



Student Behaviour Policy

Darul Hadis Latifah Secondary School & College

This policy has regard to DfE guidance *Behaviour and discipline in schools – Advice for head teachers and school staff* (January 2016).

Aims:

- To create an environment that encourages and reinforces good behaviour.
- To clearly define acceptable and unacceptable standards of behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage consistency of response to both positive and negative behaviour.
- To promote behaviour that encourages learning and minimise behaviour that prevents learning from taking place.
- To establish good working relationships based on mutual respect to create an atmosphere where the achievement of all is respected and valued.

Standards of Behaviour

In seeking to define acceptable standards of behaviour, we acknowledge that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the students' spiritual, moral, social and cultural development just as it does in their academic development. Just as we measure academic achievement in terms of attainment and progress over time towards academic goals, we measure standards of behaviour in terms of students' developing the ability to conform to our behavioural goals and become self-disciplined.

The students bring to school a wide variety of behaviour patterns based on differences in personalities, home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on **the basic principles of honesty, respect for others and self-respect, consideration and responsibility**. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The School places strong emphasis on Islamic values such as good manners and morals, excellent behaviour, punctuality, strong work ethics, reliability, and respect for fellow students, for staff and parents, and for all human beings.

The school is committed to providing a full and rewarding educational experience to all students. On the basis of equal opportunities, we will take measures to encourage respect and positive behaviour throughout the school, both in and out of lessons. We believe that all our learners have equal entitlement to education in an environment based on mutual respect.

We want students to learn how to explore, discover, and make a difference. They should not be afraid to make mistakes but should be encouraged to learn from them.

This policy applies:

- Anywhere on the school premises
- During any off-site visit, including regular visits to the local leisure centre & playground (nearby park)

PROCEDURES FOR PROMOTING GOOD BEHAVIOUR

Basic principles

All staff members should ensure that:

- there is mutual respect and understanding between all students and staff
- a balance is achieved between disciplining children and enabling them to express themselves
- they recognise that students who have developmental problems and those who are of high ability may both be disruptive for different reasons; therefore, staff should be aware of divergence of abilities and interest in the classroom, and ensure that all categories of students are engaged in their work
- in their roles of enforcing discipline, recognise the need to maintain a balance between the granting of rewards and the imposing of sanctions to instil a sense of pleasant co-existence; the granting of rewards should always take precedence over the imposition of sanctions to promote good behaviour and attitudes
- rewards may take the form of verbal encouragement, merits, public acclamation of a good deed or piece of work, prizes, reward trips and presentation of certificates
- they understand that sanctions may be imposed by members of staff authorised by the principal, provided that they are reasonable and do not contravene the Equality Act 2010 in respect of disability,

special educational needs, race, religious needs and other human rights, as well as safeguarding requirements

- sanctions may take the form of detention, missing break time, internal and external suspensions, Sunday detention and permanent expulsion
- the decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff (for example during a school trip)
- they consider whether continuous disruptive behaviour may be the result of any unmet educational or other needs, in which case a multi-agency assessment may be necessary
- in addition to the power to discipline pupils for misbehaviour which occurs in school, staff members may be required to regulate misconduct of pupils outside of school premises and school hours as part of safeguarding and promoting the welfare of pupils “*to such an extent as is reasonable*”. Hence, they may discipline pupils even when they are not at school or under the care and charge of a member of staff. However, the decision to punish must be made on school premises and be in accordance with the school sanction policies.
- they are clear about **what is not permitted**:
 - rewards may not take the form of financial inducements from a member of staff, although the awarding of small amounts of money by the school in general is not prohibited.
 - rewards must not take the form of any intimate form of physical contact with the child under any circumstances; all persons with authority over children must take care to ensure that they are not placed in an intimate position, or in such a position that may be construed in that manner, with a student
 - corporal punishment is not used by any staff under any circumstances; corporal punishment of any type is illegal
 - deprivation of food or drink is not permitted as a form of discipline or control of a child. Similarly, the deliberate withholding of medical or dental treatment is forbidden as a means of punishment or otherwise.
 - sanctions that involve the use of educational activities, such as the writing of an essay, should be avoided as a means of punishment unless they have a degree of relevance to the offence. For example, a child who has failed to submit his homework may be asked to complete his homework during his leisure time as a form of punishment.
 - a student may only be asked to leave the classroom if he is consistently disruptive to, and is hindering the progress and work of, others. However, he should not be left unsupervised and should be sent either to a member of the SLT or to another staff member.

REWARDS

Merit System

Students are assessed and may be rewarded with merits in the following areas:

- Class effort (including behaviour in lessons)
- Homework (including timeliness and quality)
- Effort
- Quality
- Presentation
- Participation

The top students who attain the highest number of merits at the end of each term may be rewarded with an additional reward, such as a leisure trip or gift vouchers.

