ISLAMIYAH GIRLS HIGH SCHOOL

BEHAVIOUR POLICY

2024-2025

- **This document has been approved for operation for - Islamiyah Girls High School**
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- **Review Period – 1 Year**
- **Owner – Islamiyah Girls High School**
- **Approved By – Governing Body**

1. Introduction

Islmiyah High School is committed to ensuring that all pupils make excellent progress and develop outstanding character. We believe that anyone who aspires to be successful must develop self-discipline and be given autonomy to make the right choices. We also want our pupils to understand their role in developing a common purpose in our school, our community and the wider world.

This behaviour policy mirrors our vision to work to foster strong moral values and a sense of conscientious citizenship. In classes, our pupils establish a foundation which equips them with the tools they need to lead lives of civic-mindedness and social responsibility. By implementing a clear framework of boundaries and expectations for pupils to follow, reinforced by rewards and sanctions, this enables pupils to take responsibility for their actions and the consequences of such actions and make good choices about their own behaviour and their future. The framework sets out measures which aim to promote good behaviour and instil self-discipline and respect amongst pupils. It is also designed to prevent bullying and regulate the conduct of pupils, including effective and targeted support for both children and parents of individual pupils whose behaviour is challenging.

These strategies are linked to the educational vision, teaching and learning and the curriculum. Approaches to behaviour management that are supportive, consistently applied and systematic will result in pupils who are adept at managing their own behaviour, in school and in social situations, and thus result in excellent behaviour overall.

This policy has been created to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable pupils to learn in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and valued.

The policy is underpinned by the Pupil Code of Conduct as this sets out our expectations of pupils. **The Code of Conduct is not an aspiration but a consistent expectation of every pupil**. We believe in our pupils and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at school and into adulthood. The Code of Conduct will enable pupils to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

We will establish and maintain high standards of behaviour by ensuring our teachers are being consistent about routines and detail. It means addressing a pupil's actions when they do not meet expectations, whether this concerns the way uniform is worn, equipment, promptness to class, or actions and language towards one another. This firm approach to behaviour will be supported by the strong nurturing relationships between teachers and pupils. Teachers will support pupils in working within the Code of Conduct by maintaining high academic expectations, structuring and delivering high quality lessons, creating a strong classroom and school climate for learning, setting and maintaining high expectations of conduct, leading by example, modelling standards and by building character and trust. The principles and techniques by which we will create a strong school culture and ethos are set out within this policy.

1.1 Positive Climate for Learning

Teaching and support staff will create a classroom environment and establish a climate for learning which empowers pupils to meet the expectations of the Code of Conduct. This climate for learning will be created through the implementation of the routines/techniques below. Staff will have training in the key routines, and they will be an integral part of our induction process and ongoing personal development. The objective for this will be to establish the norm that all staff are expert practitioners in terms of managing classroom behaviour and establishing a positive climate for learning.

Lesson routines are familiar actions or approaches that a teacher or a pupil uses on a regular basis in order to set the right climate for learning and to aid efficiency. The best are non-intrusive, but effective in their execution. Please see 'Core Routines' for more information.

1.1.1 **Uniform expectations:** If we set our standards high with our expectations around school uniform, pupils will understand that we will be intolerant of other forms of poor behaviour.

1.1.2 **Least invasive intervention:** We never want to let pupils get to a stage where they are poorly behaved. We want to narrate the positives and when appropriate to do so and quietly correct the negatives. When pupils have slipped and are not behaving as staff expect then the use of non-verbal cues and/or anonymous corrections should be employed skilfully by staff. For example, a pupil swinging on his or her chair can be corrected by a non-verbal signal or a gentle tap on the back of the chair as you walk past.

1.1.3 **No opt-out/bounce back:** It is important that all pupils are expected to answer questions and actively take part in lessons. If a pupil cannot answer a question, ensure that they do not have the opportunity of opting out. Staff must establish and communicate the expectation that is perfectly acceptable and indeed valuable, to offer an incorrect response to a question intended to check for understanding, however; it is unacceptable not to try.

1.1.4 **Right is right:** Staff will set a high standard of correctness and not accept partially right answers, even if the pupils have tried hard. Staff will be positive and supportive but always hold out for the correct answer. "We're almost there. Can you find the last piece?" "That's such a good answer, I wonder if you can re-phrase the last part to make it an excellent answer?"

