



Behaviour Management Policy and procedure: Madrasah Al Furqan

CONTENTS

Section	Page
1. Introduction	1
2. Principles	2
3. Behaviour Expectations	2
Expectations with regard to pupils	2
Expectations with regard to staff	2 & 3
Expectations with regard to parents / guardians	3
4. Behaviour Management Strategies	3
5. Incident Reporting and Recording	4
Dealing with learning & unacceptable behaviour	5
Level of sanctions	6
6. Staff Training and Support	7
7. Review and Communication	7
8. Supportive Parent Partnership	8
9. Safeguarding Considerations	8
10. Continuous Improvement	8
Next Review Date: 31 August 2026	

1. Introduction

Our religion Islam has placed great importance on good conduct, ethics, morals, values and manners. Our Prophet Sallallahu Alahi Wasallam has been praised by Almighty Allah in the glorious Quran for his exalted character.

Our Madrasah Al Furqan is committed to creating a safe, inclusive, and respectful learning environment for all children attending its out-of-school setting. This behaviour Management Policy outlines the madrasah's approach to promoting positive behaviour, setting clear expectations, and implementing appropriate strategies to address challenging behaviour.

2. Principles

2.1. Respect and Dignity: We value the rights and dignity of all individuals and promote an atmosphere of respect, fairness, and understanding.

2.2. Positive Reinforcement: We believe in recognizing and reinforcing positive behaviour to encourage and motivate children.

2.3. Clear Expectations: We set clear and age-appropriate expectations for behaviour and provide children with guidance on appropriate conduct.

2.4. Restorative Practices: We promote restorative approaches to resolve conflicts and foster positive relationships among children.

3. Behaviour Expectations

3.1. Code of Conduct: Madrasah Al Furqan has a code of conduct that outlines the expected behaviour for all children attending our out-of-school setting. The code of conduct is communicated to children, parents/guardians, and staff members.

3.2. Age-Appropriate Expectations: We consider the age, developmental stage, and individual needs of children when setting behaviour expectations.

3.3. Positive Language: We use positive language to encourage and guide children in understanding and meeting the behaviour expectations.

3.4 Expectations with regard to pupils

Pupils will be expected to be :

- Conduct themselves within Madrasah premises in a safe, sensible, respectable manner and show regard to others
- Arrive on time daily giving punctuality and attendance importance
- Follow the Madrasah dress code, rules and guidelines.
- Bring required stationary and books appropriate for the day's lessons
- Follow instructions and guidelines given by the teacher
- Behave in a respectable and polite manner towards members of staff and fellow pupils
- Not discriminate or cause offence to others
- Complete all class work and homework on time to the standard set by the teacher
- Be a part of maintaining a working environment
- Follow the classroom rules set out by the teacher.

3.5 Expectations with regard to staff

Staff will be expected to:

- Endeavour to arrive on time to Madrasah

- Create a swift and purposeful start to the lesson
- Move from one lesson to another with minimal disturbance
- Have clear expectations of behaviour
- Promote and reinforce positive behaviour in the classroom with consistency
- Deliver a suitably planned and structured lesson which meets all individual needs
- Promote interest for a positive attitude towards learning within students
- Deal with incidents of inappropriate behaviour by following the madrasah's procedures

3.6 Expectations with regard to parents / guardians

Parents and guardians are expected to:

- Work in partnership with staff/teacher to ensure good behaviour
- Take part in their child's learning by helping them with homework and checking their memo books for performance in class
- Ensure pupils come to Madrasah correctly dressed, and prepared ready to learn
- Share any concerns respectfully with staff/teacher and respond to concerns raised by teacher/staff.
- Attend parents evenings, target meetings and annual prize giving ceremonies/Jalsah

4. Behaviour Management Strategies

4.1. Positive Reinforcement: We acknowledge and reinforce positive behaviour through praise, encouragement, and rewards. This can include verbal recognition, certificates, small incentives, or other appropriate methods.

4.2. Clear Communication: We communicate behaviour expectations consistently and clearly to children, parents/guardians, and staff members. We ensure that children understand the consequences of their actions and the reasons behind the behaviour expectations.

4.3. Modelling Behaviour: Staff members and volunteers serve as positive role models, demonstrating expected behaviour and promoting positive social interactions.

4.4. Redirection and Guidance: When addressing challenging behaviour, we use proactive strategies such as redirection, offering alternatives, and providing guidance on more appropriate behaviour choices.

4.5. Restorative Approaches: We employ restorative practices to address conflicts or incidents, encouraging dialogue, understanding, and resolution among children involved.

4.6. Support and Individualized Approaches: We recognize that some children may require additional support in managing their behaviour. In such cases, we work collaboratively with parents/guardians to develop individualized behaviour plans and provide necessary support.

4.7 The positive reward system: It is important that pupil achievements and good behaviour is rewarded. This is done by giving points for merits, good work and behaviour and giving awards for achievements.

4.8 Points: Pupils are awarded daily points in accordance with a set criterion by the teacher. Teacher records the points in both the Memo book and their own mark records sheet. On a monthly basis 80% - 100% in points results in gold, silver or bronze certificate awarded in assemblies or in front of the class.

4.9 Positive Referrals and Head Teacher's Commendations: When students complete a task with distinction or complete a learning target, referrals are sent to the Head Teacher. He gives an award to the child and encourages further effort with consistency.

4.10 Positive Message Home: For students whose parents have been alerted about their slow progress or poor behaviour, when found to be showing positive signs, a positive message is sent home.

4.11 Monthly: Prizes are awarded on a monthly basis with the monthly certificates. Pupils achieving the highest percentage of points in each year group are awarded with a 'student of the month' award certificate and prize.

4.12 Annually: Prizes are awarded annually in the annual prize giving Jalsah (ceremony) to pupils for outstanding effort and achievement, for excellent attendance, and for success in examinations.

Examination: First, second and third certificate and prize in each year group

Student of the year: Top student(s) certificate and prize in each year group

100% Attendance: Certificate and trophy for pupils who have full attendance throughout the year

98% Attendance: Certificate for pupils who have 98% attendance throughout the year

General prize: All students given a prize for their learning and efforts throughout the year.

Other: Each year the Madrasah works to introduce new awards to further encourage positive participation, good learning habits and good behaviour.

5. Incident Reporting and Recording

5.1. Incident Reporting: Staff members and volunteers are required to promptly report any incidents or concerns related to behaviour management to the designated staff member responsible for behaviour management.

5.2. Record Keeping: Accurate and confidential records of behaviour incidents, interventions, and outcomes will be maintained securely and in compliance with data protection laws and regulations.

5.3 Support structures for pupils causing concern: The following structures exist for when the madrasah identifies pupils whose behaviour is causing concern and is having a negative effect on the classroom environment and/or other students.

STANDARD PROCEDURE FOR DEALING WITH LEARNING & UNACCEPTABLE BEHAVIOUR

- It is the responsibility of the classroom teachers to deal with minor incidents which occur in class.
- The teacher will work with parents to try to encourage pupils who are not achieving their potential.
- More serious incidents will be recorded by the teacher and be dealt with by the head teacher in line with Madrasah policies or the safeguarding team (if required)

LEARNING

Incident type

- Lesson not prepared from home
- Lesson prepared but not to the standard required (many mistakes made)
- Foundation is weak.
- A particular subject is weak every week
- Lack of effort and focus in class
- Incomplete class work
- Incomplete homework
- No stationary or book

MISBEHAVIOUR

Incident type

Category 1 Minor Incidents

These incidents are dealt with by the classroom teacher and include,

- Constantly talking
- Distracting others
- Throwing paper
- Name calling
- Leaving seat without permission

- Eating, drinking chewing in class
- Not following instructions
- Lateness to lessons etc.

Category 2 Persistent incidents or incidents of medium severity

These incidents must be **recorded on the behaviour slip**, sent to parents, signed and filed by teacher.

Unacceptable behaviour in this category includes:

- Persistency of minor incidents as above
- Rude / Using inappropriate language to staff
- Verbally aggressive behaviour to another pupil
- Being continually off-task.
- Incorrect dress code/uniform
- Non-compliance of instructions

Category 3 Serious Incidents

Serious incidents are recorded by the teacher and referred to the **Behaviour Officer**, and include:

- Bullying
- Hitting another pupil
- Damage to property
- Theft
- Smoking
- Aggression towards anyone
- Refusal to comply with other sanctions

Category 4 headteacher Referrals

The behaviour Officer will determine if an incident needs to be referred to the headteacher.

All incidents dealt with this behaviour officer will be shared weekly with the headteacher.

Where and if an incident relates to safeguarding, the DSLs will be notified.

LEVEL OF SANCTIONS

Category 1 & 2

Stage 1 Verbal warning - Pupil told what they did wrong and how to improve.

Stage 2 Written warning - A mark taken off and recorded in memo book.

Stage 3 Written warning - Second mark taken off and recorded in memo book.

Stage 4 Detention - 10 minute detention after madrasah to discuss expectations. Recorded in memo book but parent does not need to be contacted regarding this detention.

Stage 5 Behaviour slip sent home

Stage 6 Weekend Detention - for an hour. Parents informed by letter sent home and signed and returned.

Category 3

- Placement on daily Report (for one week)
- Meeting with Parent / Guardian in person or over the phone
- Pupil Support Plans
- Suspension / Letter sent Home
- Expulsion / Letter sent Home

Notes : Pupils on report are monitored by the behaviour officer and/or the Education Officer daily and weekly by the headteacher and appropriate interventions are put in place. The report is also shared with parents.

If deemed effective, pupil may be placed in to another learning environment (another class or building) for up to 10 weeks.

Pupil Support Plans are plans based on concerns for pupils who are in danger of permanent exclusion. They can last for up to sixteen weeks with pupils set targets and the Madrasah's interventions are stated.

Parents/ Guardians will be informed in writing of the reasons for the suspension/ exclusion

Suspended pupils are provided with work for the duration of the suspension

6. Staff Training and Support

6.1. Training: Staff members and volunteers will be guided towards undertaking appropriate training on behaviour management strategies, positive reinforcement techniques, restorative practices, and de-escalation strategies.

6.2. Professional Development: We encourage ongoing professional development for staff members to enhance their skills in behaviour management and promoting positive behaviour.

7. Review and Communication

7.1. Policy Review: This Behaviour Management Policy will be reviewed periodically to ensure its continued relevance, effectiveness, and compliance with applicable laws, regulations, and local requirements. Updates and revisions will be made as necessary.

7.2. Communication: Madrasah Al Furqan will ensure that this Behaviour Management Policy is readily accessible to staff members, volunteers, parents/guardians, and stakeholders

8. Supportive Parent Partnership

8.1. Collaboration with Parents/Guardians: Madrasah Al Furqan recognizes the importance of a strong partnership with parents/guardians in promoting positive behaviour. We encourage open and regular communication, providing opportunities for parents/guardians to share concerns, provide insights, and actively participate in behaviour management efforts.

8.2. Parent Education and Resources: Madrasah Al Furqan will provide resources, guidance, and workshops for parents/guardians on positive behaviour management strategies, reinforcing consistent messages between home and the Madrasah.

9. Safeguarding Considerations

9.1. Safeguarding Approach: Behaviour management practices will be implemented in alignment with the Safeguarding and Child Protection Policy of Madrasah Al Furqan. The well-being and safety of all children will remain a priority in all behaviour management efforts.

9.2. Reporting Concerns: If any behaviour raises concerns about the well-being or safety of a child, staff members and volunteers, the established procedures for reporting safeguarding concerns will be followed in accordance with the Safeguarding and Child Protection Policy.

10. Continuous Improvement

10.1. Evaluation and Reflection: Madrasah Al Furqan will regularly evaluate the effectiveness of behaviour management strategies and seek feedback from staff members, volunteers, parents/guardians, and children to make improvements and adjustments as needed.

10.2. Continuous Professional Development: Staff members and volunteers will have opportunities for continuous professional development to enhance their skills and knowledge in behaviour management.