



BEHAVIOUR POLICY

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INTRODUCTION

***"Good behaviour is a necessary condition for effective teaching to take place."
[Education Observed 5 - DES 1987]***

At Darul Atfaal, we understand this principle from an educational and Islamic sense. We aim to create an environment in the madrasah that encourages and reinforces good behaviour. From the authentic teachings of our beloved Prophet Muhammad we learn that he said:

"Nothing is placed on the scale that is heavier than good character. Indeed the person with good character will have attained the rank of the person of fasting and prayer." [Sunnan at-Tirmidhī, Ṣaḥīḥ al-Jām'ī #5726].

Behaviour transformation can be a daunting task and requires teachers, parents and caregivers to work together with patience, consistency, fairness as well as an overall caring attitude. It is with this in mind that we have created this policy.

1.0 AIMS

- To create an environment that encourages and reinforces good behaviour
- To define acceptable standards of behaviour in line with Islamic ethics of ādāb (manners) and akhlāq (character) and classroom management
- To encourage the development of good moral Islamic personalities
- To encourage consistency of response from all teachers and supporting adults to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the madrasah's expectations and strategies are widely known and understood
- To encourage the involvement of both home and madrasah in the implementation of this policy through the Muḥāsabah (reflection) Booklet

2.0 STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour we understand that these are goals to be worked towards rather than just expectations. Thus at Darul Atfaal, we believe the madrasah has an important role in the children's social and moral development just as it does in their academic development. In the same manner that we measure academic achievement and the progress of our pupils over a period of time, we measure standards of behaviour in terms of the

children's development in reference to the madrasah's behavioural policy. Guidelines have been set up in order to achieve this and the madrasah works as a partnership between teachers and parents in order to make this a reality and a success. Several policies have been created in order to work towards the standards of acceptable behaviour at our madrasah. We believe that with the support of parents and teachers we will be able to make our behavioural policy a success and ensure that the disciplining of children is kept to a minimum creating a positive and encouraging learning environment.

3.0 THE DISCIPLINE AND REWARDS POLICY

The discipline and rewards policy has been created in order to give the staff/volunteers guidance on the standard of behaviour that is expected throughout the madrasah. It has been created to ensure the smooth running of the madrasah and encourage a positive learning atmosphere. It is therefore essential that there is consistency in carrying out these policies and that we all maintain the same standards within our classrooms. This, we hope, will lead to good development of their personalities and a friendly, encouraging environment of teaching and learning for everyone.

All staff members at Darul Atfaal are encouraged to remember at all times that our pupils have been entrusted to us (amānah) and we should treat them as we would like our own children to be treated. It is the action which must be focused on when reprimanding a mistake, not the person! This policy highlights the importance of giving constructive and concise instruction and encourages positive praise when pupils show "good effort and progress" as well as "exemplary behaviour/character" during lessons and beyond. The policy also highlights the method applied at Darul Atfaal which, we believe, will have a strong impact on our pupils' IPD (Islamic Personality Development) and help them become Muslims with strong ethics and a high moral standard.

We pray that Allah blesses the efforts of Darul Atfaal practitioners as well as parents and we ask Him alone to help us with the tarbīyah (nurturing, training and disciplining) of the future generation. Amīn!

3.1 PRACTICAL APPLICATION OF THIS POLICY

All pupils at Darul Atfaal should be familiar with the distinct Darul Atfaal Values. Teachers will regularly focus on these values and try to incorporate them in their lessons.

A rewards system has been put in place to further enhance the pupils' understanding and appreciation of the Darul Atfaal Values. It is important to note that the same system is implemented throughout all year groups and classes to ensure consistency and ease of use as pupils will be familiar with the procedures. Our rewards system encourages and rewards positive behaviour:

- It involves a sticker chart system that students are responsible of looking after.
- All teachers are able to hand out stickers to deserving students for exceptional effort, behaviour or progress.

- Once certain milestones are reached, Bronze, Silver and Gold certificates, medals and prizes are awarded.

3.2 DISCIPLINE PROCEDURE

We believe that children do not naturally misbehave! Their misbehaviour is rather a result of circumstances and contributing factors that may (occasionally) be outside of their control. It is the role of a successful teacher to understand a student's situation and what may lead to misbehaviour. Behaviour management can usually happen in three distinct stages of any incident:

[1] Prior to an incident

[2] During an incident

[3] After an incident

The essential idea of our behaviour policy is to focus on positive behaviour whilst creating an atmosphere in which misconduct is prevented from occurring in first place!

