## Jamia Islamia Birmingham

# Behaviour Policy

HEAD TEACHERS: Mr. Haroon Rashid
Pastoral Coordinators: Mr. Ali Haider and Mr. Sadiq Ahmad

REVIEWED: September 2026.

NEXT REVIEW: August 2027.




**Behaviour Policy**

**At Jamia Islamia Birmingham, our mission is to strive to provide the best education for all pupils in a safe and secure environment through the application of the Quran and the Sunnah.**

**Why we have a Behaviour Policy?**

As in a family, the key to helping young people learn to behave appropriately in school lies in having a very consistent and fair approach. This policy sets out to define a code for appropriate behaviour. The policy is based on the Jamia's vision of a safe, caring, thinking institute and applies to every individual.

Positive behaviour is an essential part of effective teaching and learning. At Jamia Islamia, we believe that everybody has the right to work in an environment that is safe, friendly, peaceful and fair. All teachers, children and parents are expected to be committed to ensuring positive Islamic manners at all times within the school.

In accordance with Islamic tradition, we insist that the adults respect young ones and in return the young ones respect the adults.

The Prophet (peace and blessings be upon him) said,

**"He is not of us who does not have mercy on young children, nor honour the elderly"** (Al-Tirmidhi).

Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success and potential and give descriptive praise for effort and achievement, rather than focusing on shortcomings and failure. Encouraging and developing responsibility for one's own behaviour is also an important element of effective teaching and learning.

**OUR AIMS:**

The primary aim of this behaviour policy is to build the personality of the children in accordance with Islam. The behaviour of the students in Jamia should therefore reflect the Islamic personality.

All staff agree to accentuate the positive, and though we expect good Islamic behaviour as the norm, we should be seen to value and encourage it. Students will be encouraged to take responsibility for their own actions. This will build an understanding of accountability to Allah, our Lord, once the children reach adulthood and encourage them to become responsible citizens.

It is important that we all understand what acceptable and unacceptable behaviour is. The consequences of unacceptable behaviour must also be clearly stated.

The general standard of behaviour is the collective responsibility of the whole staff. These aims are best achieved in a busy, pleasant atmosphere in which pupils are able to give of their best, both in and out of the classroom. This demands a positive policy of encouraging acceptable behaviour and high standards of learning, recognizing success wherever possible and the constant setting of good examples by staff and parents.

Praise and encouragement should be used so that the behaviour management can take the form of rewarding rather than punishing. We aim to emphasise the positive rather than criticise. For this, we have Certificates and a MERIT CHART system in place.

When we do have to criticise we attempt to be constructive by giving advice on how to improve. Our school rules encourage children to think and make the right decisions. They make our high expectations simple to understand.

The majority of pupils will respond to encouragement. A good reward system is essential to ensure progress rather than perfection. It is our aim that by promoting positive behaviour and good learning, we will set the standards that we all wish to see throughout the school.

We have worked in collaboration with our students so that they feel involved in making a fair system, and come up with three different categories of rules, each with their own sanctions. These are:

1) Classroom Rules
2) Rules around the School
3) Never, never rules

**Rules in the Classroom**

- **Always be prepared** - equipment, books, etc
- **Always respect textbooks** - neatly stacked and handle them with care
- **Always do your best** - keep your work neat and tidy
- **Always be considerate** – don't disturb/distract anyone from learning
- **Always respect others** - do not laugh at other people's mistakes
- **Always respect the teacher** - listen attentively and be cooperative
- **Always respect all staff and other students**
- **Always raise your hand to ask questions/seek permission**
- **Do not eat or drink in the class** - water is allowed with permission

**Rules around the School**

- **Always respect your school** - everything in it has been donated for the sake of Allah, our Lord, and your benefit
- **Respectfully say Salaam (or peace)** to people walking past and teachers.
- **Always walk on the right hand side and give way to members of staff**
- **Always look after the environment** – don't litter or leave food lying around
- **Always show respect** to your elders and be kind to youngers

