DEENWAY MONTESSORI SCHOOL
& UNICITY COLLEGE
DEO VOLENTE VINCIT QUI SE VINCIT

Behaviour Policy

Approved by:	Munawar Karim (Headteacher)	**Date:** 17th December 2021
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1. Aims

This policy aims to guide staff in creating a calm, safe, respectful and supportive school environment in which pupils can learn and flourish; ensure that behaviour expectations are understood and applied consistently; identify and support pupils experiencing barriers to positive behaviour; and ensure that behaviour concerns which may indicate safeguarding needs are responded to appropriately. It aims to do this by:

i. Providing an overview of behaviour principles and guidelines towards a clear shared understanding for the whole school community.

ii. Outlining **how pupils are expected to behave**

iii. **Defining** what we consider to be unacceptable behaviour, including bullying

iv. **Stating the principles** that underpin how we achieve positive and considerate behaviour

v. Providing a **consistent approach** to behaviour management

vi. Summarising the **roles and responsibilities** of different people in the school community with regards to behaviour management

vii. Outlining our system of **rewards and consequences** and other disciplinary measures

2. Statement of principles

i. At the Deenway Montessori School, we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

ii. We understand that children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example.

iii. The cultivation of noble character in children and adults of the school community is the primary mission of the school. Members of staff engage with all children at school from a place of deep care and concern for the purpose of developing noble character in them. See **Appendix 1** for a summarised 'clarification of noble character'.

iv. We strive to ensure that all members of staff exemplify the good behaviour that is expected from children, as appropriate in their own context as staff. Members of staff model high standards of behaviour in **speech**, **action** and **interaction** around children and are accountable to a code of conduct themselves. The staff code of conduct outlines this in detail.

v. We keep ourselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

vi. High standards of behaviour in **speech**, **action** and **interaction** are expected from pupils at school. We thus teach children to live up to a high standard of manners appropriate for dignified children and young people with regard to:

- themselves
- their teachers
- other pupils
- their studies
- the school environment

These expectations are elaborated upon in **Appendices 1, 2 and 3**.

vii. In maintaining standards of behaviour, we strive to cultivate a school environment where:

- every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

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- students are supported in taking responsibility for their actions
- all students, staff and visitors are free from any form of discrimination or ill-treatment

viii. High expectations are supported by clear rules and routines, positive relationships, consistent adult modelling and appropriate support. Behaviour is understood in its wider context: staff will consider whether additional needs, communication needs, mental or physical health, safeguarding concerns, family circumstances or other barriers may be contributing to a pupil's behaviour.

ix. We see all children under our care at school as the collective responsibility (in terms of cultivating good behaviour and manners and looking out for their well-being) of all members of staff, regardless of whether they are directly taught by those members of staff or not.

x. Members of staff notice, acknowledge and encourage good behaviour and positive patterns of action in children through encouraging feedback (specific to actions) as a starting point.

xi. Members of staff engage with children in a way that safeguards and promotes their well-being, and equally, mitigates or immediately stops harm that may be occurring to them or to others.

xii. When noticing problematic patterns of behaviour, we look to guide and correct children's **choices** and **actions** in a way that is **useful** to them, using positive encouragement of actions as a starting point; we do not give children personal dressing-downs or character assailment.

xiii. Members of staff strike a balance between compassion, sensitivity, tact and a necessary firmness in addressing children's behaviour.

xiv. Any consequences or grades of sanctions are lawful, reasonable and proportionate and will be applied consistently. Staff will consider relevant individual circumstances and any reasonable adjustments required. Sanctions are intended to protect the community, deter inappropriate behaviour and help pupils understand and improve their behaviour; they must never humiliate, degrade or unlawfully discriminate against a pupil."

xv. Grades of consequences are used to deal with incidents of misbehavior where strategies to encourage positive behaviour do not work. These are an important way to stop immediate harm from occurring, to mitigate harm, or to teach lessons about responsibility, consequences and boundaries. Grades of sanctions are used consistently by all members of staff.

xvi. In dealing with problematic behaviour or administering consequences we aim to practice **justice** and **compassion** in balance, for both the wrong-doer and the one wronged.