1.1.5 **Format matters:** Similar to 'uniform expectations', if we ensure that pupils take pride in the format of their written work and the standards, pupils will want to do better and will be less likely to be the cause of low-level disruption.

1.1.6 **Seating plans:** Seating plans can be an effective way of managing classroom space. Staff will use seating plans as a means of supporting pupils and also a way to ensure that the most concerning pupils are sat apart and in a place where staff can be proactive in challenging their behaviour before it effects the learning in the lesson.

1.1.7 **Strong voice/body posture:** By varying tone, pace and/or posture, staff can help to indicate disapproval of certain behaviour without unduly interrupting the learning during the lesson.

1.1.8 **Tidy room:** There are reasons why it is important to have a tidy classroom. A tidy classroom sets a good example for pupils and implies that staff care about the pupil, their learning and the work they complete.

1.1.9

2. Behaviour Standards Expected by Pupils Each Day

2.1 Our Pupil Code of Conduct

I will strive to achieve my academic potential by

- **Being punctual**: arriving on time to school, with the right frame of mind to work hard
- **Being organised**: making sure I am equipped for learning and I have my books and any necessary stationary for all lessons. I will also leave my classroom clean and tidy.
- **Being calm**: speaking clearly and listening to others carefully. Islmaiyah High SchoolSchools is a no-shouting environment.
- **Not running inside the school** when moving around the building
- **Being purposeful**: being focused during class and moving between lessons quickly
- **Being resilient**: giving my best at all times, and always giving 100%
- **Being respectful and courteous** towards all adults placed in charge of my care

2.2 Core Routines

Routines are familiar actions or approaches that a teacher or a pupil uses on a regular basis in order to set the right climate for learning and to aid efficiency. When they operate at their best they are non-intrusive, but effective in their execution.

Not every recurring event or situation is covered by a routine and there may be differences in how routines are carried out from department to department. The reasons for this may be pedagogical or practical (e.g. areas of the school where classroom doors might be closer together making line-ups in the corridor impractical).

In all cases it is important to define the behaviour and responses we expect for each routine with pupils. It is only through clearly expressing, demonstrating and practicing routines with pupils that they will become fully competent and as a result the purpose of the routine is realised.

2.3 Principles Behind Routines

- **Efficiency is everything**: Teachers like the illusion of control, and sometimes want to slow down so they can enjoy it for longer, basking in its warm glow. Actually, the goal is doing it 100% right, as *fast* as possible.
- **Low narration**: Once it is fully taught (though it **must** be explicitly taught to begin with), a good routine needs only short prompts and reminders. These are often non-verbal. This lets teachers watch for non-compliance, or prepare other elements in the classroom.
- **Least invasive intervention:** When pupils have slipped and are not behaving as you want them to. Use non-verbal cues and/or correct them anonymously.
- **Plan what you want**: You have to pay attention to detail, here. Pupils have to be told exactly what to do, when, how and with whom.
- **Tight transitions**: Interruptions are not part of the procedure. Plan for, and practise routines until the transition is tight and interruption free.
- **Procedure is culture**: Shared routines must feel like they belong to everyone in your classroom. Teachers can change the culture by creating and teaching routines for the elements of that culture that they want to see more of.

Specific information on each routine can be found in the supporting routine rubric. As most of our routines will be dependent on location of the various forms at the beginning of the day, further details on each routine will be delivered at the beginning of each school year and when a new member of staff joins school, to ensure consistency.

3. Pupil Acknowledgement and Praise

We want pupils to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging pupils for developing good learning habits. Pupils will be told individually and collectively (as a teaching group or year group) when they have met the school standards for good behaviour. We want them and their parents to know how they are doing and what is expected of them. Good behaviour will be recognised both informally and formally.

3.1 Precise Praise

Staff will reinforce behaviour as specifically as possible and focus on actions that pupils can choose to do. A pupil can't decide to be a natural in a subject, or decide to be high ability, but a pupil can decide to work hard and persevere.

3.1.1 Key Idea: Differentiate Acknowledgement from Praise

- **Acknowledge** when expectations have been met ("Thank you for being ready on time" and "I see that we're ready on time").
- **Praise** when expectations have been exceeded ("I love that some people going back and revising even though I didn't ask you to.").

