Behaviour policy

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1. Aims

1.1 Introduction

The ultimate rationale for HKKGS' behaviour policy is the reinforcement of Islamic values. By caring and co-operating we are creating an atmosphere of trust and stability. It is essential that all students are aware of their responsibilities to each other, to their families, the school, their community and ultimately to Allah (SWT). Furthermore, this must be framed within a rewarding and positive environment where students are treated fairly and supported within the school.

'The best among you are the best in character.' (Bukhari)

Staff should always be **firm, fair and consistent** in the management of their class. This will help to establish a happy, secure and purposeful environment in which every child in their care will develop to their full potential. Providing this good learning environment is an important factor for students achieving the highest possible levels of attainment.

It is important that positive standards of behaviour are promoted to all, easily understood and subscribed by students, parents and staff.

We believe that maintaining high expectations of good behaviour is an essential contribution to the educational experience of the students and to their happiness and well-being while in school. The teachings of Islam are the guiding principles for our values and will guide our behaviour policy. We are a caring community, whose values are built on mutual trust and respect for all, modelled after the example of our beloved Prophet Muhammad (saw).

We recognise that vast majority of our students act in a sensible and appropriate manner and have a keen desire to learn. As responsible Muslims, we believe in taking responsibility for our actions. Therefore, we aim to develop good character in our students helping them distinguish between right and wrong, hence promoting independence, self-discipline and self-esteem. We balance the needs of the individual pupil with the wellbeing and safety of the school community.

The primary aim of the school is to encourage a personality which manifests the highest Islamic Akhlaaq (morals and manners) in all our students. This cannot be through a system which only enforces rules but through promoting good relationships, so that people can work together with the common purpose of helping each other to learn and help them to grow to be Muslims who are strong in their Imaan (faith) and have Taqwa (piety) and become responsible members of society.

"I have been sent as a Messenger, to perfect character" (Bukhari)

There are two underlying principles behind this policy:

- An acknowledgement that we all have rights and that with such rights, come also an understanding and protection of others' rights.

  - We are part of a community in which we treat others as we would wish to be treated. "none of you will truly believe until they wish for your brother that which you wish for yourself" (Bukhari).

1.2 Policy Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools

- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](#).

It respects the rights of a child to education (article 28), to be safe from discrimination (article 2), acts in the best interest of the child (article 3) and takes into account their views (article 13) (UN Convention on the Rights of a Child).

In addition, this policy is based on:

- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Mobile phones
- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or vapes/e-cigarettes
- Fireworks
- Pornographic images
- Any article a staff member 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

› Reviewing and approving this behaviour policy

› Ensuring that the school environment encourages positive behaviour

› Ensuring that staff deal effectively with poor behaviour

› Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

› Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

› Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

› Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

› Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

› Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

› Creating a calm and safe environment for pupils

› Establishing and maintaining clear boundaries of acceptable pupil behaviour

› Implementing the behaviour policy consistently

› Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

› Modelling expected behaviour and positive relationships

› Providing a personalised approach to the specific behavioural needs of particular pupils

› Considering their own behaviour on the school culture and how they can uphold school rules and expectations

› Participating in character education and promote application of taught virtues

› Liaising with the pastoral lead or the Head teacher and implement rewards and sanctions.

› Recording behaviour incidents promptly and attend meetings with parents to discuss student behaviour and progress.

› Challenging pupils to meet the school's expectations

› Being aware of safeguarding responsibilities KCSie 2022 part 1

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

› Get to know the school's behaviour policy and reinforce it at home where appropriate

› Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

> Take part in the life of the school and its culture

> respond to concerns raised by the school (e.g. punctuality, late homework etc.)

> ensure students arrive promptly to school and inform the school of any absences as soon as practicable

> ensure students come to School suitably dressed, correctly equipped and prepared to work

> support students in completing all set homework, check and sign their daughter's homework diary.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

> The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

> Greet staff, pupils and visitors.

> Treat others the way they would like to be treated. Including speaking with kindness and politeness. They should treat others with respect and in a tolerant manner.

> Behave in an orderly, self-controlled way.

> In class, make it possible for all pupils to learn

> Move quietly around the school

> Treat the school buildings and school property with respect

> Wear the correct uniform at all times

> Respect the property and views of other students.