xvii. Exclusions are used as **a last resort**; Section 10 of this document outlines the processes involved in permanent and fixed-term suspensions.

xviii. The behaviour policy is understood and adhered to by all students, staff and parents.

xix. All adults in the wider school community, namely parents and guardians, are highly encouraged to:

- model and exemplify high standards of behaviour in speech, action and interaction at home themselves, as expected from their children at school.
- actively remind their children of high standards of behaviour in speech, action and interaction at home, to reinforce what is expected from them at school.
- be vigilant to protect their children from developing problematic patterns of behaviour.

xx. Parents and families are actively involved in plans to deal with incidents of misbehaviour or problematic behaviour, to foster consistency and good relationships between the school and the student's home life.

xxi. The school may respond to behaviour occurring online or outside school where it affects the safety or welfare of pupils or staff, disrupts the orderly running of the school, adversely affects another pupil's education, or has a sufficiently close connection with school life. Any safeguarding aspect will be dealt with under the Child Protection and Safeguarding Policy.

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3. Legislation and statutory requirements

This policy has regard to:

- The Education (Independent School Standards) Regulations 2014, as amended, in particular paragraphs 7, 9, 10, 16, 16A and 32A;
- Keeping Children Safe in Education 2026
- Working Together to Improve School Attendance, updated July 2026
- Restrictive Interventions, including the use of reasonable force, in schools, effective April 2026
- Mobile Phones in Schools Guidance 2026
- The Equality Act 2010;
- The current statutory Early Years Foundation Stage framework where applicable.

4. Pupil code of conduct

i. Simple principles from the *Sunnah*, the advice of our Prophet, upon him be peace, can remind students of their code of conduct and give them an idea of how to go about practising it. These can be found in the school community rules and include:

- "Spread *salaams* (peace)"
- "A smile is a charity, a pleasant word is charity, helping another is charity"
- "All of you are brothers and sisters"
- "None of you truly believes until you want for your brother or sister what you want for yourself"
- "Help your brother the oppressed and your brother the oppressor."
- "Encourage good and forbid wrong"

ii. A detailed outline of pupil protocol is presented in **Appendices 2 and 3.** These outline the specific expectations of pupil behaviour in the following circumstances:

- when entering and leaving school
- in moving through the school building
- in class
- at lunchtime, playtime and prayer time
- in interacting with peers
- in interacting with teachers or members of staff

iii. In general, pupils are expected to:

- Behave in an orderly and self-controlled way as befitting of dignified children and young people with relation to themselves and other members of the school; their studies and the school environment.
- Show respect to members of staff and all other pupils
- Treat the school buildings and school property with respect
- Make it possible for all pupils to learn in class
- Move quietly around the school
- Wear the correct uniform at all times
- Accept consequences for inconsiderate behaviour or misbehaviour when these are given

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- Refrain from behaving in a way that brings the school into disrepute, including when outside school

iv. Pupils are also expected to refrain from bullying, harassment, discriminatory or prejudiced behaviour, sexual misconduct, harmful online behaviour and conduct which places another person at risk

v. Pupils are expected to comply with the school's rules on mobile phones and personal communication devices:

a. The school operates as a mobile-phone-free environment throughout the school day. Pupils hand in phones to the school office when they enter the building and retrieve them when they leave the building.

b. They must not access or use mobile phones or personal interactive communication devices during lessons, between lessons, breaktimes or lunchtime.

c. Reasonable adjustments or individual exceptions may be made where justified by medical, safeguarding or other exceptional need.

d. Breaches will be dealt with consistently under this policy.

5. Definitions and examples of misbehaviour

i. We have zero tolerance for bullying, for poor manners in speech, strong language, and verbal or physical abuse of other children.

ii. If we notice any problematic patterns of behaviour in children, we address these issues and not let them fester or normalise.

iii. The same understanding of misbehaviour applies in all school scenarios, including off-site activities where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

iv. Teachers are encouraged to exercise their judgement and differing levels of sensitivity and tact as per context when addressing patterns of problematic behaviour. However, they are equally encouraged to not let minor issues of behaviour slide by; addressing these is part of the responsibility we have been entrusted with in our interaction with children.

v. Table of Definitions and Examples:

Table 1: Definitions and examples of misbehaviour

	Examples
Misbehaviour:	making childish fun of others distracting others from their work; disturbing others in their work pulling out plants in the playground; deliberately hurting insects or animals speaking to others whilst being addressed by a teacher displaying poor attitude or displeasure to a teacher through eye-rolling, tone or other drawing on own books littering or throwing rubbish on floor persistently wearing incorrect uniform without any effort to attain correct uniform invading peers' personal space without their approval name-calling or teasing peers (once) gender-specific or gender-targeted teasing of students breaches of appropriate interpersonal boundaries discriminatory or prejudiced comments relating to sex, religion, race, disability or other protected characteristics (senior school) disruption in lessons through persistently chatting or calling out, swinging on chair or speaking over other children
Serious misbehaviour:	disregarding a teacher's instructions or directly disobeying a teacher

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	shouting at a teacher arguing with a teacher in response to a sanction repeated breaches of school rules cheating persistently name-calling or teasing other children (becomes bullying) any form of bullying racist, sexist or other discriminatory behaviour unwanted, disrespectful, sexualised or inappropriate behaviour towards another pupil drawing on, writing on or engraving upon school property including school-owned books, furniture, walls and doors hitting or kicking furniture or school property repeatedly using strong or inappropriate language such as 'get lost' or 'shut up' swearing in interaction with peers using hand-gestures associated with swearing using a mobile phone during class belittling or ridiculing themes of sacred knowledge abuse of learning materials; running away from class persistently refusing to do work
Extreme behaviour:	violence of any kind; physically assaulting other children; physically assaulting members of staff threatening students or staff with violence using obscene language towards another person vandalism; theft physical fighting smoking possession of items like knives or weapons, alcohol, drugs, stolen items, tobacco, fireworks, explicit images or threats involving weapons harmful sexual behaviour, sexual harassment or sexual assault (any sexual behaviour that causes humiliation, pain, fear or intimidation)* sharing sexual or degrading imagery* serious online abuse serious or repeated discriminatory/prejudiced behaviour behaviour which creates a serious safeguarding or safety risk* *Staff will report these immediately to the DSL and follow the Child Protection and Safeguarding Policy.

6. Bullying

i. 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.

ii. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

iii. Bullying can include:

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Type of Bullying	Definition / example
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, gestures
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
Cyber-bulling	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

iv. Bullying may also be prejudice-based or discriminatory, including behaviour related to race, religion or belief, sex, disability, sexual orientation or other characteristics.

v. Bullying, harassment, victimisation, discriminatory behaviour and derogatory language will be challenged promptly. Serious or repeated incidents will be recorded and analysed for patterns. Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

7. Hurtful behaviour amongst Nursery children

i. We recognise that many children under the age of five may at some time hurt or say something hurtful to another child, but it is may not be helpful to label this behaviour as 'bullying'. For very young children, we recognise that hurtful behaviour:

- can come about as they have not yet developed the means to manage intense emotions, especially anger, that sometimes overwhelm them. We support them in this state of their development by calming the child who is angry and helping them to return to a normal state, as well as the one who has been hurt by the behaviour.
- can come about from an inability to recognise and manage responses to something disturbed in their immediate environment, often inadvertently by another child. We support young children in these instances by making a connection verbally between the disturbed event in their environment and their feeling, teaching them how to manage their response and recognise their emotion.

ii. We support very young children in understanding the effect that their hurtful behaviour has had on another child. We do not force children to say sorry, but encourage this where it is clear that they are genuinely regretful and wish to show this to the person they have hurt.

iii. When hurtful behaviour becomes periodic, increasingly problematic or indicates a consistent pattern, we work with parents to identify the cause and find a solution together prior to moving towards any of the steps outlined in Sections 9 and 10.

iv. Where hurtful behaviour is persistent and periodic, unusually harmful, developmentally unexpected or raises concern about a child's own experiences or safety, staff will also consider whether developmental, wellbeing or safeguarding needs may be contributing and will involve the DSL as appropriate.

