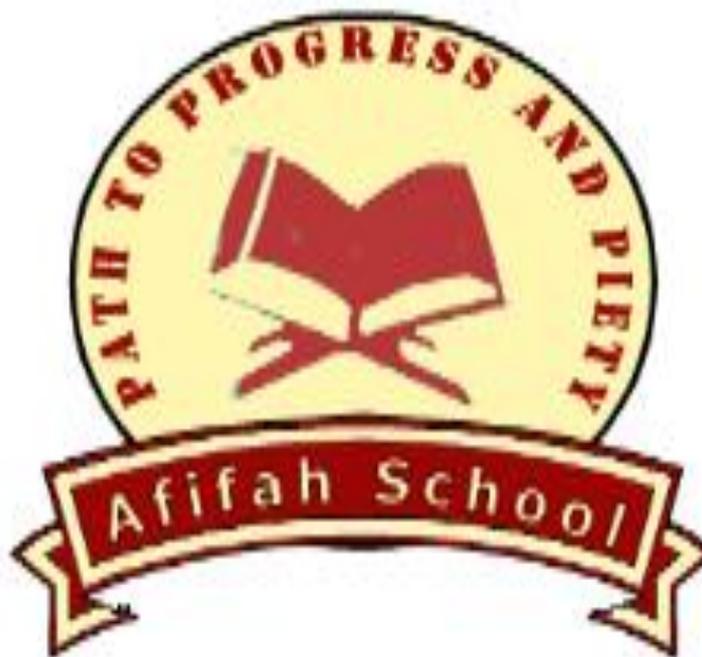


# Behaviour Policy



<b>Approved by :</b>	A H Malek
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## **POSITIVE BEHAVIOUR POLICY:**

Afifah School promotes a high standard of behaviour and an atmosphere where all members of the school are valued individuals. The school believes in the development of self-esteem, respect for others and self-discipline. The school is committed to providing an environment whereby there is a high standard of discipline and behaviour and where the children feel safe, secure and happy. The school seeks to build on the positive and not highlight the negative, while developing and encouraging good behaviour practices through class discussion, assemblies and reward systems. These behaviour practices enable us to foster a positive self-image for everybody in the school.

### **AIMS**

It is the aim of Afifah School to:

- Provide a happy and secure atmosphere where expectations are clear.
- Ensure equality of opportunity for all.
- Encourage all children to develop high standards of behaviour and establish in themselves a sense of self-respect, reliability and independence.
- Encourage the children to do their best, praising their efforts and being interested in them as individuals.
- Instil in the children a sense of respect for the feelings, needs, interests and opinions of other people.
- Develop a positive attitude towards others and show mutual respect, consideration and tolerance.
- Foster a sense of commitment and pride in the school.
- Develop students to be confident in their Islamic identity.

## **Rationale:**

The rationale of the policy is embedded in the following rights:

- Every child has the right to learn.
- Every teacher has the right to teach.
- Everybody in school has the right to feel safe.

## **RIGHTS AND RESPONSIBILITIES**

- To make clear the school's statutory power to discipline students and that students and parents/carers need to respect this.
- To enforce the school Behaviour for Learning policy – including rules and disciplinary measures.
- To expect students to respect the rights of other students and adults in the school.
- To protect students and adults from individuals who threaten to disrupt the safety and calm of the school.
- Not to tolerate violence, threatening behaviour or abuse by students and parents/carers. If a parent/carer does not conduct herself/himself appropriately, the school will ban them from the school premises and, if the parent/carer continues to cause nuisance or disturbance, they may be prosecuted.
- To take firm action against students who harass or denigrate teachers or other school staff, on or off the premises by engaging external support services.
- To contribute to the development of the school Behaviour for Learning Policy, with students involved in the consultative process.
- To be taught in environments that are safe, conducive to learning and free from disruption with engaging teaching.
- To expect that other students will not bring inappropriate and unlawful items into school.

- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.

### **RESPONSIBILITIES – SCHOOL**

- To ensure the school community is consulted about the principles of the Behaviour for Learning Policy.
- To establish and clearly communicate measures to ensure good behaviour, respect and discipline.
  - To ensure that the school’s Behaviour for Learning policy does not discriminate against any student on the grounds of Special Educational Need, race, disability or sexual orientation and that it promotes good relationships between different communities.
- To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
- To support, praise and reward students’ good behaviour and apply sanctions fairly, consistently, appropriately and reasonably – taking account of Special Educational Need, disability and the needs of vulnerable students.
  - To make alternative provision from day six of a fixed period exclusion (at home or off site provision) and where appropriate arrange a reintegration interview for parents/carers at the end of a fixed period exclusion.
- To take all reasonable measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To promote positive behaviour through active development of students’ social, emotional and behavioural skills
- To keep parents/carers informed of their child’s behaviour, using appropriate methods of engaging them and where necessary, support them in meeting their parental responsibilities.

- To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate manner.
- To act as positive ambassadors for the school when off school premises.
- Not to bring inappropriate and unlawful items into school.
- To show respect to school staff, fellow students, school property and the environment.
- Never to denigrate, harm or bully other students or staff.
- To cooperate with and abide by any arrangements put in place to support student behaviour such as an appropriate school report, Pastoral Support Programme (PSP), Parenting Contract.

### **RIGHTS AND RESPONSIBILITIES – PARENTS/CARERS**

- To contribute to the development of the school Behaviour for Learning Policy.
- To be kept informed about their child's progress, including issues relating to their behaviour.
- To have any complaint they make about their child being bullied taken seriously and investigated/ resolved as necessary.
- To appeal to the Head teacher, Trustees if they believe the school has exercised its disciplinary authority unreasonably.
- To appeal against a decision to exclude their child, to the Chain of Trustees.

### **RESPONSIBILITIES – PARENTS/CARERS**

- To respect and openly support the school's Behaviour for Learning policy and the disciplinary authority of school staff.

- To ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their child to school each day, punctually, in full school uniform, fed, rested, fully equipped and ready to learn.
- To ensure school staff are informed of any Special Educational Need related or other personal factors which may result in their child displaying behaviour outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend a meeting with the Head teacher and other staff, if requested, to discuss their child's behaviour.
- To adhere to the terms of any Parenting Contract relating to their child's behaviour.
- To ensure, if their child is excluded from school, that he/she is not found in a public place during school hours in the first five days of a fixed period exclusion, and if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

### **STANDARDS AND EXPECTATIONS**

Afifah School has high expectations and sets high standards in terms of learning outcomes and standards of behaviour. These are:

- To arrive to school promptly every day.
- To be fully equipped for all lessons at all times and to carry equipment in a school bag.
- To wear full school uniform at all times as specified by the Local Governing Body.
- To show respect for self, other students, all staff, visitors and any other adults associated with the school.
- To respond positively and politely to instructions from any member of staff.

- To work to the best of ability at all times.
- To respect the property of the school and others at all times.
- To refrain from bringing into school any illegal substance, offensive weapon or bladed article (including scissors).
- To uphold these expectations when in the local and wider community. Non-compliance with these expectations will bring disciplinary sanctions.

### **THE SCHOOL'S POWER TO DISCIPLINE**

- The school has a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of students have the power to discipline.
- The Head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.
- The school can hold detentions out of the school's normal hours, weekends (with some exceptions) and non-teaching days without parental/carer consent.
- The school can confiscate items (including retention/disposal) where reasonable and appropriate.
- The school has a statutory power to discipline students for misbehaviour outside of school premises.
- Separate legal provision inserted into the Education Act 1996 makes it lawful for named school staff to search suspected students for knives or other weapons without consent.
- School staff have a statutory power to impose sanctions.
- Sanctions must be reasonable and proportionate to the circumstances.
- Sanctions will take account of the student's age, and special educational needs, disability and religious requirements affecting the student.

## **USE OF DISCIPLINARY SANCTIONS**

Disciplinary sanctions have three main purposes, namely to:

- Impress on the student that what they have done is unacceptable.
- Deter the student from repeating that behaviour.
- Signal to other students that the behaviour is unacceptable and deter them from doing this.

