

Behaviour and Exclusion Policy

2024-2025

V. 1

1. Rationale

At IANL Academy, our Islamic ethos prioritises high standards of behaviour and moral conduct, which are central to the Academy's daily operations. Good behaviour is an essential aspect of being a practising Muslim, and the Prophet Muhammad (peace be upon him) exemplified this. Allah (SWT) says in the Quran:

"And verily you are on an exalted character"
Surah Al-Qalam, Verse 4

At IANL Academy, our goal is to provide the best possible education for all pupils in a safe and secure environment that is rooted in the Quran and Sunnah. The key to fostering appropriate behaviour in the Academy is through consistent and fair approaches, similar to those found within a family. This policy outlines a code of behaviour that aligns with the Academy's vision of creating a safe, caring, and reflective environment.

We believe that positive behaviour is an essential part of effective teaching and learning. All teachers, students, and parents are expected to commit to promoting positive Islamic Adaab (manners) within the Academy. In keeping with Islamic tradition, adults must respect the young, while young people must reciprocate that respect toward adults. The Prophet Muhammad (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)

It is vital to foster positive behaviour carefully and with support. High self-esteem encourages both effective learning and positive relationships. Therefore, it is important to reward success and give descriptive praise for effort and achievement, rather than focusing solely on shortcomings or failure. Responsibility for one's actions should be emphasised, fostering accountability to Allah (SWT) as the children mature.

This policy applies to behaviour on Academy premises, during Academy-related activities (such as trips or sports events), and where behaviour outside the Academy impacts its environment. The Headteacher reserves the right to address any behaviour outside the Academy that could undermine overall discipline within the Academy.

In compliance with the Equality Act 2010, IANL Academy will not discriminate against, harass, or victimise pupils based on sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity, or gender reassignment. The Academy has a duty to make reasonable adjustments for disabled children and to ensure all behaviour policies align with safeguarding guidance provided in *Keeping Children Safe in Education*.

1. Aims of the Policy

The primary objective of IANL Academy is to nurture children's personalities according to Islamic principles. Therefore, students' behaviour should reflect an Islamic identity underpinned by high moral standards and manners rooted in spiritual awareness.

All staff members are committed to fostering and encouraging positive behaviour, recognizing that good Islamic conduct should be the norm. Children will be encouraged to take responsibility for their actions, helping them understand accountability to Allah (SWT) as they mature.

Everyone within the Academy must understand what constitutes acceptable and unacceptable behaviour, as well as the consequences of misconduct. Staff members are collectively responsible for upholding these standards of behaviour, creating a positive atmosphere conducive to learning.

The majority of pupils will respond to encouragement, making a strong reward system vital to ensuring consistent progress. By promoting positive behaviour and fostering an environment where students strive to excel, IANL Academy aims to establish and maintain high standards throughout.

Physical punishment, in any form, will never be tolerated at the Academy.

Categories of Behaviour

Children's behaviour is categorised into three types:

- 1. Childish Behaviour*
- 2. Disruptive Behaviour*
- 3. Unacceptable (Haraam)*

1. Childish Behaviour

Childish behaviour includes actions that we aim to correct in children but would not expect from adults. Examples include:

- Putting objects in their mouths
- Making innocent fun of others
- Acting silly or cheeky
- Picking their nose
- Eating hair
- Licking furniture
- Biting nails
- Pulling out plants
- Hurting insects or animals

Staff should address such behaviour by initially giving the child a look, signalling awareness of their actions. If this does not resolve the issue, a verbal request to stop should be made, followed by engaging the child in discussion. If the behaviour persists, the child should be spoken to firmly in private about their actions and the consequences of continuing.

2. Disruptive Behaviour

Disruptive behaviour affects the learning environment, distracting other students. Examples include:

- Not following clear instructions
- Failing to sit properly on chairs
- Continuous fidgeting
- Distracting others from their work
- Crying without reason (which may first require investigation)

In such cases, the child may be asked to sit at a separate table to complete their work. This isolation helps to minimise distractions for others. The child should then be encouraged to complete a reasonable amount of work before rejoining their peers.

3. Extreme and Unacceptable Behaviour

Unacceptable behaviour involves intentional disobedience and disrespect toward teachers or other students. Examples include:

- Refusing to complete work
- Fighting
- Swearing
- Constant whining
- Uncooperative behaviour
- Malicious behaviour toward peers
- Lying to deceive (for children over the age of four)

Such conduct should be addressed by having the child sit at a separate desk, and they may lose playtime privileges. During this time, the teacher should discuss the behaviour with the child. Parents will be informed if the situation involves serious infractions, such as violent fighting, stealing, bullying, or cheating.

3. Responsibilities of Staff and Parents

The Role of Parents

Parents/carers must be fully informed of their child's behaviour. Effective communication between the Academy and the home is vital. Parents' roles and responsibilities are outlined in the Home/Academy agreement. If a child's behaviour raises concern, parents will be promptly contacted to discuss the issue.

The Role of Staff

At IANL Academy, students must be taught early on that the Academy is a place where certain codes of conduct must be followed for the benefit of all. Staff members uphold the following principles:

- Acceptable standards of behaviour rely on all staff setting positive examples. - Good order requires active effort; it does not happen automatically. - Standards must be high, and rules applied firmly, fairly, and consistently. - Every individual deserves respect and understanding.
- Well-planned lessons contribute to good behaviour.
- Good relationships among all levels are crucial.
- Mistakes are part of the learning process, and staff should admit errors when appropriate.
- Problems are expected as children test behavioural boundaries.

Staff should avoid:

- Humiliating students, as this fosters resentment
- Shouting, as it undermines authority
- Overreacting, as this amplifies the issue
- Issuing blanket punishments
- Punishing behaviour without clear evidence
- Sarcasm
- Leaving students unsupervised outside of classrooms

Instead, staff should:

- Remain calm
- Listen actively
- Be positive
- Build relationships
- Enforce consequences fairly
- Follow through on resolving issues
- Make it clear that problems are forgiven once resolved

4. Rewards and Sanctions

Monitoring Behaviour: Traffic Light System

IANL Academy uses a traffic light system to monitor and track behaviour. This colour coded system serves as a visual prompt for students. The Behaviour Monitor Lead (BML) oversees weekly reviews of behaviour using this system, working closely with the Headteacher to identify trends and address concerns.

Rewards

Children who demonstrate positive behaviour receive green stickers, worth five points each. Points accumulate toward the following certificates:

- 100 points: Bronze
- 300 points: Silver
- 500 points: Gold
- 720 points: Platinum
- 1000 points: Diamond
- 1500 points: Headteacher's Award

Certificates are awarded monthly, and additional prizes are given at the end of the year for students who achieve Gold or Platinum status. Weekly and termly awards also celebrate achievements in areas such as behaviour, writing, and mathematics.

When a child's behaviour requires correction, amber stickers log low-level behaviour, and staff provide verbal warnings. Amber warnings can result in the loss of break time. Red stickers are reserved for more serious or persistent negative behaviour.

For repeated infractions (three red stickers), the child may be placed on a behaviour report card, with targets for improvement. A meeting with parents will follow if needed. For severe cases, parents may be asked to collect their child early, and exclusion could be considered as a last resort.

Serious Offences and Exclusion

Exclusion, whether fixed-term or permanent, is a response to serious breaches of behaviour policy. Offences include, but are not limited to, violent assault, bullying, drug supply, or possession of weapons. In such cases, the Headteacher will consult with staff and parents to determine the appropriate response