Praising when expectations have simply been met only serves to undermine those same expectations.

3.1.2 Modulate and Vary Your Delivery

Generally, privacy is beneficial with critical feedback (as private as possible, as public as necessary). With positives, unpredictability of form can make the feedback memorable and provide cover for critical private interactions. Staff should pay attention to volume and degree of privacy and vary delivery.

3.1.3 Use Objective Driven Praise:

Staff can, and should, reinforce not only behavioural and social actions but academic ones as well. ("I see people carefully lining up the decimal place as they work").
Note: This implies that positive reinforcement is something you can strategically plan into lessons and our culture more broadly.

3.1.4 Genuine Positives:

Pupils discount insincere praise and often read it as an indication that their work is inferior. Balance positive reinforcement with constructive criticism. Be honest and candid. Introduce variation of delivery (see above) to keep from sounding rehearsed. Talk to pupils directly.

4. Rewarding Positive Behaviour

At Islamiyah High School we have developed a positive system which we believe to be both simple to understand and effective. Each classroom will display the behaviour positives system.

4.1 Behaviour Positives

Appendix 1 at the end of this policy illustrates our positives allocation system. Positive behaviour is sectioned into a pyramid system

In order to support staff, examples of each behaviour are illustrated in appendix 4, however this is not an exhaustive list and teachers/staff have the flexibility to award behaviour positives that may not be specified in appendix 4.

At the end of each lesson the teacher will awards positives on merit using the behaviour chart.

Each time a pupil accumulates 50 positives, they are issued with a reward (see appendix 5 reward chart). Positives are allocated by members of staff and include end of lesson behaviour positives. The form tutor will check the positives when completing registers to extract which pupils have achieved a 50-positives milestone as positives are monitored in increments of 50 (50, 100, 150, 200 etc). Positives are also logged in the pupil planner by the pupil in form time.

4.2 Half Termly Awards Assembly

Each half term, pupils are recognised through an extended assembly on the last day of half-term, in the following areas:

- Pupils reaching the varying positives milestones
- **Outstanding attendance**.
- **Tarbiyah Award**

4.3 Termly Awards Assembly

At the end of the full term, pupils are recognised through an extended assembly on the last day of half-term, in the following areas:

- **Highest point tally** across the school.
- **Highest point tally** per class.
- **Outstanding Attendance.**
- **Head teacher award**

4.4 End Year Awards Assembly

At the end of the school year, pupils are recognised through an extended assembly on the last day of the school year. This recognition is conducted to foster an environment that recognises achievements and incentivises pupils to continue their hard work. The below areas are recognised in the end-of-year assembly:

- **Highest point tally** across the school.
- **Highest point tally** per class.
- **Outstanding Attendance.**
- **Headteacher Excellence Award** – One pupil chosen by teacher recommendation. Recommendations made to the Headteacher who will choose one candidate.

4.6 Awards Summary

Incentive	Awards Milestone	Award

Positives	Weekly check – Every 50 positives	– Prize (see pyramid)
End of Half-Term Awards	Assembly	– Highest positive per class (certificate) – 100% attendance
End of Full-Term Awards	Assembly	– Highest positives overall – Highest positives per class (certificate) – 100% attendance – Headteachers award
End of School Year Awards	Assembly	– Highest positives overall – Highest positives per class (certificate) – 100% attendance – Headteacher Excellence Award.

5. Consequences of Poor Behaviour

Poor behaviour is deemed by the school as a choice made by a pupil (although all efforts will be made to understand to what extent the pupil's personal circumstances have played a role in their current poor behaviour). We expect that all pupils meet the expectations of our Code of Conduct (see appendix 7), the consequences of poor behaviour stem from not following the school's Code of Conduct.

A pupil can choose to behave appropriately or inappropriately. When a pupil decides not to follow the school's expectations and a lesson or activity cannot continue as planned, there will be a swift consequence to ensure that a teacher's planned lesson and the learning of other pupils is not disrupted or compromised.

We appreciate that our pupils will make mistakes, and this is part of the learning process and growing up. However, where pupils act in a manner that is detrimental to their own well-being or the well-being of others, they will be sanctioned. At Islamiyah High school, we aim to develop an aspirational culture where pupils are engaged in all aspects of school life and learn the importance of choosing to behave in an appropriate manner. These behaviours are modelled by all adults at all times.