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8. Behaviour management and approaches for encouraging positive behaviour

i. Teaching and assisting staff are responsible for setting the tone and context for positive behaviour within the classroom and the wider school environment. Part of this involves creating and maintaining a stimulating environment that encourages pupils to be engaged:

- In the Montessori classrooms, this means curating the environment for the child as appropriate for their developmental needs; connecting between each individual child and their environment; making regular direct observations of children as they work or play independently and with others; and supporting children who are new to the environment in normalising to it by acquiring the etiquettes and habits of the environment. The mixed-age classrooms help in this as young children learn appropriate behaviour in different social situations by observing other children slightly older than themselves model it.
- As children move through the school, it also means setting clear expectations for group lessons and seminars, ensuring that pupils' work or activities are sufficiently challenging and diverse as appropriate for their developmental stage and needs, and discussing pupils' motivations, interests, barriers and difficulties openly with them in bi-weekly one-to-one review meetings.

ii. Teaching and assisting staff also work to develop a positive relationship with pupils, which may include, as appropriate to their classroom:

- greeting pupils in the morning/at the start of lessons
- establishing clear routines for pupils
- regularly communicating expectations of behaviour in ways other than verbally
- highlighting and promoting good behaviour
- concluding each day positively and starting the next day afresh
- dealing with low-level disruption using tactful strategies
- avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour
- helping children to understand the outcomes of their actions and supporting them in learning how to cope with challenging situations appropriately

iii. Where necessary or in periodic reminders, teaching and assisting staff share and discuss the pupil code of conduct or their own classroom agreements with their pupils. They will explicitly teach and reinforce routines and expectations.

iv. In dealing with inconsiderate behaviour or misbehaviour, staff:

- refrain from shouting or responding in a threatening way to pupils' behaviour.
- ensure that pupils understand why their behaviour is unacceptable and their own responsibility, usually by discussing the situation with the child either immediately or later, as appropriate. In recurring scenarios, teachers involved may bring other staff members and parents into discussions. In a matter of extreme or serious concern about a child's behaviour, parents must definitely be informed and involved.
- help find solutions appropriate for the children's ages and stages of development and use creativity where necessary. Such solutions might include, for example, acknowledgement of feelings through **the Awareness Circle** or use of the **'Talking Stick'/'Peace Flower'**; or some explanation as to what was not acceptable if it is not clear to the child; or supporting children through role-play and dialogue enactment to gain control of their feelings so that they can learn a more appropriate response.
- recognise that high emotions can make immediate resolutions difficult in some instances of misbehaviour and it may be appropriate in some circumstances to remove a child from the

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immediate situation, if it is in the child's own interest or for the well-being of the child or others. This is not done as a sanction.

- never use physical punishment, such as smacking or shaking, nor ever threaten children with these; never deprive children of food or drink; do not use techniques intended to single out and humiliate individual children.

v. Where behaviour is recurring, staff will consider patterns and underlying causes rather than relying only on repeated sanctions. Relevant information will be shared with the Headteacher and DSL where appropriate so that behaviour, additional needs, attendance and safeguarding support are coordinated

vi. **Restrictive interventions, including reasonable force, restraint and seclusion:**

- The school will minimise the need for restrictive intervention through prevention, positive relationships and de-escalation.
- Reasonable force or another restrictive intervention will only be used where lawful, necessary and proportionate for the minimum amount of time possible for example to prevent a pupil for committing a crime; causing disorder; hurting themselves or others; damaging property. It will never be used as a form of punishment.
- Consideration will be given to the pupil's age, additional needs, disability, communication, medical and safeguarding needs.
- All incidents required by Independent School Standard 16A will be recorded in writing as soon as practicable. (See Appendix 5 for a behaviour report form)
- Where a pupil is detained apart from others and prevented, physically or otherwise, from leaving, the restrictive-intervention recording and reporting requirements may also apply.

vii. **Confiscation**:

- Items may be confiscated where permitted by law and the school rules, including where necessary for safety, school discipline, or as a proportionate disciplinary response. Any prohibited items found in pupils' possession will be confiscated
- Decisions about retention, return, disposal or involvement of parents (or if necessary, the police) will take account of the nature of the item, safeguarding considerations and proportionality.
- Searching of a pupil or their possessions will only be undertaken by the Headteacher, Senior Leader or an appropriately authorised member of staff in accordance with the school's safeguarding procedures.

viii. **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 will consider whether additional needs, communication needs, mental or physical health, bereavement, trauma, bullying, safeguarding concerns, caring responsibilities or family circumstances may be contributing to behaviour. The pupil's teacher and Headteacher will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Reasonable adjustments will be made where required. Adjustments do not mean that harmful behaviour is ignored; rather, expectations and responses will be adapted fairly and appropriately
- Where necessary and within the realm of the school's resources, support and advice will also be sought from specialist teachers outside school, medical practitioners and/or others, to identify or support specific needs.

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9. Rewards and consequences

i. 'Rewards':

- In following Montessori pedagogy, we do not use stickers, stars, behaviour charts or sweets as incentives or rewards for good behaviour.
- Positive behaviour is, however, acknowledged through words of encouragement (rather than empty praise or labels such as 'good boy' or 'good girl') which describe what is observed or what is true of children's actions. This can help build confidence in children on the possibility of their own behavioural growth (inculcating a growth mindset towards their behaviour), build intrinsic motivation for good actions and allow for positive models of actions to be set for groups.
- Some particularly exceptional examples or instances of kindness or beautiful behaviour as observed in children may be highlighted sometimes in class discussions, assemblies or newsletters home to parents.

ii. Where the strategies outlined in Section 8 for managing or redirecting behaviour do not work, other measures may be used:

- in line with Montessori pedagogy, the most common strategy is **gluing**, where the teacher may keep a child who is disruptive or interacting inappropriately with the materials, environment or other children, close to the teacher before inviting the child to find an appropriate activity again.
- Other measures used are connected to the actions of the child so as to make a **link between poor behaviour and its consequence**. For example, if a child displays poor behaviour in interaction with a particular activity, such as throwing objects in or across the classroom, their freedom or choice in working with that activity may be limited temporarily until they display appropriate behaviour in that particular context. A similar consequence of limiting temporary context-particular freedom may be given to a child who misbehaves during playtime in interaction with other children or with play equipment.
- As children grow older and move through the school, teachers continue follow guidance on making a connection between poor behaviour and its consequence. Usually, if the misbehaviour occurs with a particular activity, teachers will ask the misbehaving pupil not to participate in the activity as a temporary measure.
- Following the above, if the behaviour is repeated teachers can use the following measures in response to misbehaviour in the following hierarchy:
    - reminder or redirection
    - restorative or reflective work
    - a verbal reprimand or warning
    - sending a ParentMail message home or a phone call home for a reminder for parents to communicate with the child
    - referring the pupil to the Headteacher for a meeting
    - constructing a behaviour support plan

iii. Any student involved in three or more incidents requiring such measures in one term, or having repeated minor offences, serious or repeated rudeness, serious breaches of the school rules, missing lessons deliberately or equivalent in one term will have a review interview with the Headteacher.

iv. Serious or extreme misbehaviour - particularly serious incidents or breach of the school rules - will also result in an interview with the Headteacher along with parents. The Headteacher will then decide on the appropriate next step.

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v. The school will maintain a record of sanctions imposed for serious misbehaviour. This will record the pupil, date, incident, sanction, decision-maker and relevant follow-up.

10. Suspension and Exclusion

i. Suspension and permanent exclusion or removal are serious sanctions and will be authorised only by the Headteacher or other person authorised under the school's procedures.

ii. A permanent exclusion may take place if a child's behaviour is excessively disruptive or puts other children or members of staff at risk; if no effective remedial steps are available; and if, in the professional judgement of the Headteacher and in consultation with the parents, it is decided that the school cannot cater for the child's behaviour.

iii. The Headteacher may decide that a pupil be excluded for one or more fixed periods, or permanently. For serious but relatively minor breaches of the school's behaviour policies, pupils can be excluded for one or more fixed-term periods.

iv. Decisions will take account of the seriousness of a behaviour incident, the pupil's circumstances, any additional needs and reasonable adjustments, relevant safeguarding information, previous interventions and the safety or welfare of the school community. The reason, decision and relevant evidence will be recorded and parents informed in writing of any applicable internal review or complaints procedure.

v. Before resorting to exclusion the school will often try alternative solutions such as the consequences mentioned in Section 9, including internal exclusion (removal from a class, session or activity but not from the site) or a restorative justice process if and where appropriate, whereby the harm caused to the 'victim' can be redressed, which allows the principles of justice and mercy to be applied.

vi. A decision to exclude a student permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed. The main categories of misconduct which may result in expulsion or removal are:

- extreme misbehaviour as defined in this policy
- persistent attitudes or behaviour which are inconsistent with the school's ethos
- other serious misconduct towards a member of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises

vii. A student may also be required to leave if, after all appropriate consultation, the Headteacher is satisfied that it is not in the best interests of the student, or of the school, that they remain at the school.

11. Roles and responsibilities

i. Senior Leaders are responsible for:

- reviewing and approving this behaviour policy.
- ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- monitoring how staff implement this policy to ensure consistency across the school.
- supporting staff in responding to behaviour incidents
- analysing behaviour patterns, including serious sanctions, bullying or discrimination, restrictive interventions, suspensions or removals
- identifying recurring concerns or unmet needs

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ii. Staff are responsible for:

- familiarising themselves with the school's behaviour policy and guidelines and implementing it consistently
- modelling positive behaviour
- providing a personalised and creative approach to the specific behavioural needs of particular pupils
- recording behaviour incidents
- taking up opportunities for continued professional development, through seminar and discussion groups and other training, on behavioural management particularly in line with Montessori pedagogy

iii. Parents are expected to:

- support their child in adhering to the pupil code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

12. Monitoring arrangements

This behaviour policy will be reviewed by the senior school leaders and Headteacher annually**.** The review will consider behaviour patterns; serious sanctions; bullying and discrimination; safeguarding links; mobile-phone incidents; restrictive interventions; suspensions/permanent exclusions; and feedback from staff, pupils and parents.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy

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Appendix 1: Summary: 'A Clarification of Noble Character'

The following guidance is taken in summary from a series of lessons in human character development, found in 'The Clarification of Noble Character' by the scholar al-Habib Umar bin Hafiz. The guidance stems from the noble characteristics outlined in the sacred tradition brought by the Noble Prophet, may peace and blessings be upon him, and embodied and emulated by the pious people of his nation. It is part of the fundamental understanding of good behaviour traits at school.

'Attaining noble character must be one of a Muslim's main priorities, since the Prophet summed up his mission by saying: "I was only sent to perfect noble character." For people to rid themselves of vile attributes and adorn themselves with praiseworthy and beautiful attributes, is possible if they are sincere and firmly resolve to achieve this. They must then seek to perfect their inner form by paying particular attention to their **words** and **actions**, as well as to their **interaction** with others. The more expansive a person's intellect is, the more they are capable of **controlling themselves** and the keener they are to guard themselves from falling into that which is **inappropriate** and **unbecoming**. *May Allah grant us the ability to rid ourselves of base attributes and to adorn ourselves with noble character traits.*

The following traits are identified as foundations of noble character:

- **Patience**: striving to attain patience in acts of obedience, patience in the face of disobedience and patience in the face of trials and tribulations
- **Forbearance**: self-control at times of anger
- **Forgiveness** and seeking reconciliation
- **Mercy:** the one who shows mercy to Allah's servants for His sake will be shown mercy by Allah If mercy is established in the hearts of the believers it arouses in them a desire to make other people happy
- **Making people happy:** brings joy to another believer please, console and bring joy
- **Magnanimity**: avoid stirring up anger in others and by their nature assuage the anger of those with whom they interact mild disposition, interact well with others, and are not harsh in their words and actions
- **Truthfulness** of speech: telling the truth is one of the foundations of a Muslim's character
- Truthfulness of action and intention: Truthfulness in intention will permeate your speech and actions, thus rectifying and perfecting them Likewise, truthfulness of speech naturally leads to truthfulness of action, and truthfulness of action leads to truthfulness of intention.
- **Being trustworthy**: upholds people's honour and protects their wealth and property
- **Humility**
- **Gratitude**
- **Assisting the oppressed** – defending the honour of others
- Striving for goodness
- Striving to **protect oneself from evil**
- Showing kindness to one's parents
- Good treatment of neighbours
- Keeping promises
- **Giving the best response**: replying in the best possible way to anyone who addresses him: Ii those who are sincere in their faith are insulted, they respond in a nice way. If people make fun of them, they reply respectfully as far as they are able
- **Lowering the gaze**: Everything that a person sees and hears reaches the heart and has either a positive or a negative effect upon it.
- **Honouring elders** and showing mercy to the young
- **Honouring the ties** of brotherhood
- **Seeking to perfect** every action
- **Keeping a watchful eye** over one's movements throughout the day to avoid backbiting, slander and lying

