

# Islamiyah Girls High School



## Behaviour Policy

### Document Control:

This document has been approved for operation for:	Islamiyah Girls' High school
Date of last review	September 2023
Date of next review	September 2025
Review Period	2 year
Owner	Islamiyah Girls' High School
Approved by :	Governing Body

## **Relevant legal guidance**

This policy is written with regard

- to the DfE guidance 'Behaviour in Schools: Advice for Headteachers and School Staff September 2022' and KCSIE September 2023
- to the duty of proprietors, under KCSIE September 2023, the educational establishment's governing body, proprietors and management committees have clear responsibilities to ensure that safeguarding systems, policies and practices are in place and are all effective.
- under section 7 of the Education (Independent Schools Standards) Regulations to ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Equality Act 2010

The Behaviour Policy also links to the following policies:

- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- School Uniform Policy
- E-Safety Policy
- Expulsion and Suspension Policy
- Homework and Home Learning Policy
- Searching and Confiscation Policy
- SEND Policy
- Health and Safety Policy

## **Aim**

The aim of this policy is to establish clear guidelines for acceptable behaviour, including a hierarchy of sanctions for violations, a fair and consistent application of these sanctions, and a system of rewards for positive conduct. The policy aims to foster a culture of respect for others, zero tolerance towards bullying and harassment, the value of self-discipline, and an understanding of moral values and ethical behaviour.

## **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. This policy applies to all students and staff members while they are on school premises and during regular school hours. It also applies to students and staff members when they are on official visits or trips organised by the school, as well as during school events or any other occasions that are directly related to the school.
- Furthermore, the policy also extends to any situations where the pupils are under the direct supervision and care of the school staff, regardless of the location or time. This may include activities such as after-school programs, sports practices, field trips, or any other circumstances where the students are the responsibility of the school staff.

- The purpose of this policy is to ensure the safety, well-being, and appropriate behaviour of all individuals within the school community. It aims to maintain a positive learning environment and promote the values and expectations set by the school. Violations of the policy may result in disciplinary actions, as outlined in the school's code of conduct or disciplinary procedures.
- The policy applies when students are off site due to work experience arrangements. 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 has the right to take action against any student who engages in misconduct, regardless of whether it happens during school hours or outside of school. This misconduct includes behaving badly while participating in school activities, travelling to or from school, wearing the school uniform, or being otherwise recognizable as a student from the school. The school can also punish misconduct that could disrupt the school's operations, threaten the safety of others, or damage the school's reputation.

### **Respect for others**

1. Talk politely and calmly to ALL STAFF.
1. Listen to ALL STAFF. Do not interrupt.
2. Put your hand up if you want to say something in class.
3. Use the words "PLEASE" and "THANK YOU".
4. Talk politely to other students.
5. Allow others to learn and teachers to teach.
6. Treat everybody with consideration and good manners.
7. Respect the right of others to hold their beliefs and opinions
8. Help to prevent all forms of bullying
9. Behave with the health and safety of others in mind.
10. Behave helpfully and responsibly.

### **Respect for self**

1. Behave in a sensible and appropriate manner Respect for the Environment
2. Treat your own property and the property of others with care.
3. Treat the school buildings, contents and grounds with care.
4. To keep the environment clean and litter free.
5. To practise recycling of paper, cans and plastic.

### **Uniform**

1. All school uniforms are ready-made and sold on the school premises only.
2. The PE kit is purchased off premises but the PE headscarf is purchased from school
3. The correct coloured headscarf to be worn at all times.
4. No jewellery or piercing allowed. A plain strapped watch can be worn.
5. Black school shoes and black socks (no ankle socks) only to be worn, including to and from school with shoe heels no more than one and half inches high.
6. NO MAKE-UP to be worn.

## **Equipment**

1. Have the correct equipment for every lesson.
2. ICT storage devices (usb's) must only store schoolwork.

## **Conduct**

1. Prompt arrival to school every morning; Pupils are expected in form class by 8.30am every morning.
2. Walk in corridors and on stairs and not run.
3. Show courtesy by holding doors open.
4. Eat food and drink only in the provided areas.
5. Keep the General Office area and main doorway area free for visitors.
6. Show consideration for our neighbours by not blocking or littering the area outside the School.
7. Follow the Health and Safety regulations on the school site.
8. Treat the school building and contents sensibly at all times.
9. Parents drive slowly and safely in and outside the school building area.
10. All students will follow the 'Rules of the Classroom' which are clearly displayed around the school.

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

## **Sanctions**

Sanctions may include but are not limited to:

1. Verbal/written warnings: These are given to remind students about the expected standards of behaviour, work, or effort.
2. Detention: Pupils may be required to stay after school or during lunch break to complete unfinished work, reflect on their behaviour, or engage in academic support.
3. Loss of privileges: Pupils may temporarily lose certain privileges such as participation in extracurricular activities or access to school facilities.
4. Extra assignments or additional work: Pupils may be given extra assignments or work to reinforce learning or make up for poor performance.
5. Parental involvement: The school may require parents or guardians to attend meetings or participate in disciplinary actions in order to address their daughter's behaviour or academic issues.
6. Suspension: In more serious cases, students may be temporarily suspended from school for a specified period of time.
7. Expulsion: In extreme cases, Pupils may be permanently removed from the school if their behaviour or conduct consistently fails to meet the expected standards.