- **Always respect your school** and its property
- **Keep clean**; keep the Wudhu (or ablution) facilities clean; keep everything around you clean.
- **Always notify a member of staff** if you see anyone breaking rules
- **Eat only in the dining area** - not in classrooms, corridors or halls
- **Eat healthy food** - no chewing gum/bubble gum
- **Always be presentable** - abide by the uniform and hairstyle rules
- **Always be safe** - do not bring in dangerous items such as matches, lasers, glass, etc
- Valuables and mobiles should not be brought into school

**Never, never rules**

- **Never, never** vandalise or damage school property or anyone else's property
- **Never, never** graffiti on books or desks or walls
- **Never, never** bully anyone in any way
- **Never, never** be rude, aggressive or challenging to any member of staff
- **Never, never** abuse anyone or fight
- **Never, never** steal anything
- **Never, never** cheat, copy or plagiarise
- **Never, never** possess unethical material
- **Never, never** bring weapons such as knives, drugs, cigarettes, vaporisers
- No contact policy - No play fighting

**Consequences**

The consequences for these actions start with C1: a verbal warning, followed by C2: warning with action - such as moving a student to a different part of the class. Following that is C3 - detention. This starts at 10 minutes and is supervised by the teacher who set it and should be uploaded to the DB Solutions system. More extreme cases of bad behaviour can be given longer detentions as long as parents are informed. Following this is C4 - internal exclusion or external exclusion.

The pastoral coordinator is responsible for regularly checking detentions and looking for patterns and trends so that specific students can be corrected. The students who have too many detentions in one month will be placed on a Senior Leadership Team (SLT) report for 2 weeks. They will have targets set to them which match the reasons that they get detentions and will have to work towards those targets. The parents should sign the report each day and the following day, the pastoral coordinator should check and sign it also.

If the report system does not discourage bad behaviour, the next stage is to formally involve parents. A parent meeting is arranged and parents are asked to come into school where they will have a meeting with one of the SLT about the child's behaviour and targets for improvement. The previous conduct of the child should be explained and the impact on the learning of the child.

If the child continues to misbehave after that then the head teacher is to be involved and some form of exclusion is to be given. This usually starts with internal exclusion, depending on the misbehaviour, and can lead to temporary exclusion and permanent exclusion.

**The role of parents**

As part of our behaviour policy we recognise that parents/carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Our expectations of parents are made clear in our Home/School agreement. Should a child's behaviour be a cause for concern, their parents will be contacted and the matter discussed. We aim to conduct parents' evenings/days so that parents can come into school and learn about the progress of their child.

**The role of staff**

At Jamia Islamia, the children need to be taught as early as possible to appreciate that school is a place in which a certain code of behaviour has to be

adhered to for the good of everyone. This is important in ensuring that our students became law-abiding, responsible and morally upright citizens of our country.

**School staff support the following principles and practices:**

- Good standards of behaviour depend on the example of all of us
- Everyone has a positive contribution to make
- Good order has to be worked for; it does not simply happen
- We set high standards, apply rules firmly and fairly and expect good standards of behaviour and learning.
- Everyone is here for a purpose and must be treated as an individual
- Good relationships are vital between everyone at every level
- We all make mistakes sometimes and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour

**All staff will always avoid:**

• Humiliating – it breeds resentment
• Shouting – it diminishes you
• Over reacting – the problems grow
• Blanket punishments (that is, punishing an entire group for the misdeeds of one or some of its members) – the innocent will resent them
• Sarcasm
• Leaving pupils outside the room

**All staff will always:**

• Keep calm
• Listen
• Be positive
• Build relationships




• Carry out any sanctions consistently
• Be consistent and fair
• Follow up problems to their conclusion
• Be clear that when a problem is resolved, we forgive and move on

**Our positive behaviour strategy**

Every child has a Merit chart. The teacher will award "merit" stars or other stickers as an incentive to encourage good behaviour and good work in class. The "Merit chart" will also be used to enhance confidence in children giving them a sense of worth.