Social Character Merit:

Included in this category are guidelines for classroom cleanliness and personal hygiene, social character and all aspects of school life.

Teaching and Learning

We believe that an appropriately structured curriculum, **well-planned lessons and effective learning** contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have **clear objectives**, understood by all students, and should be differentiated to meet the differing needs of students. **Marking and record** keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the students' efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The **classroom environment** gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Therefore, classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the students to work and learn in co-operation with others. **Praise** should be used frequently to encourage good behaviour as well as good work. However, staff should take care to praise the behaviour and the achievement, not the child.

Criticism should always be constructive and never personal.

REWARD CERTIFICATES:

Certificates and prizes are awarded monthly, termly & yearly.

Certificates

- Students who come first in the end of year exams.
- Best performers in each subject.
- Most well-behaved student from each class.
- Most money raised for charity.
- 100% attendance.

Occasional Certificates

- Students who finish 1st, 2nd and 3rd in competitions.
- Special recognition for an achievement.

Reward trips

- The top two students achieving the highest number of merits from each class (each half term)

SANCTIONS

- All aspects of school life are taken into consideration including curriculum studies, personal hygiene and social behaviour.

Category 1

Students will be given 20 mins detention for any of the following reasons

- If student is late to school
- Homework is not done
- Being continuously disruptive in or out of class
- Misbehaving in prayer hall or corridors
- If a student is frequently late for congregational prayers without a valid reason

Detentions can be given on weekends and non-teaching days (non-contact days).

Parental consent is not required for detentions. Also with lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

The School should decide whether the parents ought to be informed of the detention. In many cases it will not be necessary to do so. It does not matter if making these arrangements is inconvenient for the parent.

Category 2

- Disrespect and bad behaviour towards fellow students
- If a student is given 20 minutes detention 3 times for the same reason, it will become one hour thereafter
- Missing detention without a valid reason
- Receiving more than one 20 minute detentions on the same day

Category 3

- Fighting, bullying, stealing, disrespect and bad character towards staff, inciting violence
- Making malicious allegations against staff

Category 4

- Smoking, using or possessing drugs, taking or possessing alcohol, possessing pornographic images, using or possessing weapon, arson

Sanctions procedure

1. 20 min Detention (for which parents do not need to be notified)
2. 1 hour Detention (given for following day only and parents must be notified)
3. 2 hour Detention (given for following day only and parents must be notified)
4. Non-school day detention
5. Suspension, including internal suspension.
6. Exclusion.

Classroom Management Sanctions

1. Reminder followed by warning
2. Detention

Category 2 detentions are a minimum of 1 hour. With any offence or issue that the senior leaders see as serious, or in category 3 or 4, the school reserves the right to go straight to suspension or expulsion.

RESTRAINT

The purpose of restraining is to safeguard the well-being of students and staff when an incident requires the use of physical intervention.

Staff should not hesitate to act in an emergency provided they follow this guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience. Whilst wishing to resolve serious incidents without the use of physical intervention, we understand that there are some situations in which the use of physical intervention may be the appropriate course of action. As outlined below, staff members are encouraged to avoid this eventuality if at all possible.

However, the right of staff to use reasonable force is laid down in the Education and Inspections Act 2006, amended and current DfE guidance 2016

1. Force may be used to prevent students committing a criminal offence, injuring themselves or others or damaging property
2. Force may not be used as a form of punishment
3. Incidents where force is used should be recorded and parents informed
4. Staff have a duty of care to all students but are not required to put their own safety at risk

Definitions

Physical Restraint - is the positive application of force in order to protect/prevent a child from causing injury to him/herself or others or seriously damaging property.

Injury - means 'significant injury'; this would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, injury or the committing of a criminal act would have followed.

In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues; other students should never be involved in restraint.

The student should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the student throughout the incident; it should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary.

A calm and measured approach is needed and staff must never give the impression that he has lost his temper, or is acting out of anger or frustration - or to punish the student.

The method of restraint employed must use the minimum force for the minimum time and must observe the following requirements:

Restraint must NOT:

- involve hitting the student
- involve deliberately inflicting pain on the student
- restrict the student's breathing
- involve contact with sexually sensitive areas

During any incident the restrainer should:

- offer verbal reassurance to the student
- cause the minimum level of restriction of movement
- reduce the danger of any accidental injury

Dos and Don'ts

Do's:

- be aware of any feelings of anger
- summon help
- continue to talk to the student in a calm way
- provide a soft surface if possible
- be aware of any accessories worn by you or the student

Don't:

- try to manage on your own
- stop talking even if the student does not reply
- straddle the student
- push arms up the back
- touch the student near the throat or head
- put pressure on joints

Recording Use of Force Incidents

It is important that a written report is kept on any occasion when force is used; the member of staff concerned should advise the Child Protection Officer or in his absence his deputy immediately following the incident and provide a written report as soon as possible.

