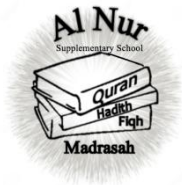




Bolton Muslim Welfare Trust Al Nur Supplementary School



This policy is in line with the Mission Statement of the school:

Bolton Muslim Welfare Trust Al Nur Supplementary School promotes and encourages the nurturing of Islamic Culture, which permeates all aspects of a Muslim's life through the sound development of conduct, appearance, and morals, which establish the highest ethical nature of Islam. We aim to establish a wholesome environment for female Muslim students, that is conducive to building character and strengthening British and Islamic values. The Supplementary School aims to prepare students to be confident, active and ethical people, serving their communities with a sound understanding of their faith and cultural heritage and fulfilling their roles as successful and responsible citizens in wider society.

Behaviour Policy including Guidelines on Discipline, Sanctions and Rewards

Ratified: 8th September 2022

To be reviewed: September 2023

Islamic Context

“And indeed you (O' Muhammad), are on a character most lofty.”
(Quran s.68, v.4)

"I have been sent only for the purpose of perfecting good morals." (Hadith in Al-Muatta)

At BMWT AL NUR we believe that apart from achieving academic excellence, maintaining a strong faith and a good character are equally important. Islam teaches Muslims to beautify their character and Allah (SWT) commands Muslims to reflect the beauty of their religion by demonstrating a noble character and having a good personality. The character of the Noble Prophet (SAW) was impeccable in every aspect.

It is important for all staff to be visible role models for the learners. The character of the Noble Prophet (SAW) should first and foremost be reflected in the staff which learners are able to see and emulate.

Qualities of the Noble Prophet (SAW) include the following: truthfulness, generosity, forgiveness, sacrifice, humanity, modesty, sincerity, courage, bravery, perseverance, politeness, courtesy, love, altruism, humility, patience, honesty kindness respect and selflessness. These are all qualities that the Prophet (SAW) has taught us, but also ones that are universal. We at BMWT AL NUR will encourage all learners to embrace these qualities and demonstrate them in their daily life.

GENERAL GUIDELINES

These guidelines should be read in conjunction with the *Relationship Policy (see Appendix A)*.

There should be mutual respect and understanding between Learners and staff.

Learners are expected to conform to clear standards of behaviour, as specified by the *Relationship Policy* document.

All members of staff are expected to conform with this disciplinary policy and other guidance on their relationship with Learners in general.

Staff must ensure that no class or group of Learner under their authority are left unsupervised and unattended at any time.

Senior Learners (Prefects) who have been given authority over others may not exploit that to cause offence to or oppress those over whom they have authority.

All members of staff who are enforcing discipline should recognise the need to maintain a balance between the granting of rewards and the imposing of sanctions to instil a sense of pleasant co-existence. The granting of rewards

should always take precedent over the imposition of sanctions when trying to promote good behaviour and deeds.

Home-School Partnership

There needs to be a strong partnership between home and school; disciplined behaviour must start from home and re-enforced at school. **(See Appendix B)**

Early Intervention

As early intervention is paramount in promoting good behaviour, all teaching staff as well as support staff must communicate with each other and share information.

A Learner's behaviour will be monitored closely; as soon as there is cause for concern and evidence of escalating behaviour issues. **(See Appendix C)**

Tracking & Monitoring

For tracking and monitoring purposes, all staff will record achievement merits as well as behaviour points and detentions in the register.

Classroom Management

As effective classroom management is essential in order for learning to take place, training in classroom management techniques through CPD will be provided to all staff.

Behaviour Expectation

Learners should be constantly encouraged by staff to enhance their ability through work and play. Staff should ensure that a balance is achieved between disciplining learners and enabling them to express themselves. Learners who have developmental problems and those who are of a high ability may both be disruptive for different reasons. Therefore, staff should be aware of divergence of abilities and interest in the classroom and ensure that all kinds of Learner are engaged in their work.

A whole school approach is essential in dealing with behaviour; therefore, all members of staff must take ownership. High quality provision of learning and teaching is the bedrock of behaviour management. No behaviour management strategies can compensate for poor/mediocre teaching and learning.

