerous banned items may be confiscated by the Head Teacher on the agreement that the pupil may collect the item at the end of the school term. Collection of such items is the responsibility of the pupil and any items not collected by the pupil at the end of term will be given to charity. If dangerous banned items are brought in to school, parents are contacted and asked to collect the item from school. For banned items which pose an immediate danger or threat to any member of the school community (such as a weapon), the pupil would be supervised by a member of SLT, the offending item relinquished from their possession (if safe to do so) and law enforcement would be contacted immediately.

Jameah Academy maintains a policy where pupils are expected to comply with a request to turn out their pockets by a member of staff, and pupils’ bags or lockers may be checked if staff have any concerns about banned items being brought in to school.

**List of Banned Items**

The list below is not exhaustive

<b>Non-dangerous item</b> (Results in a C2 warning and entry into Behaviour Record)	<b>Dangerous item</b> (Serious Offence, dealt with by Head Teacher)
Electronic devices including mobile phones, tablets, MP3 players and iPods.	Any dangerous item that can be used or appear as a weapon (including replicas).
Smart Watches (including those without a SIM)	Laser pens
Cigarettes including any smoking paraphernalia	Shisha pens and E-cigarettes
Personal cameras	Cigarette Lighters/ matches
Energy drinks	Fireworks or ‘snaps’ containing gunpowder.
Make-up	All intoxicants including ‘legal highs’
Inappropriate coats, clothing, footwear and jewellery, e.g. hooded tops or sports tops, sandals or flip flops, rings or dangling earrings	Any substance that has an adverse effect on conduct and could be seriously detrimental to well-being of self or others.
Any inappropriate material for age group/rating, e.g. CDs/DVDs/Computer games.	Any object brought in to school to cause physical harm or injury to self or others

Any substance that has an adverse effect on conduct.	Any other item which it is illegal to possess or carry.
Aerosol sprays such as antiperspirants or deodorants.	Any other item which is inappropriate for the age of the child or the school environment, which poses a danger to members of the school community.
Glass bottles including perfume bottles.	
Correction fluid such as 'Tipp-ex'.	
Any other item which is inappropriate for the age of the child or the school environment, though not inherently dangerous.	

### **Searching**

To maintain good order and safety of the community, certain items are banned from the JGA and when out on school trips. The Headteacher, and staff authorised by them, has statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a dangerous/ unlawful item on their person or in their bag.

The JGA staff member must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item, or they might notice a pupil behaving in a way that causes them to be suspicious and must let the Headteacher know.

### **Confiscation**

School staff can seize any banned / dangerous or unlawful item found.

The school can seize any item, however found, which they consider harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police, depending on the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable. confiscated weapons, knives or blade items, items believed to be stolen and illegal drugs (or suspected of being illegal drugs) will be passed onto the police.

**These items may be handed to the Safer Schools Officer (SSO) and pupils will be spoken to by the SSO or the police. Active refusal to be searched, especially where suspicions of a dangerous item may be concerned, or when pupils are seen with these items (unless there are unique and exceptional circumstances) could result in a return of the case back to the referring school via FAP.**

### **Homework**

Homework is set in accordance with the timetable designed by the school and follows the timescales determined by the policy of the subject department.

Homework must be handed in regularly. Failure to submit homework will be recorded on the appropriate page in the Pupil planner. Teachers are expected to keep records of homework and its satisfactory completion (or otherwise) in their mark books.

### **Organisation and Equipment**

All pupils are expected to be equipped appropriately for school each day. Parents/ carers are requested to

support their child by purchasing all the equipment detailed in the Pupil Planner. Form tutors and subject teachers will check equipment regularly and if pupils have arrived to school without necessary equipment sanctions will be issued accordingly. If breaches of uniform do not involve a banned item such as a hooded top or jewellery, then all such breaches must be recorded in the Behaviour Record.

## **RECORDING NEGATIVE BEHAVIOUR**

Whilst the school places a focus on positive behaviour management, we are aware that misbehaviour can occur, and an appropriate sanction process is necessary to help deal with these circumstances.

The JGA Behaviour System differs slightly in the way that behaviour points are recorded in KS1 and KS2/Secondary.

**Low level disruptions can be managed by teachers giving warnings and reminders to pupils, if disruption continues, teachers must follow the behaviour system outlined below. If pupils continue to be disruptive, check to see what the issue is:**

- Do they understand the work?
- Are they sitting somewhere/next to someone that is distracting them?