Children who earn sufficient merits will be eligible for certificates for good behaviour, academic achievement, good progress and positive conduct. Certificates are given at least once a term at a special prize giving ceremony or at significant milestones in the year.

Teachers should award merits based on their judgement and the merits should encompass a wide variety of reasons. It is important that teachers use positive reinforcement far more than sanctions. If a student improves, even though it may not be the best work in the class, their improvement should be recognised, praised and rewarded. This will then encourage the child to continue improving. These could include:

- Excellent work/Improved work
- Completed reading a book - or read a significant portion of one
- Excellent/Improved spelling
- Good manners/behaviour or Improved manners/behaviour
- Working effectively in a group
- Excellent presentation/Improved presentation
- Excellent homework/Improved homework
- Excellent contribution to the class
- Excellent progress
- Excellent display work
- Helping the school - e.g. keeping the school clean

- Excellent behaviour at prayer times
- Excellent achievement in sports and fitness
- Other subject related reasons

**Rewards**

After encouraging positive behaviour and giving merits, students will be able to earn rewards with their merits.
Bronze Certificate
Silver Certificate
Gold Certificate
Platinum Certificate + Box of Chocolates Gift
Diamond Certificate + Parker Pen Gift

A student of the year certificate for one student from each class who got the most merits. Some departments may wish to award students with their own department certificates too. Certificates are usually awarded for the students who made the most progress; had the best behaviour or had the best attainment. Certificates will also be given to students who complete their memorisation of the Qur'an or complete their course to become an Islamic scholar.

**Exclusions**

Exclusions for discipline reasons should only be considered as a last resort after all other avenues have been exhausted. Exclusion may also however be applied for persistent unauthorised absence or a strong and persistent violation of the home-school agreement.

**The following steps should be taken:**

1. Exclusions can only ever be considered in relation to persistent unacceptable behaviour.

2. After having worked closely with the teacher to employ the discipline policy, the Head Teacher will involve the parent if the unacceptable behaviour is persisting after a month. Together we will work with strategies to curb the persistent unacceptable behaviour.

3. If the behaviour is still persistent after an agreed time the Head teacher will issue a verbal warning to the child that if this unacceptable behaviour persists they will be suspended for two to three days.

4. The child must promise to desist from such behaviour before he/she can be readmitted.

5. If thereafter, the unacceptable behaviour persists in a consistent manner, exclusion will be considered. In such a case a panel of SMT members will have to be formed to investigate whether exclusion should be applied.

At each stage it must be explained to the child why this behaviour is unacceptable and that it will not be tolerated. The child should understand the sanctions defined by the behaviour policy. With this principle in mind if persistent unacceptable behaviour exists, the causes must be ascertained and then appropriate strategies employed to deal with the causes before exclusion is considered.

**How do we monitor this policy?**

Records of pupils on report and serious behaviour incidents are gathered on the i-plate form and these are checked regularly by the Pastoral Coordinator. Termly figures and issues are reported to governors who hold the head and the school staff to account for continuously improving pupil behaviour and safeguarding all pupils. Analysis and prioritisation by staff and governors informs the School Improvement Plan and the school's self-evaluation cycle.

**New staff will always be inducted into this policy and its application. This policy will be reviewed regularly in line with school needs.**

**<u>Summary Update – September 2026:</u>**

# Jamia Islamia Behaviour Policy

**C1**

- Initial warning to get your attention in class
- Opportunity and a reminder for you to get it right, settle down and focus on your lesson.

**C2**

- If you are still unsettled in class, your teacher will escelate your behaviour.
- A C2 will result in an incident being logged against your name in iplatforms and it may lead to a detention depending on your level of disruption.

**C3**

- If you fail to settle in class and continue to disrupt your lesson a C3 will result in a one hour detention to be completed on the day
- Parents will be informed and transport issues will not be an excuse for you not to attend detention.

## Internal isolation

**II**

- Continued disruption in class will result in you being isolated for the day in a different classroom and parents will be informed.
- More than one isolation with in a 2 week period will result in a fixed term exclusion from Jamia Islamia