Sanctions will be imposed for:

- Failure to follow a school rule.
- Failure to follow an instruction given by a member of staff (or other adult given authority to discipline students by the Head teacher when in charge of a group of students). Any reason that causes the student's behaviour to fall below the standard which could reasonably be expected of him/her.

## **KEY ASPECTS OF SCHOOL PRACTICE WHICH WILL SUPPORT THE BEHAVIOUR POLICY**

- A consistent approach to behaviour management, rewards and sanctions.
- High quality learning and teaching
- Behaviour strategies and the teaching of good behaviour
- Form time input with Form Tutors
- Strong and effective school leadership
- Staff development and support.
- Student support systems.
- Liaison with parents/carers and other agencies.
- Managing student transition.
- Organisation and facilities.

## **BEHAVIOUR FRAMEWORK**

The behaviour framework helps to establish a positive attitude towards learning in our classrooms, a respectful attitude to each other and all those who work in the schools and a reduction in disruption in classrooms and social spaces. Our behaviour framework helps to create a safe and happy environment for all students, staff and any other person associated with the schools.

- All members of the school community have a right to feel safe.
- Teachers have a right to teach.
- Students have a right to learn.
- Objectives of Behaviour Framework.
- To reward students for good behaviour.
- To support the quality of learning and reduce behaviour that has a negative effect on learning.
- To help students learn that their behaviour has consequences.
- To develop personal responsibility for acceptable behaviour.
- To ensure a consistent approach to discipline throughout the school which is clearly understood by staff, students and parents/carers.
- To teach students how to behave appropriately, both in and outside school.

## **REMOTE LEARNING POLICY – PUPILS RESPONSIBILITY**

**Parents must ensure that they help their children to meet the responsibilities of the remote learning policy as listed below: -**

- High school students must be wearing Hijab as it is part of their school uniform.
- Pupils should come prepared and fully equipped to each online lesson.

- Pupils must be punctual to their lessons according to the school timetable.
- Pupils must ensure that their cameras should be switched on and the microphone should be on mute until directed by the teacher to unmute.
- Please ensure that there is no background noise and nothing inappropriate displayed in the background.
- Attend all remote lessons and ensure that good behaviour is maintained at all times.
- Duas for the start and end of lessons must be recited.
- The school's behaviour framework continues to apply to remote learning and the teaching will implement and log any behaviour issues on the school's system and it will be dealt with by the Pastoral Co-ordinator.
- No chatting online during the lesson unless directed by the teacher, or to ask a question or to reply to a question if the teacher has chosen you. Pupils will be selected randomly to participate in order to ensure fair participation.
- You must turn in all work on time and ensure that it is completed to the expected high quality.
- Plagiarism (copying of work) will result in serious consequences.

### **REMOTE LEARNING POLICY – PARENTS RESPONSIBILITY**

- Support their children to complete all work set on google classroom.
- Set a clear routine for children using the school's daily timetable (in your child's planner).
- Parents to ensure that their child is polite and courteous in their communication with members of staff and other pupils.
- Provide access to the learning offered to their children.
- Parents must communicate with Subject Teachers (via email, phone call) if there are experiencing any problems relating to online access of work.

## **REMOTE LEARNING POLICY – TEACHERS RESPONSIBILITY**

- Monitor daily engagement of pupils and contact families of those pupils who are not engaging to offer support.
- To log all behavioural issues including failing to complete work on the schools Pupil Asset system.
- They should handle complaints/concerns shared by parents and pupils.
- Provide additional support for children/parents via email or phone calls.

## **GUIDANCE ON THE IMPLEMENTATION OF THE BEHAVIOUR FOR LEARNING SYSTEM**

How can we make BFL work?

- Students need to be aware that they make a clear choice when deciding how to behave; positive behaviour will lead to rewards; negative behaviour will lead to sanctions.
- Students must be aware that actions bring consequences.
- We want to celebrate and reward positive behaviour. We want to create a positive atmosphere where the emphasis is on rewards, but where students, staff and parents/carers are clear about the consequences of any behaviour that disrupts learning or our positive school environment.
- Expectations regarding behaviour will be clearly displayed throughout the schools.

## **REWARDS**

*Secondary school:*

Recognition of appropriate behaviour and consequences for unacceptable behaviour is an integral part of discipline management in the classroom and outside the classroom (dinner hall, corridors, playground, on trips and at school events).

- Pupils achieve merits which are signed in their merit charts and logged onto Pupil Asset.

- Merits are collected at the end of each half term and these are then displayed. The winning house is awarded a certificate and a collective reward is awarded.
- Merits for exceptional behaviour and achievement are rewarded. Pupils are given certificates stating the amount of merits collected over the term.
- When reaching 200 points, a parent postcard is sent and a medal is awarded.
- When reaching 300 points, a medal and £5 voucher is awarded. All points are collected at the end of each term.
- Annual certificates for attendance and punctuality are also awarded at the end of year assembly.
- Head Teachers' award is given along with 'Student of the Year' is awarded to pupils' who demonstrate excellence in attendance, behaviour, progress, Islamic ethos etc.

### ***Primary school:***

Similar to secondary school, rewards will be awarded according to the age range of the class. There will be a slight difference in expected behaviour (in comparison to the secondary school). Therefore, the behaviour framework for each Key Stage will be amended accordingly.

### **DISCIPLINE PROCEDURE:**

Whilst the school believes it is important to highlight the positive, it also believes that unacceptable behaviour is dealt with in a fair and robust manner.

- Physical violence to another person including hitting back
- Threatening behaviour including verbal abuse
- Deliberate disobedience
- Defiance
- Racism towards children and adults

- Defacing school property or buildings
- Swearing or use of inappropriate behaviour

Procedures are in place to deal with the children whose behaviour is contrary to the established school rules, or is in any way unsafe. The consequences system is implemented throughout the school.

## **CONSEQUENCE SYSTEM**

Students determine the consequence by their choice of action'

- If students are misbehaving in or out of class a formal warning will be given.
- If the wrong choice is made, after that students will be told they have the opportunity to make the right choice, a C1 (Choice 1 warning) will be given.
- If wrong choices continue to be made, students will be told they have further opportunity to make the right choice, a C2 (Choice 2 warning) will be given.
- If a further wrong choice is made, a C3 will be given, resulting in an after school detention.
- If a serious wrong choice is made, a C4 (internal or alternative site exclusion) fixed term or permanent exclusion will result.

### **Classroom:**

- The inappropriate behaviour is identified and the member of staff will attempt to deal with the pupil using non-verbal gestures. (glance, time out sign etc.)
- If the behaviour persists, the pupils' name is written on the board under the sad face symbol. This corresponds to the first stage of 1-3 demerits. The pupil is told that this is their first warning and they have a choice to have their name rubbed off.
- If the child is uncooperative, the matter will escalate to C2 (2-4 demerits). This involves recording a warning into the students' planner.

The child should be moved to a different part of the classroom. The pupil is told that their form tutor will be informed and there will be a loss of break time.

- If the child still seems uncooperative, a 1:1 is conducted with the class teacher and targets are set for improvement. This will be logged onto Pupil Asset, form tutor informed and parents via text.

### **Pastoral:**

- The next stage is a C3 referral to the Pastoral Coordinator, alongside an after school 30min/1hr detention. Pupils' parents will be informed via telephone and letter.
- A behaviour reflection form is completed during the detention which is then sent home to the parents to sign and comment.
- If the child moves to the C4 stage, they are then referred to the SMT who then puts the child on Report, alongside arranging a meeting with the parents in school. According to the nature of the behaviour, an intervention strategy will be set.
- If the targets for the report (if issued) are not met, teachers are asked to complete the pupil concern form whereby teachers can comment on behaviour and subject concerns.
- The concerns are discussed in a meeting with the Head teacher, Deputy Head, Pastoral Coordinator and pupil's parents.
- The school may take high-level disciplinary action by isolating the child, issuing a fixed term or permanent exclusion according to the severity of the behaviour.

### **Detention:**

Students will be given a break detention for the following reasons:

- Misbehaviour during and outside of lessons
- Coming late to school/salah
- Chewing gum
- Incorrect uniform
- Lack of homework/cooperation

Students will be given an after school detention for the following reasons:

- Failing to follow school/instructions continuously
- Using abusive language/swearing
- Repeated disruptive behaviour
- Answering back to staff members
- Repeated C1 and C2 behaviour

## **EXCLUSION POLICY**

**Pastoral Coordinators:** Mrs F. Hafezji (Secondary School) Mrs W. Ali (Primary School)

**Counsellor:** Mrs F. Hafezji

It is the policy of Afifah School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion.

### **Principles**

1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
- Bullying, harassment and victimisation.
- Persistent misuse of Afifah School's resources, premises or theft.
- Reputation of Afifah School into dispute.
- Using social media websites to act out or encourage indecent behaviour or bullying towards another student or staff.
- Bringing the reputation of Afifah School into disrepute.

2) A Fixed Term Exclusion from the school can only be authorised by the Head Teacher (or another member of SMT in his absence). Any decision the Head Teacher makes to exclude a pupil must be reasonable in all the circumstances. When establishing the facts in relation to a possible

exclusion, the Head Teacher will always apply the civil standard of proof i.e. on the balance of probabilities.

3) A Permanent Exclusion can only be authorised by the Head Teacher and must only be done after consulting at least one Trustee of the intention to impose this sanction, although the final decision rests with the Head Teacher. There will be a cooling off period of a minimum of 24 hours between the investigation being presented to the Head Teacher and reaching a decision. Exclusion will never be used informally or unofficially. This is against the law.

4) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

5) The school regularly monitors the number of Fixed Term and Permanent Exclusions to ensure that no groups of students are unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met. The Head Teacher will give the pupil an opportunity to present his/her case before taking the decision to exclude.

6) When considering exclusion, the Head Teacher will consider;

- Possible short term mitigating circumstances such as bereavement, mental health issues etc.
- Whether the pupil comes into a category that is known to be a particularly vulnerable group (e.g. pupils with SEN, FSM pupils; looked after children; certain ethnic groups; traveller children)
- Whether all preventative strategies have been fully utilised.
- Whether a pupil has already had previous fixed term exclusions which appear to be ineffective.

### **Notification of an Exclusion**

1) Parents will be notified as soon as possible of the decision to exclude a student and the reason with evidence for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.

2) In the case of a Permanent Exclusion parents will be notified by the Head Teacher in a face-to-face meeting.

3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents and external agencies, if appropriate. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following a fixed term exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

5) The Chair of Trustees and relevant school staff will be notified of all Fixed Term Exclusions on the same day of the production of the exclusion letter.

### **Duration of Exclusions**

The Head Teacher may exclude a pupil for one or more fixed periods not exceeding a total of 15 days in any one school year or permanently. The Head Teacher may exclude a pupil permanently if he /she judge the circumstances warrant it, even if it is a one-off incident that is extremely severe.

### **Behaviour Outside School**

Students' behaviour outside School on school "business", for example educational visits and journeys, away school sports fixtures or a work experience placement is subject to the School's Behaviour for Learning Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is inappropriate and meets the school criteria for exclusion, then the Head Teacher may decide to exclude.

### **Students Returning from a Fixed Term Exclusion**

1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

### **Permanent Exclusions**

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Head Teacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident of sufficient severity.

If your child has been permanently excluded, be aware that:

- The school's Board of Trustees' are required to review the Head Teacher's decision and you may meet with them to explain your views on the exclusion
- If the Board of Trustees' confirms the exclusion, there is no right of appeal. The Board of Trustees decision is final.
- The school must explain in the letter confirming the permanent exclusion how to lodge an appeal to the Board of Trustees
- The local authority must provide full-time education from the sixth day of a permanent exclusion

### **Relationship to other school policies**

The Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Special Educational Needs Policy and the Equality Policy. It also has a close inter-relationship with the Anti-Bullying Policy.