The purpose of these sanctions is not only to address the immediate issue but also to help pupils understand the importance of maintaining good behaviour, effort, and work ethic, as well as to develop the necessary skills for successful integration into society.

### **What sanctions can we use?**

These are the sanctions that Islamiyah School aims to use:

1. Make our disapproval clear: This involves talking to the pupils and showing disapproval in front of others. This can help create a sense of accountability and encourage better behaviour.
  2. Repeat/completed work or extra work: If a pupil fails to complete their work or performs poorly, they may be required to repeat or complete the work. They may also be assigned additional work to be done within a given deadline.
  3. Change seating position: If a student's current position in class is hindering their ability to learn or disrupting the learning of others, they may be moved to a different seat. This can help create a more conducive learning environment.
  4. Meeting with the pupil and Form Tutor: When a pupil's conduct becomes a concern, they may be required to meet with their Form Tutor and discuss their future conduct. This meeting can help address any issues and set expectations for better behaviour.
  5. Warning on School Kompanion: A warning may be given on School Kompanion, which is a platform used by the school to track and communicate student behaviour. Three consecutive warnings can result in an automatic after-school detention. Parents will also be notified of the three warnings.
  6. Lunchtime detention: If a pupil receives three lunch detentions, they will be required to attend an after-school detention. This serves as a consequence for repeated misconduct.
  7. Send the pupil into another class: In some cases, if a pupil needs a "cooling off" period due to misbehaviour or disruption, they may be temporarily sent into another class. This allows them to regain their composure and re-engage with the learning environment.
  8. Referral to Form Tutor and/or Headteacher: When necessary, a pupil may be referred to their Form Tutor or Headteacher for further intervention or support.
  9. Contact with home: In exceptional cases and with approval from the Headteacher, the school may choose to contact the pupil's parents/guardians to address concerns about their conduct. This can involve informing them about repeated misbehaviour or seeking their support in resolving the issue.
- By implementing these range of sanctions, Islamiyah School aims to maintain student discipline and promote positive behaviour without resorting to corporal punishment, which is illegal.
  - As agreed with the consultation with the staff and student council. – See flowchart at the end of the policy (Appendix 1)

- 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 (45min).
- 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 lunchtime 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.
- Where poor behaviour has led to bullying incidents, the school's anti-bullying policy will be followed to address the situation.

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.
  - Anti-bullying policy will be followed if it is deemed that poor behaviour has led to a bullying incident.

## **Exclusion**

- Temporary exclusion (suspension): this is usually done for disciplinary reasons and is for a fixed period of 3 days. The Headteacher 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. The headteacher 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 Headteacher 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 of exclusion into a permanent exclusion.

**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

**School responsibilities towards the Discipline & Behaviour Policy**

Every member of staff will 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 pupils stay within reasonable behavioural limitations and enhances self-esteem by helping the pupil to meet expectations.
- Every pupil 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 pupils 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 pupil including their life experiences to date; continuing disruptive behaviour may be the result of unmet educational or other needs and if this is suspected, it should be discussed and addressed in accordance with the Safeguarding Policy.
- 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 pupil 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 pupil 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 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 overpowering 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 pupil 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 she/he has lawful control of the pupil concerned elsewhere.

### **Rewards**

Praising pupils 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 responsible and 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 pupil
- 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 (record on School Kompanion)
- Positive comments passed on to Form Tutor who will comment during tutorial days.
- A letter/postcard sent home to parents.
- Parent's Evenings/Tutor Days – use these as a means of praising where appropriate.



- Awarding certificates during the whole school assembly.
- The school acknowledges good behaviour, outstanding achievement and extraneous efforts by a successful merit scheme on School Kompanion. These merits are counted per term and a star pupil is chosen from each class.
- 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.
- 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.

## **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 an 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)

## **Searching and Screening**

### **1. Searching:**

- School staff can search a pupil for any item if the pupil agrees.
- The headteacher, and authorised staff by the headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  1. knives or weapons
  2. alcohol
  3. illegal drugs
  4. stolen items
  5. tobacco and cigarette papers
  6. fireworks
  7. pornographic images
  8. any article that the member of staff 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes Electronic devices such as mobile phones, MP3 players, EarPods, E Cigarettes/Vape, etc.

## 2. Screening

What the law allows:

- The schools may require pupils to undergo screening by a hand-held metal detector (wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- The Schools' statutory power to make rules on pupil behaviour and duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

### Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and Safety legislation
- Health and Safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence will be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

### Confiscation of items

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by the school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. The school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice assists the school in deciding how to exercise the searching powers in a lawful way.