**Don't focus on the negative!**

<b>KS1</b>	<b>KS2/Secondary</b>
<p>Pupils will <u>lose</u> DOJO points for the following areas which go against the expectations of the school:</p> <ul style="list-style-type: none"> <li>- Disruptive behaviour (shouting out, rocking on the chair, throwing things across the class, interrupting)</li> <li>- Failure to follow instructions</li> <li>- Failure to follow class rules</li> <li>- Disrespect to teacher</li> <li>- Disrespect to property</li> <li>- Using hurtful words</li> <li>- Hurting others physically</li> <li>- Being dishonest</li> </ul> <p>Each day is seen as a fresh start. No warnings are carried over from the day before.</p>	<p>Instances where pupils' behaviour, attitude and values have fallen below the expectations of the school are recorded on SchoolPod.</p> <p>Category 1 (C1) – Teacher notes infraction onto SchoolPod.</p> <p>Category 2 (C2) – Teacher notes infraction onto SchoolPod.</p> <p>Category 3 (C3) – Telephone call home by the teacher. Telephone call is a must; lunch time detention is given at each teacher's discretion. The teacher issuing the detention is in charge of supervision of the detained pupils.</p> <p>Category 4 (C4) – Incidents of bullying. This will take note of any instances of discrimination against the Protected characteristics: It is against the law to discriminate against someone because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion / belief, sex and sexual orientation.</p> <p><b>Any instances of C3 and C4s being given must be communicated to the Form Tutor and Head of Behaviour and be noted on SchoolPod</b></p>

## OVERALL STAGES FOR SANCTIONS

### KS1

In KS1, an emphasis is placed on rewarding pupils and regular reminders rather than giving sanctions. Teachers will remove Dojo points for negative behaviour (as mentioned above). However, if there are serious concerns or a pupil is persistently misbehaving, class teachers are to liaise with the behaviour co-ordinator and decide on an appropriate intervention/sanction for that pupil.

### KS2 & SECONDARY

Accumulated behaviour points in KS2 and Secondary will result in the following sanctions:

	<b>Behaviour points</b>	<b>Consequence</b>	<b>Notes</b>
Stage 1	10	See Form Tutor Form tutor informs parents	Form Tutor to guide pupil towards positive behaviour and explain further stages
Stage 2	15	See Head of Behaviour / Lunch time detention	On Level 1 Yellow Report. Parents informed of reasons for pupils behaviour stage.
Stage 3	20	Mentor Referral / Behaviour action plan	On Level 2 Orange Report. Parents informed of reasons for pupils behaviour stage.
Stage 4	25	After school detention	Phone call made to Parent.
Stage 5	30	Parent Conference with HOB/ Warning letter	On Level 3 Red Report upon return. Parents informed of reasons for pupils behaviour stage.
Stage 6	35	See Headteacher	Not allowed on end of year school trip.
Stage 7	40	Parental conference with HT	Suspension

## **EXCLUSION**

Depending on the nature of an incident, the Head Teacher can exclude a pupil for one to five days. Serious offences and persistent misbehaviour or lack of effort may lead to the pupil being permanently excluded.

## **REINTEGRATION MEETING**

Following a pupil's exclusion, a reintegration meeting is required consisting of the Head Teacher, Head of Behaviour, parent and pupil.

The reintegration meeting will highlight the **goals** of the meeting and what it sets to achieve. The meeting will aim to highlight the **pupil's strengths** and outline any **concerns the school has** followed by **concerns the parent may have** and finally those of the **pupil**.

Finally, an **Action Plan** will be drawn up and the pupil will be expected to follow the devised plan under the supervision and monitoring of both the school and parent.

## APPENDIX

### REINTEGRATION MEETING

Pupil Name:	Year Group:
Date:	Time:
People present in the meeting:	
1.	Position/Capacity:
2.	Position/Capacity:
3.	Position/Capacity:
4.	Position/Capacity:
5.	Position/Capacity:
Goal and purpose of the meeting:	
Pupil's Strengths Identified:	

School's Concerns:

Parent/Carer's Concerns:

Pupil's Concerns:

Action Plan:

Review Date:

Signature of Head Teacher:

Date:

Signature of Parent:

Date:

Signature of Pupil:

Date:

