

Quwwat-ul-Islam Girls' School



QUWWAT-UL-ISLAM GIRLS' SCHOOL

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Together we can achieve more

Behaviour Policy

Behaviour Policy

Good classroom and behaviour management are essential for lessons to run smoothly. Knowing how to anticipate and manage problems will ensure that students spend maximum time on task.

Starting and Ending the Lesson

Teachers must try to minimise disruption at the start of the lesson (when students may be arriving from the playground or lunch) by using set procedures, for example:

- Writing instructions on the board so pupils can start tasks straight away
- Training pupils to take the roll and read instructions
- Allocating set activities, such as chanting times tables.

To avoid problems at the end of the lesson, ensure that the lesson is planned and paced and leave enough time for final activities. Give homework out early to avoid instructions being lost in the rush as pupils collect their belongings.

Other useful strategies include cueing (so pupils know how much time is left), and setting up rules for leaving the classroom (for example, letting pupils go out one by one after answering a final question).

Flow and Momentum

For a lesson to run smoothly, clear ground rules and procedures need to be established and reinforced from the start. It is better to stick to a small number of clearly understood and consistently enforced rules rather than a large number of regulations, which will be harder to enforce. Make sure pupils understand why the rules exist, and involve children as much as possible in setting rules up.

Maintain the momentum of the lesson. Pupils will become bored and restless if instructions are explained to them continuously, or if rules are broken down in to too many different steps. Avoid stopping an activity already begun, or switching between activities without finishing them. This can cause confusion, and may trigger misbehaviour. This can easily be prevented through good lesson planning.

Seating Arrangements

Seating will depend on the type of lessons that have been planned. Placing groups around tables for ease of interaction is suitable for cooperative small-group work, but not for individual work. For whole-class discussion, pupils are best seated around a big table, or in a circle or semicircle, rather than in rows.

Misbehaviour: Do's and Don'ts for the Primary School

Positive behaviour should be encouraged. Praise should be specific, referring to a particular piece of work or behaviour, and should not be overused. Rewards, incentives and privileges like the following are also useful:

Utilising the 5 behaviour management techniques:

1. Praise Positive Behaviour.
2. Provide some extrinsic rewards.
3. Post your rules in the front of the class next to the whiteboard and refer to them often.
4. Plan ahead for effective transitions.
5. Silence is powerful.

Also, consider the following techniques:

- Points on the masha'Allah chart resulting in achievement certificates
- Badges or symbols such as happy faces which children can wear
- Special responsibilities, such as class representatives, register monitors and/or school council representative.
- Certificates – given out in assembly

When correcting misbehaviour do not overreact. Dealing with misbehaviour should not disrupt lesson flow more than the actual misbehaviour itself. The best way is to nip it in the bud in an unobtrusive way, for example, by invading a student's physical space, or by scanning the classroom, moving backwards and forwards on the lookout for any emerging problems.

It may be preferable to ignore minor misbehaviour, but **consistency** needs to be maintained in deciding what should and shouldn't be corrected. Don't let your interventions seem either overly authoritarian, or arbitrary.

Follow this sequence when dealing with misbehaviour:

1. Try to divert misbehaviour, e.g. by distracting the student with a question, picking up the pace, boosting interest by starting a new activity, or removing certain tempting materials with which students can fiddle.
2. If this doesn't help, then more explicit correction may be needed, by moving close to the disruptive student, making eye-contact, using verbal cues such as naming the student, pointing out in general that the class should be engaged with the lesson, or praising a particularly well-behaved student.
3. If this still does not succeed, then more severe warnings will be given, or if necessary, punishment or referral to the Head Teacher.

Misbehaviour: Do's and Don'ts for the Secondary School

Positive behaviour should be encouraged. Praise should be specific, referring to a particular piece of work or behaviour, and should not be overused. Rewards, incentives and privileges like the following are also useful:

Utilising the 5 behaviour management techniques:

1. Praise Positive Behaviour.
2. Provide some extrinsic rewards.
3. Post your rules in the front of the class next to the whiteboard and refer to them often.
4. Plan ahead for effective transitions.
5. Silence is powerful.

Also, consider the following techniques for Secondary:

Commendations – Awarded by class teachers for outstanding behaviour and/or exceptional performance in lessons.

Headship Points – Each point is worth 3 commendations, which the head teacher will give for outstanding behaviour and/or exceptional work.

Our Secondary House System at Quwwat-Ul-Islam is named after five amazing women in Islam and their qualities.

Fatimah represents leadership and sincerity

Fatimah RA was a woman who was dedicated to her faith and very sincere and humble to those around her. She is the Queen of Jannah and she deserves the crown of leadership. Her simple wedding was a guide for the ummah to follow so that they don't trouble themselves with extravagance but rather keep everything as simple as possible. She lived a simple life in this world and her reward lies in Jannah.

Asiya represents strength and courage

Asiya RA was a woman who went through a lot of hardship and trouble. Her faith was tested constantly but she succeeded with her strength and courage. She showed us to stay firm and steadfast in our faith no matter what the others may throw at us.

Maryam represents modesty and integrity

Maryam RA was a pious young woman. She was very modest and was always in the state of prayer. It was said that summer fruits were found in her room during winter time and winter fruits were found in her room during summer time. Prayer goes a long way and Maryam proved that with many more miracles that came along in her life from Allah.

Khadijah represents intelligence and giving

Khadijah RA was a successful business woman. She was amazing at what she did and was a very giving person. She is an inspiration to a lot of us. She was a remarkable woman who balanced her life and always gave her very best in everything she set out to do.

Ayesha represents determination and ambition

Ayesha (RA) was a bright young woman full of knowledge and who memorised many hadiths (sayings of the prophet). She was full innocence, loved those around her and respected those older and younger than her.

The Secondary Houses system monitors behaviour, work and efforts of students. Teachers will award points as Bronze, Silver and Gold.

The Bronze will be worth 5 points, Silver worth 10 and Gold worth 20. The head teacher's point is worth 50 but only Mr Asif can hand out the head teacher's points.

The system was created so students try to work hard and try achieving awards for not only themselves but for their class too.

At the end of the year the points will be counted up and the house with the most points will win a house cup and a trip.

Sanctions

Rewards help reinforce positive behaviour, while punishment is used to deter undesired behaviour. Punishment is less effective than praise, but can become necessary. Start off with a verbal warning for minor misbehaviour, before going on to increasingly serious punishments:

- Making students stay in after school or during break/lunch
- Removing privileges
- Referral to Head teacher
- Behaviour Trackers – Staff will give the pupil a mark out of 10 assessing their behaviour, preparation and performance during the lesson. Pupils will receive a daily score which will assess their overall behaviour for the day. The form tutor will check the tracker daily and the head teacher will assess the tracker at the end of the week and judge whether any further sanctions need to be implemented.
- Learning Tracker – This will identify learning needs and ascertain the level of support required to raise pupil achievement level. Targets are set and the parent and pupil will sign off against these targets. The head teacher will monitor the progress and assess what support mechanisms need to be put in to place.
- Suspension from school for a number of days as defined by the Head Teacher.
- Expulsion from class or in the worst instances, from school.