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Appendix 2: School Community Rules

DEENWAY MONTESSORI
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Our Community Rules

ARE YOU BEHAVIING LIKE A RESPONSIBLE LEADER? ARE YOU LIVING UP TO THE SCHOOL MOTTOES?

Deo Volente and *Vincit Qui Se Vincit*

ARE YOU FOLLOWING THE SUNNAH?

"None of you truly believes until you want for your brother or sister what you want for yourself."
"Help your brother the oppressed and your brother the oppressor."
"All of you are brothers and sisters."
"A smile is charity, a pleasant word is charity, helping another is charity."
"Spread *salaams* (peace)."
"Encourage good and forbid wrong."

ARE YOU PRACTISING THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE?

Be Proactive
Begin with the End in Mind
Put First things First
Seek First to Understand then to be Understood Think Win-Win
Synergise
Sharpen the Saw

DO YOU NEED TO SOLVE A PROBLEM TOGETHER?

You can sit at the Peace Table and Use the 'Talking Stick'/'Peace Flower' OR
Take a walk together around the Awareness Circle

DO YOU WANT TO TELL THE HEADMASTER SOMETHING?

If you want to tell the Headmaster about something you can write him a message and give it to him personally or through the school office

DO YOU FEEL SOMEONE WHO IS BEING BULLIED?

Don't rush over and take the bully on
Do let a teacher or other staff member know Do try to be a friend to the person being bullied Don't join in
Do try to help the bully stop bullying

DO YOU FEEL LIKE YOU ARE BEING BULLIED?

Tell a teacher or another adult you trust in the school
Tell your family
Take a friend with you if you are scared about telling someone by yourself Keep telling people until someone takes notice!

Appendix 3: Pupil Code of Conduct

Protocol for Junior School students when:					
Entering & Leaving School	**Moving through the school in transition time**	**Lunchtime, Playtime, Prayer-Time**	**In Class**	**Interacting with Peers**	**Interacting with Teachers or Members of Staff**
▪ Greet teachers and your peers with *salaam* when you see them ▪ Upon entering, take off outdoor shoes, put them in the appropriate place and put on indoor shoes ▪ Remove your bag from your shoulders and carry in your hand ▪ Upon leaving, take off indoor shoes and put them in the appropriate place ▪ Keep the school clean ▪ Look out for others entering and leaving the school; do not shove or push them	▪ Walk up and down the stairs without running ▪ Use indoor voices if speaking to others ▪ Move quietly, making as little noise as possible, being mindful of other classes' ongoing learning ▪ Respect school property: do not lean against the walls or drag your bags ▪ Recite *inshad* when waiting for teachers ▪ Be proactive: pick up any rubbish you find on your the way and bin it appropriately ▪ If walking with bags, hold them in your hands rather than on your shoulders ▪ Make sure you have your indoor shoes on all the time whilst walking indoors.	▪ Respect school property ▪ Arrange shoes appropriately outside the lunchroom ▪ Eat together with the Junior School in the appointed lunchroom ▪ Respect others' food and eating habits ▪ Do not waste food ▪ Do not throw food in the bin; bring your own bags to put any waste in. ▪ After eating lunch, tidy up your area. ▪ Perform *wudhu* without wasting any water, following the *sunnah* and reciting *adhkhar*. ▪ Recite *inshad, salawat or adhkaar* when waiting for others to finish wudhu. ▪ Clean the *wudhu* area after performing *wudhu*	▪ Respect school property : do not scribble or draw on tables, chairs, walls, books or shelves ▪ Respect the class material ▪ Put all material in its appropriate place once you have used it ▪ Walk through the class sensibly, without disturbing others or their work ▪ Tidy up your work before starting another presentation or activity ▪ Use indoor voices if needing to speak to the teacher or classmate	▪ Respect the personal space of your peers and do not invade it ▪ Listen to your peer with understanding and without interruption ▪ Do not raise your voice in anger ▪ Never interact in a violent manner (pinching, punching, slapping, kicking) with anyone ▪ Respect the property of other children (do not hide, steal or damage it) ▪ Do not conduct pranks on other children ▪ Use language appropriately; do not call another child names and avoid over-use of slang and inappropriate hand gestures or symbols ▪ Help your peer if he or she is in need	▪ Greet teachers or members of staff with *salaam* ▪ Listen patiently when you are spoken to ▪ Do not raise your voice in anger ▪ Do not mock, or make any non-verbal expressions or gestures to show annoyance ▪ Accept corrections of behaviour and work on improving ▪ Accept any consequences given for inconsiderate behaviour