All classrooms will exhibit clear behaviour expectations and consequences for inappropriate behaviour as outlined in appendices below.

Dress Code

All learners are expected to come smartly dressed in a clean jabba and scarf every day. Learners who fail to arrive in their correct uniform will be informed of the correct apparel or parents will be contacted to ensure it is not repeated.

Confiscated Items

All items which are prohibited in Madrassah will be confiscated by staff and handed in to HoH. These items include mobile phones, electronic gadgets, jewellery, cigarettes and other harmful substances. Staff will inform parents and return the confiscated items if appropriate, otherwise it will be disposed of.

The Head Apa designates to the SLT the power to search learners with another member of staff present if they suspect the learner is carrying any harmful or banned objects.

Detentions

All Madrassah detentions will take place after Madrassah. For detentions over 10 minutes, parents will be notified in writing, 24 hours prior to the detention to make alternative transport arrangements if necessary. All staff are responsible for recording the detentions in the register for tracking and monitoring purposes.

Exclusions

Internal exclusions will be used as appropriate and can only be sanctioned by the SLT. However in rare circumstances an external exclusion will be given especially when the Madrassah feels a learner has seriously broken Madrassah rules, or allowing them to stay in school may result in harm to other learners or staff. The decision for exclusion will be taken by the Head Apa. The parents will be informed immediately and a letter will be sent home within 24 hours. Parents are responsible for the Learner's welfare during the first five days and the learner may not enter the Madrassah school premises during this time. In extreme circumstances a permanent exclusion may also be considered.

Rewards

Rewards may take the form of verbal praise, letter to parents, phone call/text to parents, praise cards, merits,

Rewards may not take the form of financial inducements from a member of staff, although the awarding of small amounts of money by the Madrassah in general is not prohibited.

Rewards must not take the form of any intimate form of physical contact with the Learner, such as hugging, under any circumstances. All persons with authority over Learners' must take care to ensure that they are not placed in an intimate position, or in such a position that may be construed in that manner, with a Learner.

In addition to the rewards listed below, the Madrassah also organises and facilitates a variety of functions to acknowledge the achievements made by the learners.

Sanctions

At BMWT AL NUR we recognise that our learners on occasions may get things wrong and that relationships may become strained between the learner and the staff. Where things go wrong it is the responsibility of the member of staff concerned to ensure that the learner is aware of the action and consequence of carrying out such actions which are documented below. It is also the responsibility of the member of staff concerned to ensure that any damaged relationship is repaired.

No member of staff is permitted to use corporal punishment. Physical chastisement of a learner is not permitted under any circumstances.

Sanctions that involve the use of educational activities, such as the writing of an essay or lines, should be avoided as a means of punishment unless they have a degree of relevance to the offence. A learner who has failed to submit her homework may be asked to complete her homework during her leisure time as a form of sanction.

The imposition of fines on a learner is prohibited. Where a learner has misappropriated monies or goods, the Head Apa must be informed before any attempt is made by a member of staff to request that the learner make good her misdeed. Where the Madrassah seeks compensation for such misappropriation of monies or goods; it should be sought from the parents of the learner, and not the learner herself.

Intimate physical searches of a learner, or actions that physically humiliate the learner, are not permitted under any circumstances.

Sanctions may involve the use of mild or moderate verbal reprimand, however, the use of vulgar language and slander by any member of staff is not permitted. Learners' may only be asked to leave the classroom if they are consistently disruptive to, and are hindering the progress and work of others. However, they should not be left unsupervised and should either be sent to the Admin staff or Head Apa accompanied by another learner. This must only take place after all strategies have been exhausted.

Sanctions that are administered should be reported and recorded in registers by the appropriate member of staff. The SLT should ensure that all sanctions are monitored and are of a suitable nature.

HOME – MADRASAH AGREEMENT

Student Name: _____ Class: _____

The Family Will...

- Support the Madrasah's ethos by promoting Islamic values of modesty and piety in the home and inculcate the sunnah of our beloved prophet Mohammad (saw)
- Ensure that there is a culture of regular prayer and mutual respect instilled in the home
- Ensure the highest attendance and punctuality
- Ensure that their daughter arrives at Madrasah appropriately dressed and with the correct equipment
- Attend parent consultations, Parent's Evenings, and other meetings called by the staff, to discuss their daughter's progress
- Contact the Madrasah if they have any other concerns regarding their daughter's progress or welfare
- Check and sign their daughter's journal regularly (Maktab Class only), to monitor progress and maintain communication with staff
- Support their daughter's learning at home by providing a quiet working area for their daughter to study and revise in
- Ensure that younger learners are fully toilet trained

The Madrasah Will...

- Support the spiritual development of students by encouraging Islamic values and prayer
- Provide a safe, caring and stimulating environment that is true to our Islamic ethos
- Promote a culture of Islamic educational excellence which extends beyond the school into the wider community
- Inform parents/carers on a regular basis regarding the progress of their daughter
- Ensure the completion of regular assessments and give positive feedback to students on their progress and how they can improve
- Make arrangements to meet with the parents/carers within a reasonable time-frame if they wish to come into Madrasah to discuss any matter

The Student Will...

- Demonstrate at all times the Islamic principles of piety, modesty and a concern for the welfare of others
- Support a culture of regular prayer, mutual respect and adherence to the sunnah in the home and in Madrasah
- Adhere to a culture of Islamic educational excellence in school and the wider community

- Attend Madrasah everyday and arrive on time
- Dress appropriately for school and bring the necessary equipment
- Care for the Madrasah environment and the environment around the Madrasah
- Work to her full potential
- Engage in constant study and revision to the best of her ability

Note – If any student is found to be influencing others negatively in any way, they will be dismissed following a notice.

Al Nur Code of Conduct

- I will always let my faith guide my actions and thoughts, in Madressa, online and outside too at all times.
- I will always strive to remain honest to myself, our creator and his servants even if it means standing alone for the sake of truth.
- I will always aspire to be a giver. A giver of positivity, love and peace and be a source of support and strength.
- I will always demonstrate good manners to all whether they are young or old, friend or foe.
- I will always be resilient and strive to try my absolute best with success as my ultimate goal.
- I will always be tolerant and mindful of others values and beliefs whether or not they are the same as mine.
- I will always respect everybody regardless of their race, appearance, culture and lifestyle.
- Respect **ALL** teaching & non-teaching Apas.

Signature of Student: _____

Date: _____

Signature of Parent/Carer: _____

Date: _____

Signature of Head Apa: _____

Date: _____

BMWT AL NUR PATHWAYS FOR PROMOTING DESIRED BEHAVIOUR AND LEARNING

DEALING WITH DISRUPTION/ UNDESIRED BEHAVIOUR AND LACK OF LEARNING DURING LESSON TIME

Record the learners' names that have been given a verbal warning:

1st Verbal Warning - chance (warning)

2nd Verbal Warning – Second and final warning

3rd – Verbal Warning – consequence - move places etc. Comment in journal and 10 mins detention after school. Detention can be given for more than 10 mins if there is a history of disruptive behaviour or lack of learning, learner placed on report, **but parents must be notified.**

If disruptive behaviour continues, parents are called in to discuss.

If disruptive behaviour is repeated then a fixed term exclusion given.

Finally a permanent exclusion will be given.

LEARNERS TO BE PRAISED IF SHOWING SIGNS OF IMPROVEMENT

REPORTS AND FORMS TO BE PLACED IN BEHAVIOUR FOLDER PROVIDED. IF THE LEARNER MOVES ONTO THE NEXT STAGE THEN THE FOLDER SHOULD BE PASSED ONTO THE NEXT APPROPRIATE MEMBER OF STAFF.