- Take pride in keeping the school clean and tidy so that it remains a welcoming place
- Open doors for students, teachers and visitors and to demonstrate a polite and courteous attitude towards each other and visitors in the School.
- Make sure the correct equipment is brought to the class including the necessary stationery, e.g. mathematical instruments and books.
- Accept sanctions when given

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- No pupils at Hazrat Khadijatul Kubra Girls School will be allowed to keep a mobile phone on their person whilst on school premises.
- Pupils who bring mobile phones to school, must hand their phones into reception at the beginning of the school day and collect their phones at the end of the school day.
- There will be exceptions to the rules for medical reasons and parental permission will need to be provided
- The school is not liable in case of loss of loss or damage

7. Responding to behaviour

Our staff will take the time to understand the context of the behaviour and consider possible safeguarding concerns, avoiding heavily punitive sanctions and using them only as a last resort.

We will focus on working with parents, seeking support from outside agencies, implement preventative measures through the curriculum, promoting self-esteem and self-regulation, restorative practices, pastoral support and building relationship between form tutors/teachers and students.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils with peace at the start of lessons, reciting Surah Al-Fatiha/duaa at the start.
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the lesson positively and starting the next session afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding policy. for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards are at the heart of our work. These will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

The purpose is to catch students doing things right with emphasis on positive reinforcement. Students should take responsibility of their own behaviour and it is our job to help equip them with tools and skills to not only manage their behaviour and to reflect on their progress, but to also utilise these tools in the outside world and become independent, productive and responsible citizens.

How we promote positive behaviour and effort:

(a) encourage practice of taught virtues
(b) Verbal praise for good effort, good work and good behaviour. Praise and encouragement in lessons should be used as much as possible and often.
(c) Explain, and importantly demonstrate, the behaviour we wish to see.
(d) Encourage students to be responsible for their own behaviour.
(e) Display outstanding pieces of work and reward exceptional behaviour and effort

Positive behaviour will be rewarded with:

> Verbal praise

> Communicating praise to parents via a phone call or written correspondence

> Certificates, prizes and ceremonies/assemblies

> Positions of responsibility, such as prefect status or being in charge of projects.

> Whole class rewards, such as trips and activities.

Ongoing/daily	Half-term	Annual
Merits/ahsantis (recorded in planners and in student records) for excellent behaviour, character, charity, attendance, outstanding effort and academic progress.	Certificates at assemblies	Award ceremony (Bronze, silver, gold and platinum awards certificates and gifts for merits and attendance awards)
Feel good Friday phone call home	Digital certificates via teams	House trophy for house point winners. This will encourage co-operation and team-work between different students/year-groups, also encourage inter-house competition.
Positive comments to parents in student diary about students.	Gifts and rewards every half term	
	HT secret letter	
	Student of the half-term displayed on the student notice board	

		HT award
		Trips or school activities for winning house.
		House captains update the House chart displayed on the student notice board.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility or activity
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

- Hurting themselves or others

- Damaging property

- Committing an offence

Incidents of reasonable force must:
- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

- Explain how and where the search will be carried out

- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the head teacher or DSL to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks

- Lockers

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened

- What was found, if anything

- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**

- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher/DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  o Manage the incident internally
  o Refer to early help
  o Refer to children's social care
  o Report to the police

Please refer to our safeguarding policy for more information

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, after school.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by head teacher or pastoral lead. The pupil will be removed for a maximum of 3 days.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions and needs of our students

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?

- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Regular contact with the pastoral lead/Head teacher
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Understanding reasons for behaviour
- Management strategies
- Online [Anti-bullying training](#)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every year by the Head teacher

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the management board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the board of trustees.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Physical restraint policy (due for review)
- Mobile phone policy

15. Appendices

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the board of trustees annually.

We focus on reward, praise, encouragement and positive ways of managing behaviour, including engaging lessons that are well planned, strategies to manage low level behavioural issues, talking to students to allow them time to reflect on their behaviour and choose positive ways to manage their own behaviour, reminders of good character and virtues of the Prophet peace be upon him.

Minor Misconduct

Verbal Warnings and isolation

A verbal warning is issued to the student. The student is told why they are given the warning, followed by a written warning (on the board). On the third and final warning, the student is sent into isolation **for up to 30 minutes along with the work that needs to be completed. No student should be asked to wait outside a classroom.**

Examples of minor misconduct for which a verbal warning and minor sanctions are given:

- Talking in class
- Uniform Issues
- Lack of effort in classwork
- Forgetting equipment, planner, etc
- Wasting time
- Interruptions
- Arriving Late
- Throwing paper
- Play fighting etc
- Chewing gum
- Eat or drink in class without permission.

Detention
Once a student has received three separate isolations, they may be issued with a detention.

Detention will be supervised by teaching staff on a rota basis and will be held every Wednesday after School. Parents will be notified, giving them a minimum of 24 hour notice.

Repeat offenders maybe issued with an hour detention at the discretion of the head teacher.

Personal detentions

These may be issued by staff on individual basis for failure to complete homework despite **reminders**, failure to complete adequate class work or repeat offences (chewing gum, equipment etc). These can be set during lunch time or after school.

Pastoral isolations and behaviour report

Once a student has received three detentions, they may be placed in isolation (whole day) by the HT/ Pastoral lead for a fixed period of time, between one to five days. Students may alternatively or in addition to, be placed on behaviour report for two weeks.

Parents will be called to meet with Form tutor/Pastoral lead/HT to provide assurances that repetition of behaviour will not occur before their child will be allowed to return to lessons.

Student Support/Behaviour Plans

Support/behaviour plans are for students who are in danger of suspension/exclusion – they may be issued for consistent poor performance (ie poor classwork/lack of homework) or for persistent disruption in class.

These plans will **only** be issued **following:**

- consultation with the SLT

- meeting with parents and Pastoral lead regarding the behaviour of their child and discussion of appropriate procedure for resolving the current standard of behaviour.

Each plan will last for a period of up to **six** weeks during which students are set targets and the School's interventions are stated.

Students on behaviour reports, subject to exclusions or with high number of behaviour points may be deprived from going on School trips during activity week at the discretion of the school.

Major Misconduct

Incidents of major misconduct will result in suspension, ranging from one to ten school days, **at the Head teacher's discretion.**

Examples include:

- Bullying (see Bullying Policy for guidance)
- Fighting (including water fights)
- Vandalism. graffiti writing or damage to School property
- Insult directed at a person on grounds of race, belief, dress or appearance and any of the protected characteristics.
- Name Calling
- Using or allowing others to use Mobile Phone on premises
- Physical threats or verbal intimidation
- Pushing, tripping, spitting at any individual
- Rudeness to teachers
- Swearing at any individual
- Truancy
- Misuse of internet/phone in accordance with the AUA.
- Failure to comply with existing School policies or in breach of any of them
- Any other act at the discretion of the Head teacher which is considered as being major misconduct

Gross Misconduct

Incidents of gross misconduct will result in exclusion at the Head teacher's discretion.

Examples include:

(a) Carrying and/or use of alcohol or use of drugs related offences
(b) Leaving premises without permission or under false pretence
(c) Malicious discharge of a fire alarm or fire extinguishing equipment

(d) Physical assault intended to hurt and frighten

(e) Violent or threatening behaviour to members of staff or other students

(f) Physically or verbally abusing a staff member

(g) Possession or use of an offensive weapon

(h) Possession of other offensive items (e.g. racist or other inflammatory literature)

(i) Smoking/vaping related offence.

(j) Theft

(k) Willful and/or irreversible damage of any property or equipment.

(l) Intentionally sourcing of inappropriate material from the internet

(m) Any other act at the discretion of the head teacher which is considered as being gross misconduct.

Discipline Procedures for Major & Gross Misconduct

1. Immediately following an act of major or gross misconduct either the student must be sent to the SLT or the member of SLT is called directly to the classroom.
2. The incident must be recorded in the school's behaviour log by the teacher concerned.
3. A report from the Form Teacher, if appropriate, maybe filled.
4. The pastoral lead will investigate and report recommendations to the HT.

Students involved in major/gross misconduct leading to suspension or exclusion will be deprived from going on school trips during the activity week.
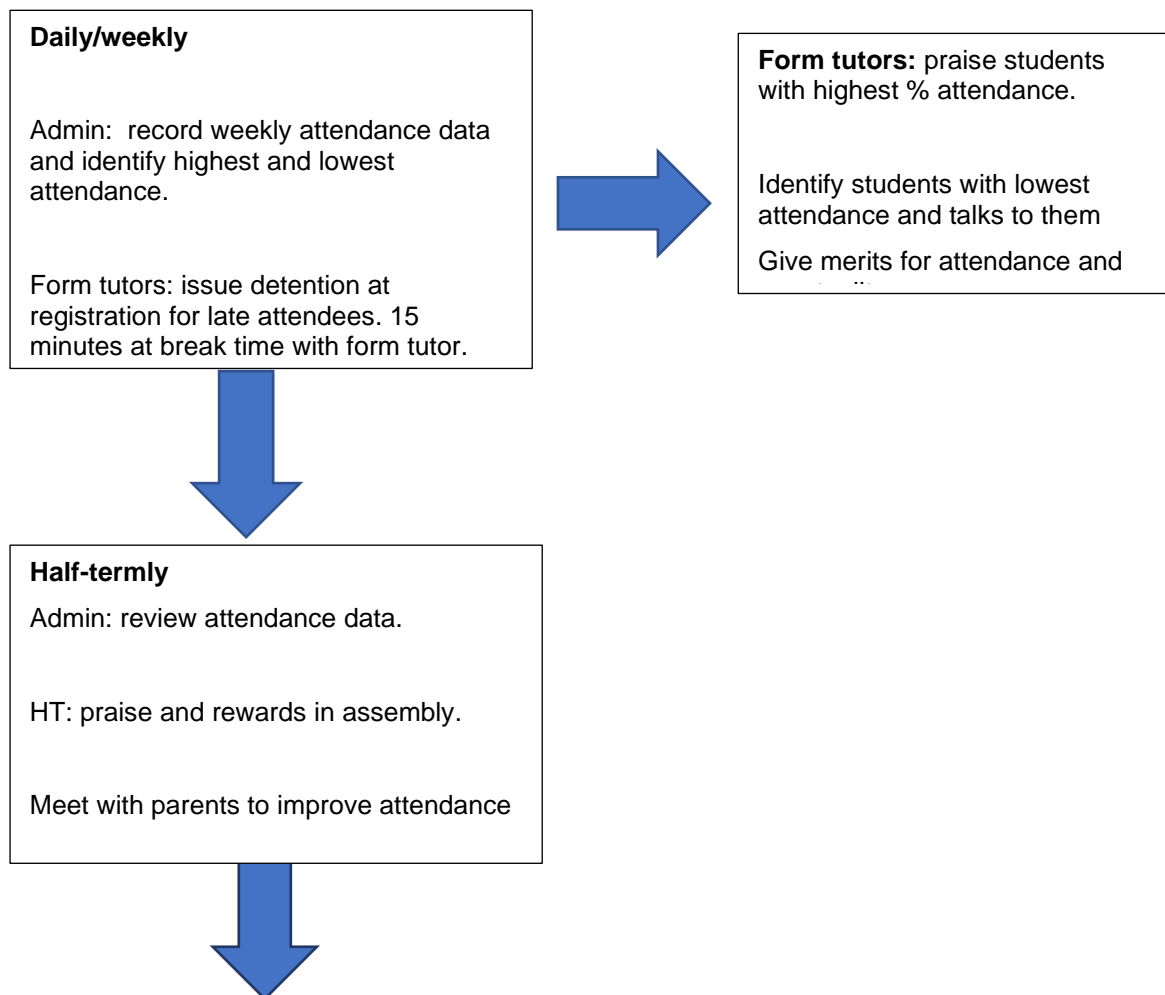
Rationale

Regular and punctual attendance is a legal requirement. It is also essential for the success of our students. There is evidence that attendance is strongly linked with attainment. The higher the percentage sessions missed, the lower the GCSE attainment.

It is imperative that all staff adhere to the systems that are in place, in particular those dealing with student misconduct. Effective sanctions must be certain, consistent and impersonal. For more detailed information and suggestions please refer to the 'Behaviour Management Strategies' document.

The diagrams below outline the systems that are in place in the school and the roles of staff and students.

Attendance & Achievement Points

Daily/weekly

Admin: record weekly attendance data and identify highest and lowest attendance.

Form tutors: issue detention at registration for late attendees. 15 minutes at break time with form tutor.

Form tutors: praise students with highest % attendance.

Identify students with lowest attendance and talks to them

Give merits for attendance and

Half-termly

Admin: review attendance data.

HT: praise and rewards in assembly.

Meet with parents to improve attendance

The focus is on positive behaviour and staff will utilise different strategies to manage behaviour. If these fail, the sanction system below will be implemented

Minor

Warning 1 - Verbal

T uses strategies (see sheet) for low level disruption or minor issues to manage behaviour.

T clarifies unacceptable behaviour so that the student has opportunity to change.

Warning 2 - Written

Lateness

Same day break time detention with Form Tutor

PERSISTENT

T records detention in Student record database.

Homework
2x missed

Warning 3 =
Isolation

3x

S reflects on behaviour.

FT/Pastoral follows up
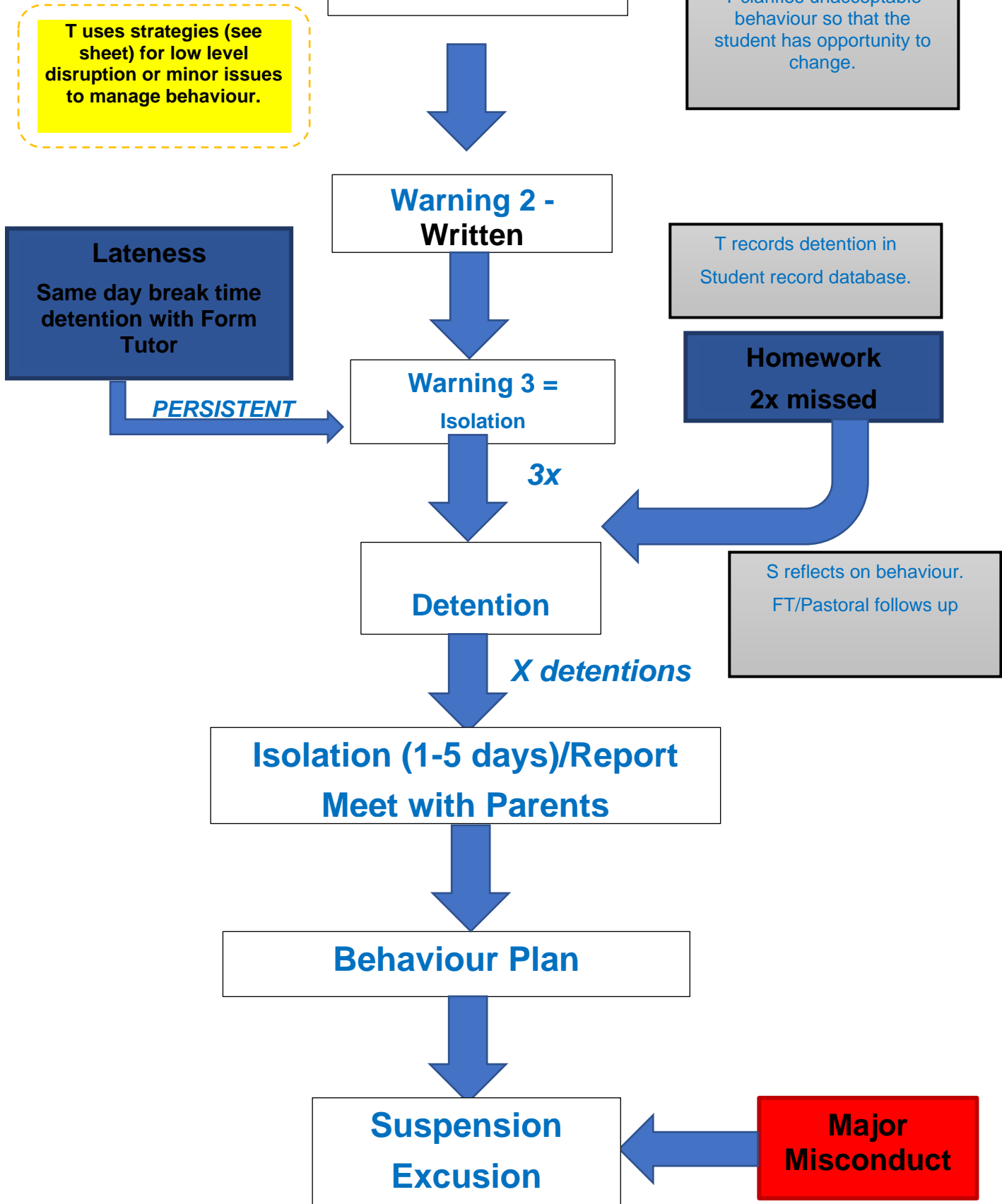
Detention

X detentions

Isolation (1-5 days)/Report
Meet with Parents

Behaviour Plan

Suspension
Excusion

Major Misconduct

Reward

Merits

Students can get ahsantis/merits for the following:

- Standard of class work
- Standard of homework
- Excellent behaviour/improved behaviour
- Being a good role model
- Consistency in correct uniform and bringing required equipment
- Courteous and helpful to staff and fellow students
- Pro-active member of form and school community
- Consistent hard work and exceptional effort
- Extracurricular activities/enrichment programmes
- Performing duties around the school

Academic achievement

Following each Assessment point, teachers nominate one student from each group that has made exceptional progress. Certificates will be given out in an assembly a week after the results have been given out to parents.

If a pupil is displaying challenging behaviour, we need to consider whether it is the result of an underlying need such as:

- Special educational needs (SEN)
- Learning difficulties
- Difficulties with communication
- Mental health issues
- Issues at home (e.g. bereavement, abuse, neglect, criminal exploitation)
- Issues within their peer group (e.g. being bullied)

Paragraph 44 of the DfE's behaviour in schools guidance.

It's important to identify pupils' needs and what they are communicating through their behaviour.

1.   A conversation with the pupil

Start by having a discussion with the pupil. Ask them if anything is bothering them at school or at home. This may be difficult for them to articulate.

2.   A meeting with parents/carers

It's important to work in partnership with parents, in order to help them to identify the root cause of their child's behaviour, and to come up with solutions together.

Where relevant, the designated safeguarding lead (DSL) may need to get in touch with the pupil's social worker or the virtual school head (VSH) for looked-after children. Paragraph 61 of the DfE's behaviour in schools guidance.

3.   Identify unmet mental health or additional needs

The school may carry out a wellbeing survey or a strengths and difficulties questionnaire and raise any concerns with the parents. Advise parents to speak to the GP and refer them to CYPMHS for an assessment of their mental health.

Challenging behaviour doesn't mean that the pupil has SEN, but where there are concerns, the SENDCO can arrange to assess the pupil for SEN.

In case a pupil has and EHC plan and the behaviour indicates the pupil's needs have changed significantly since, the school can request that the LA conducts a re-assessment.

4.   Multiagency assessment

Early Help assessment

When a pupil's behaviour is extremely challenging, or they have a wide range of needs, they might benefit from co-ordinated support from a range of agencies. Early help assessments are aimed at putting in place support for the pupil and their family to prevent their needs escalating to the point where a statutory

assessment would be required. The DSL will gain consent from the pupil and family to complete an EH assessment. Paragraphs 8 to 10 of the DfE's statutory guidance: [working together to safeguard children 2018](#).

Statutory assessment

The purpose of statutory assessment is:

- To gather important information about a child and family
- To analyse their needs and/or the nature and level of any risk and harm being suffered by the child
- To provide support to address those needs to improve the child's outcomes and welfare and, where necessary, to make them safe

Paragraph 45 of [working together to safeguard children 2018](#).

The outcomes of the above-mentioned assessment should be to implement **proactive strategies**, such as teaching appropriate communication and life skills and **reactive strategies** to help a pupil gain control when feeling distressed or displaying difficult behaviour.