



Rochdale Islamic Academy
inspire - believe - achieve

BOYS' SCHOOL

BEHAVIOUR AND DISCIPLINE

Reviewed: September 2024

Next Review: August 2025

Responsible: Mr Arif Pirbhai (Head)

Governing Body Approved: September 2024

Approved: Mr Sohail Ahmed (Chair of Governors)

BEHAVIOUR AND DISCIPLINE

STATEMENT

Discipline is an issue in which no compromise can be accepted. Islam emphasises the need for discipline as an essence to living. Based on the teachings of the Quran and the Sunnah of the Prophet Mohammed (Peace be upon Him), students are expected to help maintain an atmosphere conducive to learning with courtesy and mutual respect, have good Islamic manners and to show care for the school and its community as basic requirements of their religious identity.

The emphasis is on promoting good conduct. This should result in the reduction and ideally the disappearance of misbehaviour.

AIMS

- To contribute to mutual respect in accordance with the Sunnah of the Prophet Mohammed (Peace be upon him)
- To encourage adherence to an agreed set of principles of behaviour, both in and out of the classroom.
- To gain the agreement and support of all staff, parents and students.
- To acknowledge academic, personal, religious and curricular achievements
- To develop a consistent pattern of rewards and sanctions which are known, understood and agreed by all.

HOUSE GROUPS

On entry to the school each student will be assigned to one of four houses led by a house leader. The houses will be made up of mixed ability students from years 7 to 11. This structure will help to raise standards of achievement through the students acting as peer mentors, 'buddies' and coaches to others in their tutor group.

The main aims of the houses are to:

- Create a real sense of 'Muslim brotherhood' and community atmosphere within the school
- Improve the support, care and guidance students receive about their learning
- Create opportunities for students to take on leadership roles acting as mentors, coaches and 'buddies' to others
- Help bond students across the year groups thereby removing the tensions that can sometimes exist between different years and the fear of bullying.

Through extended learning days the school will be running various activities to help give each house an identity and each student a sense of belonging and team spirit. Each house has been given a name to help reinforce this identity.

House Groups/names:

- | | |
|------------------------|-----------------------|
| 1. Hazrat AbuBakr (RA) | 3. Hazrat Uthman (RA) |
| 2. Hazrat Umar (RA) | 4. Hazrat Ali (RA) |

The house names have been carefully thought off and are the names of Sahabas. The purpose of this is to inculcate and encourage our students to be influenced by the lives/virtues of these illustrious companions of the Messenger of Allah.

Each house leader's responsibility will be to monitor the behaviour and achievements of students in their houses. This information will be displayed on the achievement board. House leaders must make sure they actively take time to praise their students for doing well and encourage them to do better – they could set small targets for their pupils e.g. let's see if you can get 5 positives this week, or no negatives this week.

The school has a rewards system based on positives and negatives. We use an app called 'Class Dojo'.

We are a positive school; hence positivity should always be our first approach and should be promoted.

'Class Dojo' is an online behaviour management system intended to foster positive student behaviours and classroom culture. Students earn 'Dojo Points' based on their classroom conduct. Teachers use Class Dojo to keep parents up to date on student progress and classroom happenings.

POSITIVES

Teachers are to ensure that they are consistent in awarding positive points to all pupils throughout years 7 to 11.

Positives should be awarded to students after accomplishing any academic or personal achievements.

Positives are recorded in the student's class dojo reports. During house group sessions the house leader is to log the positives for their group on class dojo. Parents are able to see the points from their class dojo account and can message the teachers individually if they have any questions.

At the end of each term the positive points will be totalled by the house group coordinator. The house with the most points will be awarded with an activity, event or reward.

Furthermore, at the end of the year any individual student who has achieved the most point will be given a special award in recognition of their achievements.

Rewarding achievement is a very important means of motivating students and informing parents of their child's achievements. A number of methods have been selected.