For the most effective practical application of this policy we will propose a simple step-by-step plan for each of the above-mentioned stages:

[1] PRIOR TO AN INCIDENT

Research has shown that the most effective way of behaviour management happens in this stage (i.e. stage one). Effective practitioners ensure that they create an atmosphere of mutual respect in their classroom. Misbehaving simply cannot thrive in such an environment. The following list contains some suggestion of important contributing factors for a successful behaviour management at stage one:

Safety & Relationship

- *ensure that safety is granted for educators and learners at all times*
- *discuss with pupils from the very beginning what constitutes good ādāb (i.e. what is acceptable behaviour and what is not) and make your agreement with the pupils (e.g. in form of a signed contract) visible – note that it is important for pupils to come up with their own suggestions upon which they can be held accountable*
- *establish a positive relationship with your pupils which must be based on much patience, care and fun but also clear boundaries*
- *learn your pupils' names as soon as possible and use them*
- *greet your pupils every lesson with a big smile and a clear, 'as-salāmu 'alaikum!'*
- *start and end your lesson with an appropriate du'ā*
- *use much praise; e.g., "ma-shā-Allah, I can notice your effort today!"*
- *focus on positive (rather than negative) behaviour; try to 'catch' your pupils being good, e.g., "Ma-shā- Allah, 13 of you have chosen to show proper ādāb, just waiting for two more in-shā-Allah!"*

- *use the Darul Atfaal 'values' reward systems fairly and consistently*
- *try to get down to the level of pupils when talking to them*
- *aim to have some sort of dialogue with each pupil every lesson*
- *actively listen to pupils contributions and respond genuinely*
- *avoid harbouring grudges – it only perpetuates bad relations*

Planning

- *plan what both the teacher and the pupils are doing for each stage of the lesson*
- *have a plan 'B' ready for the moments that don't go according to plan*
- *ensure that pupils are engaged throughout the lesson (i.e. no room for boredom)*
- *avoid prolonged teacher-led episodes (i.e. no lecturing to primary madrasah children)*
- *rehearse different ways of giving instructions and explaining things*
- *plan to encourage and support the good behaviour of individuals*
- *plan the use a variety of learning resources and gadgets*
- *anticipate potential problems, e.g. transitions from one section to an other*
- *observe other colleagues with key classes and individuals, to learn from their approaches (i.e. peer learning/teaching and lesson studies)*

The Routine

Routines help establish order, consistency, speed, independence and security. They are an essential part of class management and have the ability to establish a teacher's distinctive identity within a madrasah. Possible routines may include:

- *pupils entering (and leaving) the classroom*
- *seating plans*
- *pupils moving about the classroom*
- *teacher moving about the classroom*
- *learning objectives*
- *asking questions*
- *giving out resources*
- *pupil monitors for different tasks*

The Lesson

- *sound interested, even excited, in the subject*
- *reinforce instructions (visual as well as verbal)*
- *use positive phrasing; e.g. say, "put your pen down and listen please" rather than "stop calling out"*
- *use a consciously controlled voice (avoid shouting)*

- *watch out for 'class discussions' which in reality are a talk by the teacher punctuated by pupil contributions*
- *wait for complete quiet before giving instructions/information*
- *give genuine praise*

[2] DURING AN INCIDENT

All staff at Darul Atfaal are expected to work together in order to implement the above mentioned stage 1 guidelines effectively and thus prevent incidents of happening in the first place. Nevertheless, there will be situations when misconduct will occur as a result of not paying enough attention to one or more of the above mentioned points. During an incident, teachers and other staff are encouraged to follow the following procedure:

- *ensure that safety is granted for educator and learners at all times*
- *stay calm and focused – never correct anyone whilst being angry*
- *let your pupil who is showing misconduct calm down – never try to correct a person who is in rage (even if you are calm yourself)*
- *avoid open confrontation in front of other pupils (i.e. don't embarrass your pupil); say, "we'll discuss this at later in-shā-Allah"*
- *tactically ignore minor issues if the major issues are being dealt with; e.g. ignore the sulky sighs, as a pupil returns to his/her desk as requested*
- *only 'threaten' what you intend to carry out (letting misbehaving pupils off will let them push the boundaries and play the system)*
- *avoid being sidelined onto a pupil's agenda; e.g. ignore irrelevant questions*
- *recognise that pupils (especially when angry) may need time and space to cool off (you may want to allow them to perform wudū and pray two rak'ah to ward off their anger which comes from shaytān)*
- *recognise when you need help and advice, know where to get it*

[3] AFTER AN INCIDENT

This last stage is to ensure that pupils learn from their inappropriate behavior or an unpleasant incident and thence develop their cognitive and social skills effectively.

