

# DISCIPLINE & BEHAVIOUR POLICY

## Aim

The policy will make clear the boundaries of what is acceptable, the hierarchy of sanctions, arrangements for their consistent and fair application, and a system of rewards for good behaviour. It will promote respect for others, intolerance of bullying and harassment, the importance of self-discipline and the difference between "right" and "wrong".

## School jurisdiction

- This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the pupils are the responsibility of the staff.
- The policy applies when students are off site because work experience arrangements are in place. When pupils are travelling to and from school in uniform they are considered to be representing the school and therefore the school rules apply.
- The school reserves the right to take interest in and sanction any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students.

## Expectations at Islamiyah School

- RESPECT EACH OTHER
  - Talk politely and calmly to ALL STAFF.
  - Listen to ALL STAFF. Do not interrupt.
  - Put your hand up if you want to say something in class.
  - Use the words "PLEASE" and "THANK YOU".
  - Talk politely to other students.
  - Allow others to learn and teachers to teach.
  - Treat everybody with consideration and good manners.
  - Respect the right of others to hold their beliefs and opinions.
  - Help to prevent all forms of bullying.
  - Behave with the health and safety of others in mind.
  - Behave helpfully and responsibly.
- Respect for Self
  - Behave in a sensible and appropriate manner
- Respect for the Environment
  - Treat their own property and the property of others with care.
  - Treat the school buildings, contents and grounds with care.
  - To keep the environment clean and litter free.
  - To practice recycling of paper, cans and plastic.
- Uniform
  - All school uniform is ready-made and sold on the school premises only.

- The PE kit is ready-made and sold on the school premises only.
- The correct coloured headscarf to be worn at all times.
- No jewellery or piercing allowed. A plain strapped watch can be worn.
- Black school shoes only to be worn, including to and from school. Shoe heels no more than one and half inches high.
- NO MAKE-UP to be worn.
- Equipment
  - Have the correct equipment for every lesson.
  - ICT storage devices (usb's) must only store schoolwork.
- Conduct
  - Walk in corridors and on stairs and not run.
  - Show courtesy by holding doors open.
  - Eat food and drink only in the provided areas.
  - Keep the *General Office* area and main doorway area free for visitors.
  - Show consideration for our neighbours by not blocking or littering the area outside the School.
  - Follow the Health and Safety regulations on the school site.
  - Treat the decoration of the building sensibly at all times.
  - Drive slowly and safely in and outside the school building area.
  - All students will follow the 'Rules of the Classroom' which are clearly displayed around the school building.

The School will cultivate good attitudes, behaviour and manners in accordance with the teachings of Islam.

## Sanctions

**The school has agreed standards of behaviour with students and parents because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare students to take their place in society. Students do not always conform to these agreed standards and a system of sanctions is therefore required. The school may seek reparation in whatever form to reimburse loss.** Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the school
- below the standard of that student
- of a consistently poor standard

## WHAT SANCTIONS CAN WE USE?

- Make our disapproval clear - by a look, by talking to the student, by showing our disapproval in front of others.
- Insisting that work is repeated/completed or that extra work is done. Always give a deadline and check.
- Students should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.

- Meet with student and Form Tutor to discuss future conduct.
- Complete a referral slip and take action then inform the form tutor and if necessary ask for the incident to be considered by a senior member of staff. Notify the parents.
- Lunchtime detention. Three lunch detentions automatically means that the student is kept in an after school detention.
- Friday afternoon detentions.
- Send student from lesson into another class for a 'cooling off' period.
- Student referred to Form Tutor and/or Head Teacher/Deputy.
- Contact with home if approved by Head Teacher.

There are higher levels of sanction, which may be imposed after consultation with appropriate staff:

- Withdrawal of privileges
- Place on report card
- Internal exclusion
- Ask parents/guardians to come in
- After school detention
- Permanent exclusion
- Fixed term exclusion from school
- Lunchtime detention doing community activities e.g. tidying up around the school building/picking up litter.