The report should include:-

1. the name(s) of the student(s) involved
2. when and where the incident took place
3. the name(s) of any other staff or students who witnessed the incident
4. the reason that force was necessary
5. how the incident began and progressed
6. the student's response, and the outcome of the incident
7. details of any injury suffered by the student/another student/member of staff, and any damage to property
8. action taken by the school to further improve systems as a result of the incident

SEARCHING

There may be occasions when it becomes necessary to search the students, their belongings or rooms.

1. The people who can carry out any searches are members of SLT. In exceptional circumstances the SLT may authorise others to carry out such a search.
2. This policy would apply on authorised school trips where school rules are in force.
3. Staff are not required to have formal written consent from the student; it is enough for the staff member to ask the student for him to turn out his pockets or if the staff member can look in his locker or bag.
4. Incident reports must be submitted about any such search, listing all the main details.

5. Staff can search students for any item which is banned by the School.
6. If the student refuses to comply, this is not necessarily an admission of guilt; however the matter should be referred to the Headteacher.
7. **Students can also be searched without consent when searching for knives, weapons, alcohol, illegal drugs**, pornographic images and stolen items (referred to as prohibited items which must be handed to the police).
8. The search should always be carried out in the presence of another adult witness.
9. The search may be carried out if a staff member has reasonable grounds to suspect that a student is in possession of a prohibited item.
10. All confiscated items may be retained by the school and either disposed of or given to charity.
11. The School will not take responsibility for any confiscated items that get damaged or stolen.

Roles and Responsibilities:

All staff will:

Model high standards of behaviour and work at all times

Expect high standards of work and behaviour of students

Follow school procedures at all times.

Reward good behaviour and challenge/take action on poor behaviour

Communicate praise or concern to parents

Form Tutors will:

Work to create a cohesive group and a positive ethos

Reward positive behaviour and take action to improve poor behaviour

Monitor and give feedback through the referral & reporting systems

Communicate regularly with parents/carers

Communicate with subject staff and others as appropriate

Head of the department will:

Ensure staffs follow strategies for effective classroom management

Monitor classroom practice through regular observation

Support teachers in maintaining discipline and following up incidents

Support in the behavioural professional development needs of staff

The SLT will:

- Be actively involved in managing behaviour
- Take action with regard to serious incidents & persistent disruption
- Oversee liaison with outside agencies
- Identify and provide for staff development needs
- Monitor referrals and exclusions
- Report key data such as exclusions and referrals to the Governors

Students will:

- Do their best at all times
- Follow School rules and comply with school procedures
- Work positively with all adults and each other
- Understand what constitutes acceptable and unacceptable standards of behaviour and sign an agreement to this effect
- Take an active role in reporting poor behaviour, including bullying of any type

Parents will:

- Work with the school to encourage respect, and good behaviour
- Support the School's policy on rewards and sanctions
- Attend meetings with teachers to discuss their child
- Report any unacceptable behaviour that comes to their knowledge, including bullying

Governors will:

- Support rewards and reward ceremonies
- Sit on exclusion panels as required
- Hold the school to account for the effectiveness of the implementation of this policy

MONITORING AND EVALUATION OF THIS POLICY:

The Principal and Governing Body have a statutory responsibility for school behaviour and discipline. They ensure that the policy along with other school policies will be available on the school website.

Daily and weekly checks

- The administration staff, form tutors and subject teachers will carry out the daily and weekly checks on attendance, behaviour, general welfare and well-being and academic progress that are part of their roles
- They will share information with their colleagues, as appropriate, and alert senior managers to any concern or potentially serious situation
- The administration staff will particularly be vigilant about their monitoring of attendance and punctuality; they will report to the appropriate authorities any student who may be missing education (see child protection and safeguarding policy); they will be vigilant about analysing any pattern of absence that may raise safeguarding concerns

Half-termly checks:

- The SLT will check all behaviour logs, including bullying, searches and restraints, and analyse them for the purpose of identifying any deficiencies and further improving systems
- The SLT will give appropriate feedback to relevant staff with follow-up checks to verify that deficiencies are remedied and practices have improved
- The SLT will use its visible presence on the premises to have informal discussions with staff and students and to observe behaviour and its management first hand
- The SLT will ensure that parents and students are duly informed of processes for dealing with behaviour incidents and of the outcomes of investigations

Annual checks

The Governing Body will review the policy annually and assess its implementation and effectiveness. This policy will be evaluated annually by the SLT in consultation with staff, students and parents.

Other Docs: Behaviour Pathway, Behaviour Code/School Rules, Behaviour Contract, Corridor Rules, Merit System, Anti-bullying policy, Positive handling/Physical restraint policy

Date Policy Reviewed: 04th September 2018

Print Name (Chair of Governors): **Moulana Muhammad Abdul Jalil**

Signature (Chair of Governors):

Next Review Date: September 2019

Responsibility for review: Principal / Governors