- *decide, precisely, on what you want to modify and make it a clear target for the pupil*
- *communicate targets precisely*
- *always bring back any incident to pupil's 'wrong choice' not his/her character*
- *criticise the behaviour, not the person; i.e. say, "name calling is unpleasant" rather than "you're being nasty"*
- *offer choices; e.g. say, "this work needs completing, so is it now or at break?"*
- *identify the primary or major issues that need to be addressed and tackle them one-by-one (not too many targets at any one time)*

- ensure that pupils understand why any given behaviour is deemed inappropriate
- be just and fair in your procedure and handling of incidents

3.3 DISCIPLINE

PROCEDURE CHART :

1. Repeated "Warning Gesture" (e.g. disapproving look)
2. Verbal warning
3. Final verbal warning
4. Time Out (work to be completed during break)
4. Send to another class if disruption is too distracting
5. Send pupil to Head/Deputy Teacher (with Incident Form)
6. Reflection Sheet, Restorative Justice or/and official warning
7. Call of concern to parents of pupil
8. Behaviour Tracker (invitation to pupil's parents in order to find appropriate solution/s)
9. 1-2 days exclusion in cooperation with parents
10. Final warning. Formal letter and meeting with parents
11. Permanent exclusion from Darul Atfaal Madrasah

In the case of extremely unacceptable behaviour (see below), teachers may move names for more than one section at a time.

(e.g. "if you continue to choose...")

3.4 UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour:

- Disrupting lesson
- Not following the teacher's instructions
- Throwing things around the room
- Shouting
- Leaving the classroom without permission
- Rocking on chair
- Calling Names
- Gossiping
- Play fighting
- Snatching
- Touching property belonging to others
- Using extremely foul language
- Fighting

- Breaking madrasah equipment
- Being rude to the teacher
- Bullying
- Lewd behavior
- Answering back
- Refusing to do work

4.0 DEVELOPING A GROWTH MINDSET ATTITUDE

The above procedure is designed to encourage good behaviour in many different areas and will hopefully aid the building of the pupils' Islamic Personalities Development (IPD). Teachers are encouraged to pay careful attention to the pupils' emotional welfare and use appropriate language to stimulate a growth mindset attitude. Teachers are trained to use appropriate language to develop a growth mindset attitude.

5.0 CLASSROOM RULES

At the beginning of the academic year, each class should draw up a set of classroom rules (maximum of five). This should be done in partnership with the teacher and children. Encouragement should be given to all children to make suggestions and agree on the rules set.

Some suggestions of classroom rules are given below:

- *Do follow Teacher's instructions*
- *Do ask permission if you need to leave the classroom*
- *Do use your inside voice in the classroom*
- *Do remain quiet while others are talking*
- *Do put your hand up to ask the Teacher a question*
- *Do remain in your seats if the teacher leaves the room*
- *Do tuck your chairs in when leaving your desk*
- *Do pick things up from the floor*
- *Do keep your classroom tidy*

6.0 FURTHER READINGS & LINKS

The following list of CPD material and resources is for reference purposes only. Opinions expressed on any of the linked websites or resources may not be in agreement with the official Darul Atfaal Madrasah policies:

- Department of Education (policy guidelines):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Madrasahs_-_A_guide_for_headteachers_and_Madrasah_Staff.pdf

- Getting the simple things right (Charlie Taylor's behaviour checklists):
<http://media.education.gov.uk/assets/files/pdf/c/charlie%20taylor%20checklist.pdf>
- Peer teaching: <http://www.opencolleges.edu.au/informed/features/peer-teaching/>
- Dr. Bill Rogers (series): <https://www.youtube.com/watch?v=WqIXB1RG-Vg>