## Exclusion

Temporary exclusion (suspension): this is usually done for disciplinary reasons and is for a fixed period of 3 days. The head teacher will arrange for the pupil to receive school work to do at home and to have it marked when they return to school.

- Permanent exclusion (expulsion): this usually means that the pupil has been told they may no longer attend Islamiyah school because of serious breach of discipline, or for continual disruptive behaviour or for continuous bullying issues.

**A pupil may be permanently excluded for a serious breach of school discipline. A head teacher may decide to exclude a pupil permanently if the offence is extremely serious, even though they have never been excluded on a temporary basis. Where the head teacher needs to conduct an investigation into an incident, they may initially exclude a pupil for a fixed period and then, once they have all the facts, convert the fixed period exclusion into a permanent exclusion.**

## School Responsibilities towards the Discipline & Behaviour Policy...

Every member of staff should be aware of what is expected of them, their contribution to the ethos of the school as well as their contribution to the management of pupils' behaviour. All staff will from the point of induction through to regular training opportunities be provided

to augment existing awareness, knowledge and understanding and competencies relating to the management of behaviour.

- Discipline helps children stay within reasonable behavioural limitation and enhances self-esteem by helping the child meet expectations.
- Every child needs a secure, stable and predictable environment in order to develop self-discipline and control.
- Behaviour management is the educational process that involves the use of authority to bring about change.
- Challenging behaviour is neither a new phenomenon nor restricted to a chosen few - it impacts on individual children at different times and with differing levels of intensity.
- Each incident needs to be considered and understood in context i.e. the total picture of the child including their life experiences to date.
- Incidents of poor behaviour may be viewed as learning opportunities for all concerned. Sanctions will always be brief, clear and to the point. **Disapproval will always be of the behaviour and not the person.**

Sometimes it might be necessary to use physical interventions when:

- Escorting - accompanying for protection or guidance. The level of compliance for the child being escorted and the degree of physical force being used by the staff will determine whether this act should be considered as a restraint i.e. was the child being overpowered in order to be escorted.
- Holding - to assert authoritatively. The degree of force used in relation to the level of co-operation and compliance being displayed by the child that determines when holding becomes restraining. The higher the level of force the more likely the action will be deemed restraint.
- Restraint - physical control as defined by the application of force with the intention of over-powering the child to prevent them from harming themselves or others or damaging property.

Staff authorised by the Headteacher can take control or charge of pupils and use reasonable force to prevent a child from doing or contributing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour prejudicial to maintaining good order and discipline.

The provision applies when an authorised person is on school premises and when he has lawful control of the children concerned elsewhere.

## Rewards

Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and

help them to become positive members of society. Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards others and personal achievement. And should be given when:

- It is above the standard for that group (class, year, school)
- It is above the standard for that student
- It is of a consistently good standard - this one often gets missed

### We should avoid giving rewards:

- as bribes e.g. for classroom control
- on demand
- in a way which causes embarrassment
- in a way in which devalues their worth to others (e.g. over use)

### Types of reward include:

- Positive comments in class and/or reinforcement at end of lesson.
- Merit card system - see below
- Using the Planner book effectively - this is a way of letting the Head Teacher know who in turn will let parents know.
- Positive comments passed on to Form Tutor who will comment during tutorial days.
- A letter home to parents.
- Parent's Evenings/Tutor Days - use these as a means of praising where appropriate.
- Awarding certificates at a Assembly.
- The school acknowledges good behaviour, outstanding achievement and extraneous efforts by a successful merit scheme. As per this scheme each student possesses a merit card which is stamped by teachers for any positive attribute. These merits are counted per term and a star pupil is chosen from each class. The star pupil of the term receives a £5 gift voucher for their exemplary conduct, effort and achievement.
- There are whole class awards for contribution to school i.e maximum fund raising, taking part in charities, consistent good behaviour etc. The school also lays particular emphasis on attendance and the winning classes are allowed to have a lunch time party at school. In exceptional cases they are allowed an extra fun trip to a location of their choice( taking into consideration the Islamic limit of 48 miles)
- Special prizes are also awarded to pupils for various other reasons e.g subject awards, prefect awards etc. and these are presented at the annual day at the end of the year.

### Sanctions

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in whatever form to reimburse loss. Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the school
- below the standard of that student
- of a consistently poor standard

### We should try to avoid:

- Negative comments - especially about the person
- Punishing a whole group
- Inconsistency
- Threatening and not carrying through those threats
- Imposing excessive sanctions
- Referring a student with a request for a specific sanction to be imposed eg; I want Halima put on detention
- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment
- Labelling the child instead of confronting their action and behaviour

### What sanctions can we use?

- Make our disapproval clear - by a look, by talking to the student, by showing our disapproval in front of others.
- Insisting that work is repeated/completed or that extra work is done. Always give a deadline and check.
- Students should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Meet with student and Form Tutor to discuss future conduct.
- Complete a referral slip and take action then inform the form tutor and if necessary ask for the incident to be considered by a senior member of staff. Notify the parents.
- Lunchtime detention. Three lunch detentions automatically means that the student is kept in an after school detention.
- Friday afternoon detentions.
- Send student from lesson into another class for a 'cooling off' period.
- Student referred to Form Tutor and/or Head Teacher/Deputy.
- Contact with home if approved by Head Teacher.

As agreed with the consultation with the staff and student council. - See flowchart at the end of the policy

- The code of conduct has been agreed by the representatives of the school council and breach of these results in disciplinary sanctions. Although our staff tries to

counsel and support pupils in rectifying their mistakes, sanctions do exist to enforce discipline.

- In-class disruption is considered one of the major offences as it impacts teaching and learning and the pupil guilty of this is first given a verbal warning followed by her name written on the board. Any repeat leads to a tick against her name which indicates a lunch time detention (20 min). Further recurrences may lead to an after school detention (30min).
- Parents are notified of the after school detentions 48 hours in advance and are expected to arrange transport for their daughter/s accordingly.
- It is at the teacher's discretion to give an after school detention without giving any warning if the offence is of a serious nature e.g use of foul language, carrying a mobile phone during lesson times etc.
- Three lunch time detentions with the same teacher will automatically lead to an after school detention.
- A warning letter will be sent home if a student gets three after school detentions in one half term. The pupil will then be on a report and if an improvement is not noticed, the head teacher may suspend/ expel the student from school.
- There may be occasions when pupils are reprimanded with cleaning duties under supervision of welfare staff.

There are higher levels of sanction, which may be imposed after consultation with appropriate staff:

- Withdrawal of privileges
- Place on report/contract
- Internal exclusion
- Ask parents/guardians to come in
- After school detention
- Permanent exclusion
- Fixed term exclusion from school
- Lunchtime detention doing community activities e.g. tidying up around the school building/picking up litter.
- Reparation may be sought for wasting school/staff time

## Detention

Detention after school hours is allowed, whether or not a parent consents to the detention, as long as:-

- The school has made it known to both pupils and parents that the detention of pupils at the end of the school day is one of its disciplinary measures
- The detention is carried out by the head teacher or another authorised teacher
- The detention is 'reasonable', for example, the pupil's age and any special educational or religious needs are taken into account
- The school takes the pupil's safety into account by considering, for example, when it will get dark, the availability of public transport to get home and the likelihood of racist attack

- The pupil's parent has been given 24 hours written notice that a detention is due to take place (this doesn't apply to lunchtime detentions)

## Confiscation of items

Disciplinary penalties may include confiscation and/or disposal of items like MP3 players or mobile phones, jewellery, cameras, CD's or harmful objects. The confiscation has to be reasonable in the circumstances. Parents will be asked to collect the confiscated items from the school office on the day.

## SUPPORT FOR STAFF

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour. Support is available at every stage and in every situation. Rather than work in isolation it is much better to seek help and use the procedures that exist. A number of staff will have dealings with a given student or group of students and there will be information available that could prove useful in assisting your classroom management. Use of the Form Tutor/Mentor as a point of contact may prove beneficial as they can provide a wide overview of a student's behaviour. The Tutor can pull together staff for discussion and mutual support. Any member of the school management team can be approached to provide support and to discuss an issue. Enlisting a senior colleague to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

## Staff can be assisted in their work by related INSET.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all students know what is expected of them.

## PROCEDURES - STRATEGIES FOR PROMOTING GOOD BEHAVIOUR

We firmly believe in an active partnership between parents and school.

- Praising students for good behaviour (e.g.; letters home, notes in planners)
- Regular assemblies which help to promote good behaviour
- Staff being visible around the school, being seen to be interested in the students and in good self discipline
- Use of merit system
- Learning the names of students to let them know they belong
- Displaying examples of good student work
- Offering a wider range of extra curricular activities

- Rewarding good behaviour as appropriate
- Employing a flexible approach to the curriculum to attempt to meet the needs of all students
- Pleasant school environment
- Adult's role as role models
- Creating calm and orderly movement around the school
- Providing students with opportunities to promote the values which they regard as important
- Use of tutor group time
- Use of professional and positive language when dealing with students
- Aim for self-discipline. Help students by providing a checklist relating to positive expectations
- Broadcasting information about successful events via newsletter, local newspaper

## PROCEDURES - STRATEGIES FOR DISCOURAGING POOR BEHAVIOUR

There is a range of strategies used for discouraging poor behaviour.

- Emergency cover
- Using sanctions as appropriate
- Regular assemblies
- Staff being visible around the school, being seen to be interested in the students and in good self discipline
- Learning the names of students to let them know they belong.
- Directing/encouraging students to be involved in extra curricular activities
- Counselling/punishing poor behaviour, not the child but their action
- Pleasant school environment and suitable organisational strategies
- Seeking information and support from students
- Bullying monitoring sheets
- Use of parents and external agencies
- Use of tutor group time and mutual support amongst peers
- Organisational strategies
- Adults as role models (e.g. punctuality, standard of dress etc.)
- Creating calm and orderly movement
- Providing students opportunities to identify undesirable behaviours
- ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy
- Annual review of student grouping using the Tutor Teams
- Daily truancy/late checks and action

## MONITORING

Monitoring is carried out in formal and informal ways by staff:

- Record of exclusions - Senior Management Team
- Record of those sent to emergency cover - School secretary

- Comments in planners - Form Tutors/subject teacher
- Referral to outside agencies - Management team
- Students on report/progress sheets/work review - Management Team
- Incident sheets/logs
- Key Stage Assessments
- Annual Reports
- Personal Development Plans
- Interviews/phone calls/letters to parents
- Registration/lates
- Medical information
- Direct observation of student behaviour in/out of lessons
- Lunchtime detention records
- After school detention records
- Weekly meetings of the Management team will consider behaviour-related issues.

## EVALUATION

All staff and students via Staff Consultative meetings and the School Council will annually review the policy. Alterations will be implemented as necessary. Criteria for evaluation will include:

- Student's involvement in, and commitment to, the behaviour policy
- Effects of behaviour on the quality of learning
- The extent to which students demonstrate good habits of work and behaviour
- Student's self-discipline and self-esteem
- Attitudes to one another, to school staff (teaching and non-teaching) and to visitors
- Aggressive behaviour or bullying
- Consistent offenders will attract more serious punishment.
- Teacher who has sent out a student should let the Head teacher know.
- The Head teacher/Deputy should initially deal with follow up punishments.
- The detentions can be used as a further deterrent.
- Contact with the student's tutor, mentor and parents may be a useful source of support.
- In cases of extreme behaviour please make immediate contact with the school management team.
- Referrals should, in principle, go from teachers to the management team. Referrals will be recorded in the school office.