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. Confiscated items will be treated as follows:

- If electronic devices such as a mobile phone or earpods, the parents will be asked to collect from the school office after a full half-term or when the headteacher deems necessary..
- The item will be destroyed (e.g. pornography, tobacco, alcohol)
- Handing items to the police (e.g. banned substances, knives, weapons, stolen items)

- If there is persistent use of jewellery, it will be confiscated till the end of the week and pupils will be asked to collect it from the school office at the end of the week.

### **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 pupil'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.

### **Consistency in the management of behaviour by all staff**

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 pupils are aware what is expected of them. The school aims to achieve consistency in the management of behaviour through:

- Staff training, support and development (through inset, CPD or one to one training where needed)
- The induction of new staff
- Monitoring of consistency in behaviour management by the Headteacher through learning walks, observations and day to day issues arising.
- Monitoring of logs of administration of disciplinary sanctions (all staff are encouraged to use School Kompanion to log behaviour issues).

### **Procedures - strategies for promoting good behaviour**

We firmly believe in an active partnership between parents and the school, and aim to work collaboratively with parents to promote good behaviour.

- Praising students for good behaviour (e.g.; letters/postcards sent 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, websites, social media etc.

### **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
- Daily truancy/late checks and action

### **Monitoring pupil behaviour**

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 administration team
- 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 - Form Tutors/subject teacher
- Key Stage Assessments - Subject teachers
- Annual Reports - Subject teacher/Management Team
- Personal Development Plans
  - Interviews/phone calls/letters to parents - Management Team/ Administration Team
- Registration/lates - Administration Team
- Medical information - Form Tutor/DSL/School nurse
- Direct observation of student behaviour in/out of lessons - subject teachers

- Lunchtime detention records - Management Team
- After school detention records - Management Team
- Weekly meetings of the school teaching staff will consider behaviour-related issues.

### **Moderating Discipline in Relation to Pupils with Special Needs:**

At Islamiyah School, we acknowledge our legal duties in respect of the Equality Act 2010 and Special Needs requirements and the added vulnerability to individuals with SEND. These include:

- The safeguarding of and respect for pupils with SEND. The Student Support Officer monitors pupils on her 'watch list' through observation during lunchtime or having one-to-one meetings with them and relevant information or concerns are relayed to HT/DSL and SENDCO.
- Making reasonable adjustments by staff in behaviour management in respect of the understanding and capabilities of pupils with SEND.
- Understanding that punishment should not breach any other legislation (such as in respect of disability, special educational needs, race, religion and other equalities and human rights) and must be reasonable in all the circumstances.
- Consideration of added vulnerability children with SEND.

Note:

- All disciplinary actions will be taken with due regard to Safeguarding Policy and steps will be taken to seek support from external agencies if the need is identified for any pupil. The school will work with external agencies to identify strategies to support individual pupils. Please refer to the SEND policy (SENCo)
- We aim to work with parents and involve them to support the individual pupils and identify solutions for their child/ren.

### **Use of reasonable force and powers of search**

- Prohibited items refer to any items that are not allowed on school premises or are in violation of school rules and policies. These may include items such as mobile phones, electronic devices, inappropriate clothing, substances or materials that are deemed harmful or disruptive.
- Searching without consent for prohibited items allows the school to maintain a safe and secure learning environment for all students and staff. It helps to prevent potential harm, disruption, or the violation of school policies.
- However, it is important to note that any searches conducted by the school must be carried out in a reasonable and proportionate manner. The use of reasonable force should only be used when necessary and in compliance with relevant legislation and guidelines.
- Furthermore, all searches must be conducted by authorised staff members, such as the Headteacher or designated individuals, who have received appropriate training on conducting searches and handling confiscated items. They must also ensure that the privacy and dignity of the individuals being searched are respected throughout the process.
- Overall, the power to search without consent for prohibited items is a necessary measure to ensure the safety and well-being of everyone within the school community.

### **Managing allegations from students against staff.**

Any person who receives an allegation about a member of staff (including supply staff and volunteers) or any senior member of staff or any person outside the school by a student, parent or another staff member should report the matter immediately to the DSL who will then follow the procedures set out in the flow chart. (See Appendix 2)

Allegations could be made if it is believed that the staff/volunteer may have:

- Behaved in a way that has, or may harm a pupil.
- Possibly committed a criminal offence against/related to a pupil.
- Behaved towards a student or students in a way which indicates that they would pose a risk of harm if they work regularly or closely with them.

If the concern is about the Headteacher, then the Chair of Governors should be contacted.

No action should be taken without the advice of the Local Authority Designated Officer.

If an allegation is made against a member of staff the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays will be eradicated. In response to an allegation, staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons. Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in references. Pupils that are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the School will consider Fixed Term or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **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 pupils demonstrate good habits of work and behaviour
- Pupil'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 pupil should let the headteacher know.
- The headteacher should initially deal with follow up punishments.
- The detentions can be used as a further deterrent.
- Contact with the pupil'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.

**Approved by:**

Mrs. Yaasmin Mubarak  
**Headteacher**  
**Dated:** September, 2023

Mubarak Patel  
**Chair of Governing Body**  
September,2023

Appendix 1: Behaviour Chart:

