Al-Furqaan Prep School

Promoting Positive Behaviour, Rewards & Sanctions Policy

Approved By:	Governors
Reviewed By:	SLT
Last Reviewed:	September 2025
Next Annual Review:	September 2026

Promoting Positive Behaviour, Rewards & Sanctions Policy

Aims:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Provide a consistent and calm approach, and celebrate the best behaviours.
- Enable use of restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.
- Summarise the roles of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

Roles and Responsibilities

- Mr Muaaz Raja is the named Governor for Behaviour for the school.
- Mrs Aysha Nanawadee is the named Behaviour Lead for the school.
- The Governors are responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- The Headteacher is responsible for reviewing and approving this behaviour policy.
- This policy applies to the Early Years, Main School, and Out of School Care facilities.

The Head teacher and the Senior Leadership Team

- Meet and greet learners at the beginning of the day
- Will be a visible presence around the school
- Celebrate staff, leaders and pupils whose effort goes over and above expectations.
- Ensure staff training needs are identified and met
- To support the SENCO Team and staff in managing learners with more complex or negative behaviours
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice

The Headteacher will ensure that the school environment encourages positive behaviour, that staff deal with poor behaviour effectively, and will monitor how staff implement this policy to ensure rewards and sanctions are consistently applied.

Staff are responsible for:

- implementing the behaviour policy consistently
- modelling positive behaviour
- providing a personalised approach to the specific behavioural needs of children
- recording behaviour incidents on the behaviour log.

The SLT will support the staff in responding to behaviour incidents.

Poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards other children/staff

Serious behaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn
- Any form of bullying, harassment, or discrimination such as racist, sexist or homophobic behaviours
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources.
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

All actions will consider the age and ability of the child.

Expectation of SENCO Team

- To use behaviour data to target and assess interventions.
- To provide support and advice to staff.
- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

Rewards and Sanctions

Through our reward system we aim to encourage and acknowledge excellent behaviour and work, to recognise areas of improvement, and to raise self-esteem. We aim to keep the reward system as consistent, age appropriate, simple, and straightforward as possible to create secure understanding of expectations amongst the children.

Team points will be awarded for the following:	• Implementing sunnah & exceptional akhlaaq • Following school rules • Following class rules • Listening & following Apa's instructions • Supporting & helping peers • Engaging in assemblies
Team points - Rewards: Individual awards	**100 Team points** – Receive a certificate **200 Team points** – A choice of having an indoor break **300 Team points** – Receive a tuckshop redemption token **400 Team points** – Invitation to the head teacher's tea party **500 Team points – GOLD AWARD-Free £5 voucher**

Collective awards	• Team points will be totalled at the end of each week; Winning team will have the opportunity to add coins to their team bottle. • Every Half Term: Winning team will have a 'non-uniform' day on the first Friday of the next term. • End of Term; Pupils with the highest team points in each class will be invited to the 'Head Teacher's Tea party' on the first Friday of the next term. • End of Year; Winning team will have their team's name engraved onto the trophy and each house team member will receive a certificate. If the house-team bottle gets filled up, all members will get a treat.
ClassDojo	An interactive interface that supports positive pupil participation as it gives real time feedback about good behaviour and work. will be awarded for the following: • Good behaviour throughout lesson, morning, afternoon or day • Good contribution and participation in class discussions • Working independently during lessons • Producing good pieces of work- quality, quantity, presentation. • Taking action to improve work following feedback • Bringing planner to school daily • Reading daily at home • Reading register in planner signed • Correct uniform 'Needs work' points are assigned for any behaviour or conduct contrary to the expected standard.
Dojo-points – Rewards:	• Parents are informed weekly about their child through dojo points. • Every Half Term: Pupil with highest dojo points in each class will get a reward. • End of Year; Pupils with the highest dojo points in each class will be able to join the 'Head Teacher's Tea party' at the end of the year

School Planner will be used for:

- Spelling results.
- Times table results.
- Reading record.
- Assessment results.
- General queries related to books, PE kit, homework, or any other concerns.

Attendance Awards & Star of the Term	• Pupils with 99% will each term receive certificates. • Pupils with 100% attendance in each term will receive a certificate and a reward. • Student of the term in each class will receive a certificate and an award for any outstanding achievement related to behaviour, work, and effort. The head Teacher will also hand out 'Head teacher awards' to pupils seen to be helping each other, performing any good deeds, implementing sunnats, good work and applying effort. Dojo points will also be given out by the head teacher for pupils that memorise the 'Hadith of the week'.

Procedure for dealing with behaviour:
WE DON'T USE, OR THREATEN, CORPORAL PUNISHMENT IN OUR SETTING, (PRIMARY AND EARLY YEARS).

EARLY YEARS RECEPTION	The ABC (Antecedents, Behaviour, and Consequence) model is used to deal with any challenging behaviour in Early Years. This is an effective way to understand any challenging behaviour and develop suitable responses accordingly at an early age. Any antecedents prior to the event will be logged, alongside the incident and any action taken. These will be logged on the Early Years ABC Record Chart (AFPS-26).
Behaviour (Minor) • Talking out of turn • Fidgeting/not sitting still • Lack of focus • Making silly noises • Interrupting teacher/Peers • Refusing to share toys • Running indoors • Pushing in line • Not following instructions • Not listening	• 1st reminder • 2nd reminder- log in red book • 3rd reminder-Place on orange, record on ABC. Child will be asked to retreat to the 'Calm Corner' and reflect on their behaviour for a short while and steps to improve behaviour will be discussed. • 4th reminder-ABC Log-Class dojo x 3 messages -Phone call home • 5th- Behaviour lead-ABC Record • 6th- Phone call home-ABC Record • Fresh start once a day

Behaviour (Medium Severity) • Consistent refusal to work. • Consistent refusal to follow instructions. • Pushing-Poking • Throwing small items • Damaging school resources • Shouting at adults	1. Orange- Red Book 2. 2nd reminder-Log on ABC log 3. Behaviour Lead 4. Inform parents via Class Dojo 5. Phone call home
Behaviour (Major) • Swearing • Hitting • Biting • Scratching • Kicking • Throwing large items	1. Behaviour lead- Phone call home 2.Behaviour Diary 3.Class Dojo other child's parents if other children are involved- Behaviour lead

PRIMARY

Behaviour (Minor) • Lateness to lesson • Interrupting the lesson • Not on task and wasting time • Ignoring instructions • Talking whilst the teacher is talking • Making noises, gestures, inappropriate actions • Distracting others • Disrespecting others • Disregard for school property	• Verbal reminder x 2 • Following this, child's name will be on the board • If the behaviour continues, a message will be sent home through class dojo. • Following this, children will be asked to retreat to the 'Calm Corner' and reflect on their behaviour for a short while and steps to improve behaviour will be discussed with the class teacher. • Fresh start every day

	• If behaviour continues, follow next level steps - Phone call to parents- Behaviour Lead
Behaviour (Medium Severity) • Intentional vandalism • Consistent refusal to work • Consistent refusal to follow instructions • Intimidating others • Consistent inappropriate behaviour • Unreasonably high level of disruption that significantly disrupts learning. • Hurting friends • Throwing objects • Threatening behaviour • Swearing • Shouting at adults	1. Removal from table and sit on their own or if in the playground, join the break supervisor for the rest of break time. 2. Missing longer periods of breaktimes/lunchbreaks/ eg,5/10/15 minutes 3. Fill in a 'Behaviour Reflection form' and have a restorative conversation- Class Teacher-Strategies 4. Record on a 'Behaviour log sheet'-Inform Behaviour Lead 5. Fresh start each day 6. If incidents of poor behaviour are recorded, a meeting with parents to inform them of placing child on monitoring record - SLT 7. If persistent poor behaviour continues, complete 'Monitoring Behaviour Chart' 8. If no improvement is shown, a 'Behaviour Support Plan' will be set in place.
3. Behaviour (Major) • Severe physical or verbal aggression directed towards an adult or pupil. • Racism • Use of object/weapons to hurt others • Serious/ continued bullying incidents • Significant acts of violence	• A decision to suspend will be made by the Headteacher (and in her absence the Deputy). • If decision, is to suspend then a meeting will be held with parent accompanied with a suspension letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing schoolwork and the back-to-school plan. • Only in an extreme case would the decision to permanently exclude be taken. Appropriate procedures will be followed
Suspension and Permanent Exclusions	The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Suspensions

For children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period.
If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day.

Permanent exclusions
Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school.

Adapting sanctions for pupils with SEND
When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time because of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

Confiscation of Pupil Property:
Any article deemed inappropriate for a pupil to have at school e.g., mobile phone, will be confiscated and returned when a parent collects it. The school holds no responsibility for any confiscated item.

Bullying
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore:

- Deliberately harmful
- Repeated, often over a period
- Difficult to defend against

TYPES OF BULLYING	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, biting, pinching taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/ Biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on particular characteristics (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, belittling, leaving someone out
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites For example, sending nasty messages, posting unkind content online, sharing photos or videos.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Zero-tolerance approach to sexual harassment and sexual violence.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Comments will never be dismissed as 'banter' or 'part of growing up' and quick action will be taken.

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis Refer to early help
- Refer to children's social care
- Report to the police

Sanctions for sexual harassment and violence will be in accordance with this policy.

Off-Site Behaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means poor behaviour when the pupils are:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to and from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether the conditions above apply, if poor behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school organised trip).

Pupil support
The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they may have underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
Staff should consult the Behaviour lead if they are unsure as to whether reasonable adjustments should be made.

Pupil transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
Year 6 pupils are prepared for transition to secondary school.
To ensure that behaviour is continually monitored, and the right support is in place, information related to a pupil's behaviour issues may be transferred to relevant staff at the start of the term or year.

Training
Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.
Behaviour management will also form part of continuing professional development.

Monitoring arrangements
This policy will be reviewed annually, including an update and review of the effectiveness of procedures and their implementation.

Safeguarding
The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse, please read Al-Furqaan Prep School's Safeguarding Policy 2024.

Strategies

Guidelines On Our Behaviour Strategy	
REMINDER **(Privately and at eye level)** **CAUTION** **Outline behaviour and consequence quietly to the child** **Respond to poor behaviour**	"X, instruction, thankyou" Remind the child of the classroom rules (draw back from confrontation) 'It's not like you to…..' 'Do you need my help?' Listen to the child 'I expect to see your table tidy in 2 minutes/ you are ready ' 'You need to speak to me here' 'Do you remember yesterday when……. That is the Maryam that I need to see today, that is the Maryam that you can be all the time'.
SECOND REMINDER **(Speak to the child privately)**	'You need to know that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen ….' 'If you choose not to do the work, then this will happen…. I'll leave you to make the decision. ' 'Think carefully about your decision'
CALM CORNER	A few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves - allocated calm space area
REFLECTION	What happened?

(Restorative Conversation)	What were you thinking? What are you thinking now? How were you feeling? How are you feeling now? Who do you think has been affected? How have they been affected? What needs to happen next to put this right?

Documents

AFPS 32- School Monitoring Record
AFPS 41 – Behaviour Log
AFPS 42 – Class Behaviour Log
AFPS 28 – KS1 Reflection form
AFPS 29 – KS2 Reflection Form
AFPS 51 – Behaviour Support Plan

BEHAVIOUR LOG

Behaviour Log
Name of pupil:
Date of incident:
Behaviour □ Swearing □ Hitting □ Kicking/punching □ calling names □ Disrespecting/breaking property □ Continual poor behaviour □ Other……
Teachers informed:
Signed by teachers:
Consequences decided by: Action taken:

Signed by class teacher/SLT:

Behaviour Log
Name of pupil:
Date of incident:
Behaviour □ Swearing □ Hitting □ Kicking/punching □ calling names □ Disrespecting/breaking property □ Continual poor behaviour □ Other……
Teachers informed:
Signed by teachers:
Consequences decided by: Action taken:
Signed by class teacher/SLT:

CLASS BEHAVIOUR LOG

Year Group:			
Date:	**Name:**	**Incident:**	**Signed by:**

SCHOOL MONITORING RECORD

Name:.....Date:.....

Reason: .....

.....

1. This is a monitoring record for staff to log comments about pupil behavior/work. Please provide as much detail as possible.
2. Pupils will be monitored for 1 week and if no improvement is observed further action will be taken.
3. This record needs to be signed daily by the behaviour lead and the parents

Date: Monday _____20_____

	Observation Notes	Teacher Signature
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Other e.g. Assembly, Taleem, Break, Lunch etc		

School Signature: ..... Parent Signature: .....

Date: Tuesday _____20_____

	Observation Notes	Teacher Signature
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Other e.g. Assembly, Taleem, Break, Lunch etc		

School Signature: ..... Parent Signature: .....

Date: Wednesday _____20_____

	Observation Notes	Teacher Signature
Lesson 1		
Lesson 2		
Lesson 3		

Lesson 4		
Other e.g. Assembly, Taleem, Break, Lunch etc		

School Signature: ..... Parent Signature: .....

Date: Thursday _____20_____

	Observation Notes	Teacher Signature
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Other e.g. Assembly, Taleem, Break, Lunch etc		

School Signature: ..... Parent Signature: .....

Date: Friday _____20_____

	Observation Notes	Teacher Signature
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Other e.g. Assembly, Taleem, Break, Lunch etc		

School Signature: ..... Parent Signature: .....