Rewards

Thawab points
Star Chart
Star of the week
Prizes
Sticker Chart
Rewards' Assembly

CLASSROOM MANAGEMENT TECHNIQUES

Strategies	Rationale
<p>Due to Covid-19 all students to sit 1 metre apart and have masks on when entering, leaving the building and whilst in the corridors. Teachers to have mask and visors and keep 1 metre distance from students at all times.</p>	<p>To ensure the safety of all learners and staff</p>
<p>Get to the lesson first Meet class The more difficult the class, the more imperative it is to be first</p>	<p>Establish control as Learners arrive; give instructions and greet properly</p>
<p>Learners line up under supervision; enter and get out key equipment Establish as routine so do not need instruction and/or can go straight in Control where Learners sit in the room Avoid peripheral seating Be aware of classroom zones: - back right - front right - front row - back left - front left Always ensure you seat disruptive ones at the beginning of the lesson. When challenged say “We want to do some good work today. This will help” or “You know you work better away from X” or “When you do some good work you may choose”.</p>	<p>Move Learners for effective learning at beginning not as a sanction during lesson Be able to circle them and get round back; avoid sloppy posture round the room Show offs go here Passive/inert go here Sleepers here Keenies here Keen but not too keen here</p>
<p>Get Learners on task right away. Give as instructions at door: - silent reading - revising last lesson - learning vocabulary</p>	<ul style="list-style-type: none"> • No dead time. Straight into work. Silence is an “absolute” so you are in real control When you wish to speak, there is silence. • You can check equipment or buy time for lesson preparation, distribute the worksheets, etc

- individual activity	
Classroom Management Techniques	
<p>How to deal with no equipment : Quiet 1-1—Ask why? Teach assertive technique Get them to make eye contact and say I am sorry I have not got my organizer. It will not happen again”, You reply “Certainly but you should have said that when you came in”. On occasion 2 — get them to say it then ask to see at end of lesson for private rebuke. Do not make big issue in public. Do not shout or lose control. Calm, controlled authority. For pen/pencil “on this occasion I will provide it”. If it happens again, repeat but ask to report with equipment.</p> <p>(Please Note: No equipment can be shared during COVID-19, student will have to complete work in their own at home)</p>	<ul style="list-style-type: none"> • Do not allow peripheral distractions to the main focus of lesson • Avoid public confrontations • Ensure all Learners can work but are reminded about responsibilities. <p>For some Learners you must provide equipment</p>
<p>Dealing with latecomers</p> <p>Do not have any interruption. Do not confront or have public reprimand. Use body language or say “Sit there Miriam and get organized. I will see you at the end of the lesson”.</p> <p>Make a note of their name. Train with assertive technique to say “I am sorry I was late - it will not happen again’. If they do this voluntarily, then praise for confidence but reinforces the potential sanction of loss of time or completion of work. If a Learner says she is late because she has been talking to another staff, do not send the Learner away to get a note — she can do this in her own time. This is a quick rebuke or acceptance of explanation.</p>	<p>Learners like perpetual delay of work. Do not allow a minority of disruptive ones to detract from plan. Deal with them in their time. Nothing is more important than this lesson — not someone else’s lost bag or whatever!</p> <p>DO NOT MAKE LEARNER LATE FOR NEXT LESSON</p>
Learner behaviour is perceptual low level disruption	<p>Use “Learner commitment”. In private at end of lesson. Yes/No answers to the following questions: “Your behaviour in that lesson has been unacceptable’ Yes “You behaved well last lesson/at the end of lesson/now’ Yes</p>

	“Do you think you will behave well next lesson?” Yes In that case we will give it one try. Do this if Learner is ever ‘sent out’. This should be rare, short and result in either Learner commitment with, if necessary, follow up sanction or quick rebuke
Classroom Management Techniques	
Learner refuses to do any work — even to get it out	Don’t confront — ignore but lavishly praise the work of Learners around, give out credits. Keep ignoring when Learner starts to out work or tries to draw attention — only much later praise for work done and remind them about rules in private.
Learner harasses other Learner	Intervene for the victim and use assertive technique i.e. eye to eye Learner “Will you stop being rude to Sabiha, she does not like it”, Train Aysha to say it and practice eye to eye with bully. Tell both that if it happens again, say this: “Sabiha, if it does not stop, see me”.