In addition to the positives system, various other methods are used by staff to reward achievement including:

- Verbal Praise

- Written comments in planner
- Positives for good work/behaviour
- Subject certificates
- Awards
- Headteacher's Award

Criteria for Prizes and Rewards

Criteria	Prize/Reward
Highest pupil in each house (weekly)	Tuck shop voucher
Pupil with highest point in school (weekly)	Tuck shop voucher/Free lunch
Pupils nominated by teachers (twice a term)	Certificates and chocolates
Achieving 1st place in a competition	Certificate and gifts
Runners up to competitions	Gifts /chocolates
End of term highest point	Discounted party meal
Highest points house	Extra bonus trip
Highest points and nominated students	Discount for end of year trip
Winners and runners up of tournaments	Trophies and awards
Highest Points - Student	MVP trophy award and free end of year trip

STUDENT OF THE TERM (NOMINATED BY STAFF)

A student is nominated for this award at the end of each term. The criteria for this:

- ✓ Outstanding Behaviour
- ✓ Excellent attitude towards work
- ✓ Excellent effort
- ✓ Completes homework on time
- ✓ Respectful and courteous
- ✓ Helpful and thoughtful to others needs

The student is awarded a special award (certificate) in recognition of their achievements.

ATTENDANCE CERTIFICATES

These are awarded for full attendance to individual students at the end of each term. Good attendance is important in all stages in the pupil's school career.

SANCTIONS

Students have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of school rules.

Inappropriate behaviour/failure to produce adequate work should **initially be tackled by the class teacher**. Before sanctions are applied, check the appropriateness of the work for the individual. Work that is too challenging or too easy can lead to inappropriate behaviour.

An appropriate sanction is one which is designed to put matters right and encourages better behaviour in future. It is inappropriate to punish the whole group for the misdemeanours of a few, or to impose a sanction which is designed to humiliate a student or students.

Whatever sanctions are applied, the teacher should act quickly and decisively, leaving the student in no doubt as to why they are being reprimanded. As far as possible staff should try and deal with situations themselves to show that they are in control, before resorting to outside help.

SANCTIONS FOR CLASSROOM BASED MISDEMEANOURS

There are six levels to the sanctions used within the 'Behaviour for Learning' system. It is anticipated that the majority of students will spend their time operating within the rewards framework. Even students whose performances are deemed to be unsatisfactory are rarely expected to move beyond LEVEL THREE.

It is essential that all students, parents and staff understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable behaviour and encourage each student to rejoin the road to achievement.

Each member of staff must operate within the framework CONSISTENTLY. We will not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we operate within a logical and well-planned structure.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate "follow-up" strategy with each child's case being viewed in an individual sense. This is the key area of flexibility.

CORPORAL PUNISHMENT

Corporal punishments of all kinds are specifically and unequivocally banned at Rochdale Islamic Academy

Staff are strongly advised to have no physical contact with pupils unless they are using minimum force for purposes of restraint, to prevent injury or damage (please refer to the school's Restraint Policy).

NEGATIVES

Negative points are issued on Class Dojo for poor conduct. This can be seen by the parent and will be recorded on the class dojo reports. Form tutors discuss the points their pupils receive at the end of the week.

LATENESS TO SCHOOL

Lateness to school is dealt with by the Attendance officer as the attendance Policy states

BULLYING

As members of Rochdale Islamic Academy students are expected to be courteous and polite to others at all times. The school has zero-tolerance on bullying; any student found to be bullying will be dealt with in accordance with the anti-bullying policy. All cases of bullying will be thoroughly investigated, parents will be informed, and bullies may be excluded from school (see school Anti-Bullying policy).