Appendix 5A: Serious Misbehaviour & Sanctions Record

Pupil name	
Class / Year	
Date and time of incident	
Location	
Staff member reporting (Name and role)	
Other staff / witnesses	
Classification	□ Serious misbehaviour □ Extreme behaviour □ Repeated pattern □ Other:
Nature of incident Record factual details of what happened, including relevant pupil words. Do not speculate	.
Who was involved / affected?	
Immediate action / safety measures Was there separation, first aid, supervision, removal of an item, emergency action, etc	.
Safeguarding consideration Were any safeguarding concerns identified and DSL informed?	
Individual needs / reasonable adjustments for additional needs considered communication / health / emotional wellbeing / other relevant circumstances:	
Previous related incidents / pattern Cross-reference earlier behaviour or safeguarding records where relevant	.

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Sanction used State the sanction clearly	
Authorised by / date	Name / role: _____ Date: _____
Parent / carer informed	□ Yes □ No / not yet Date/time: _____ Method: _____ By whom: _____
Follow-up / review / outcome Review date (if needed) and outcome / further action	
Completed by	Name / role: _____ Signature: _____ Date: _____
Senior review	Reviewed by: _____ Date: _____ Further action: _____

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Appendix 5B: Restrictive Intervention Incident Record

Pupil name	
Class / Year	
Relevant additional pupil needs medical / communication / safeguarding needs / agreed behaviour or support plan	
Date / time / location	
Duration	
Staff involved Name(s) / role(s):	
Other witnesses Pupils / staff / others:	
Type of intervention	□ Use of force □ Restraint □ Immobilisation □ Seclusion □ Other: _____
Circumstances / trigger Brief factual account of what was happening immediately before and during the incident.	
Risk being prevented What immediate risk of harm, serious disruption, damage or other lawful concern was being addressed?	
Prevention / de-escalation attempted Record strategies tried before or during the incident and the pupil's response	.
Intervention used Describe what was done, by whom, and the type and degree of force/restriction used	.

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Why intervention was necessary Explain why the intervention was judged necessary and proportionate at that time	.
Injuries / medical attention Pupil / staff / others. Include first aid or other medical treatment provided.	
Pupil account / post-incident discussion Record the pupil's account where appropriate, including their own words.	
Post-incident support Support offered to the pupil and staff, regulation/recovery arrangements, wellbeing follow-up.	
Safeguarding / DSL action (where applicable)	□ DSL informed □ Safeguarding concern identified □ Separate safeguarding record made Details"
Parent(s) informed For each parent where required: name, date/time, method, by whom	
If a parent was not informed Record why providing information was judged likely to result in significant harm to the pupil.	
Follow-up actions If there is a behaviour/support plan - updated? Risk assessment? Staff debrief? Additional support/training? Other action?	
Completed by	Name / role: _____ Signature: _____ Date/time: _____
Senior review	Reviewed by: _____ Date: _____ Further action / learning: _____

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