<p>Lesson Ends This must be reciprocal of the controlled, orderly start to the lesson. Most problems arise through lack of time/hiatus of activity or shouting homework. The lesson plan must leave plenty of time. Strategy</p>	Rationale
Homework setting must be done in good time. Give clear instructions, get Learners to repeat and write in journal if needed. Homework can be set towards beginning of lesson	The quality of homework is directly related to the instruction and clarity of its setting. Avoid chaotic finish
Learners pack away work and sit down. Ensure that you quickly gain attention of the class by saying “thank you” technique etc	This should occur about 4-5 minutes before the bell to allow time for summary/praise and linkage. This is not the end of the lesson but the “beginning of the end” of lesson.
Where are we going? Remind of homework by question/answer. Get a Learner to give instruction	Check homework task is learnt.
You control when and how Learners exit. Never line up at the door, never release before bell, never have dead time. Use this for	A controlled and orderly exit is essential for behavior in the next lesson.

summary, learning points, praise, etc.	You owe this to your colleagues
Stand at door on exit so you can control dismissal During COVID-19 students to be let out according to 1 meter rule via the opposite exits they entered. Students in year 7 and above to wear mask whist leaving.	Supervise room and corridor

Responsible Internet Use

RULES FOR STAFF

The school computer system provides Internet access to staff. This responsible Internet Use statement will protect staff and the school by clearly stating what is acceptable and what is not.

- Access must only be made via the user's authorized account and password, which must not be given to any other person.
- School computer and Internet use must be appropriate to the learners' education or to staff professional activity.
- Copyright and intellectual property rights must be respected.
- Users are responsible for e-mail they send and for contacts made.
- E-mail should be written carefully and politely. As messages may be forwarded, e-mails are best regarded as public property.
- Anonymous message and chain letter must not be sent.
- The use of public chat rooms is not allowed.
- The school ICT systems may not be used for private purposes, unless the Head Apa has given permission for that use.
- Use for personal financial gain, gambling, political purposes or advertising is forbidden.
- The security of ICT system must not be comprised, whether owned by the school or by other organizations or individuals.
- Irresponsible use may result in the loss of Internet access.

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of E-mails and the deletion of inappropriate material in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for the criminal purposes or for storing text or imagery which is unauthorized or unlawful.

Learner Code of Conduct

The following was drawn up in consultation with the staff and learners of Al Nur Supplementary School Madrasah.

We as learners;

- Remember at all times that we are Muslims, and embody the spirit of Ikram (Respect) and Khidmat (service) in our dealings with fellow learners and adults. We demonstrate this in the way we speak to each other, and the way we act.
- Attend every day and arrive on time to school, as well as to lessons and Salaah (prayer).
- Come to school dressed appropriately, and with the equipment that we need to learn effectively.
- Think of our responsibilities to the school environment, and the environment around the school. We maintain the highest standards of cleanliness, recognising that it is part of our Iman (faith)
- Recognize that education is precious. We will study hard to realize our potential, so that we in turn can serve our communities.

The Corridor Code:

1 Move in an orderly way

- For safety reasons keep to the right in stairways and corridors
- Avoid running, pushing and shoving in the corridors, stairs and public areas
- Be calm and considerate

2 Speak Considerately

- Avoid shouting, swearing and offensive language
- Be considerate and courteous and greet adults/staff

3 Respects Your Surroundings

- Treat corridors, stairs, toilets, school books and furniture with respect

4 Carry an 'Out of Lesson Pass' or a 'Toilet Pass' if out of class

5 Only visit the toilets if absolutely necessary

Madrassah Uniform

- Classes 1 – 7: Small burkah and black Jabbah
- Classes 8 – Sanatyn: Big black burkah and black Jabbah
- Alimah Classes: Big black burkah and black Jabbah
- During COVID-19 students in year 7 and above to wear mask whilst entering & leaving.

STRICTLY NOT ALLOWED

Nose studs

Make up

'Heelies' - shoes with wheels on the heels