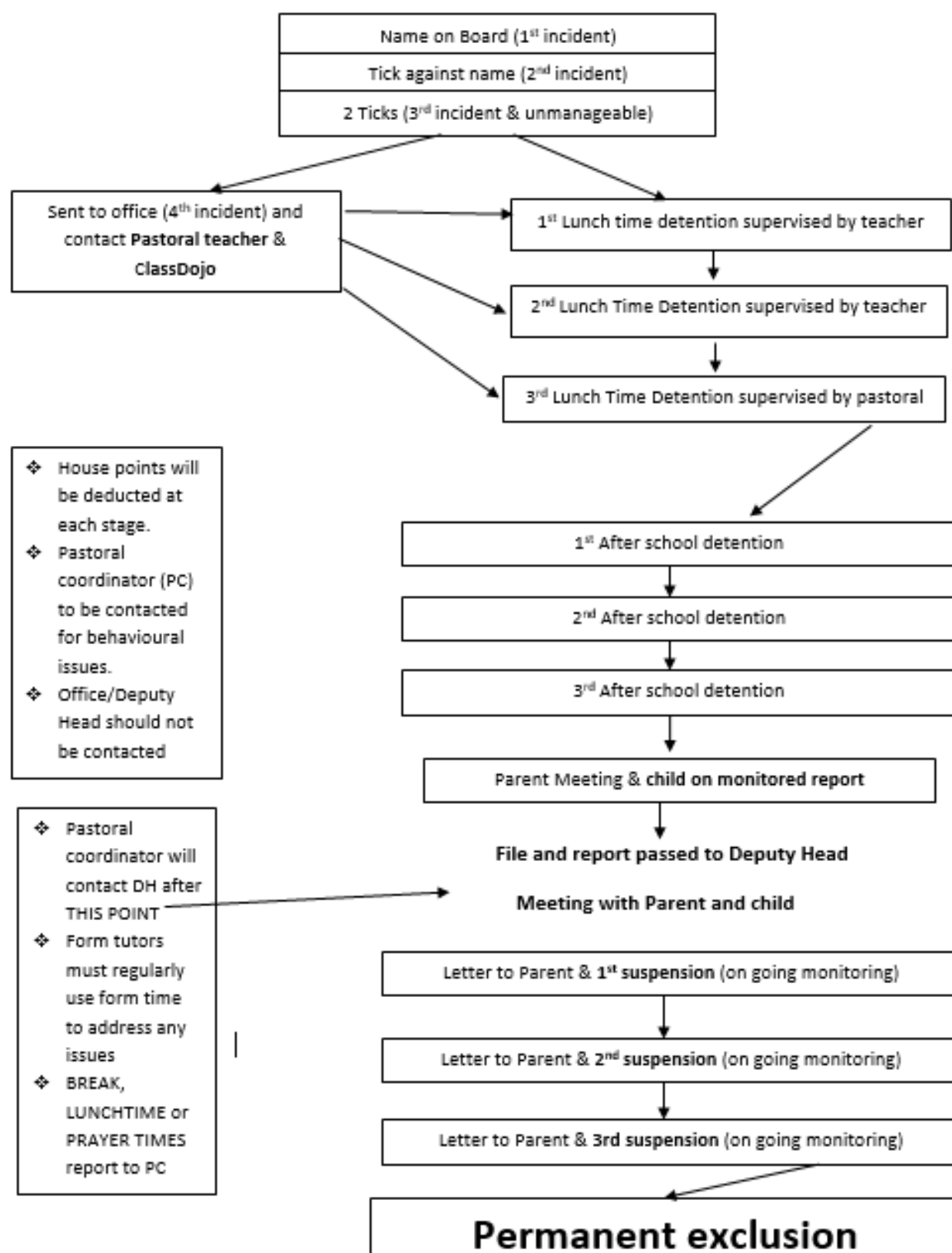
VIOLENCE

Students found to be violent either towards another student or a member of staff will be immediately excluded from school. Parents will be notified immediately and will be asked to pick their child up from school.

MONITORING AND EVALUATION

The Behaviour Manager and the Rewards coordinator will monitor the effectiveness of this policy and report to the Headteacher.

Classroom Behaviour Management and Sanction Procedure



Note: Teachers need to deal with students in the class or after the lesson. Teachers also need to stay in contact with parents and discuss any academic/behavioural issues

A child may move from a minor sanction to a major sanction dependant on the severity of the incident