Young people thrive best where there are respectful, trusting, appropriate and professional interactions between staff and pupils. As adults and professionals, we all have a responsibility to ensure our interactions with pupils are measured, controlled and appropriate.

However, there will be occasions when, because pupils have not yet developed the skills and habits of self-regulation, they demonstrate behaviours that are contrary to the good order and positive climate for learning we value as a school. When this occurs, it is important that as professionals we continue to try to engage them, rather than quickly use the structure to remove them from the classroom. **The removal of a pupil from the classroom should only be in exceptional circumstances**. Removal from lesson should only occur where the behaviour cannot be tolerated a second time within the lesson e.g. direct and open defiance, swearing or behaviour that is unsafe – particularly in practical subjects, use of racist/anti-social language or unruly behaviours (see 'removal from lesson' procedures in this policy).

Where pupils act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned. At the Secondary School level, pupils will be given:

- A **verbal correction** in the first instance. This is quite important as it allows for self-reflection, and this can often be a way for the child to abandon the disruptive behaviour straight away.

- A **Final Correction** in the second instance. This should have an effect similar to the verbal warning, except that the card will be on the wall for all to see and is meant to impact the pupil further.

- A **Consequence** if they continue. This would result in an incident being logged on to pupils planners as a negative unless it is orange or red category, in which case an incident form should be completed and sent to the behaviour lead.

Teachers **must not** race through and issue consequences too quickly. The fundamental aim of our approach is to ensure pupils' learning is uninterrupted. All staff need to make sure pupils are clear on what will happen if they choose not to meet school/classroom expectations and to ensure that as adults we deal with poor behaviour fairly and consistently.

5.1 What do we mean by poor behaviour?

Incidents of poor behaviour in class mean pupils are distracted and the teacher has to stop teaching in order to deal with whatever is happening. It means vital teaching time is lost for a whole class due to the action(s) of one or two individuals. Outside of the classroom, it is behaviour that is in contravention of the pupil code of conduct and our school ethos. Examples of such are (but not limited to) what is listed within our incident list (see appendix 6).

Our policy is based around three main aspects of poor behaviour:

Behaviour	Disruption Level
Yellow	Low Level
Orange	Mid-Level
Red	High-Level

High-level behaviour instances (those which 'cross the line') are a result of a serious behaviour incident.

5.2 Yellow – Low level disruption

At Islmaiyah High School, we want to ensure that there is no low-level disruption in lessons as it can have a detrimental impact on the life chances of pupils as the time for learning is affected and the climate for learning is compromised. When such incident to occur, they are dealt with swiftly.

The *typical* features of low-level disruption include:

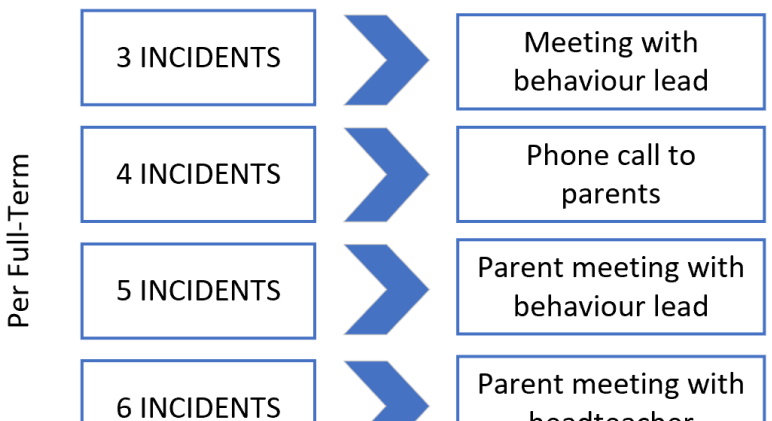
- Talking unnecessarily during lesson time.
- Calling out without permission.
- Deliberately being slow to start work or follow instructions.
- Coming to school unprepared for learning.
- Late to lesson.
- Packing up before the end of lesson.
- Opting out of cold call/questioning sessions (by defaulting to 'I don't know').
- Choosing to not meet the established classroom routines for demonstrating visual engagement (e.g. slouching, disinterest).

If a pupil engages in low level disruption, the teacher will use the **3 warnings** process in section 5. Should a pupil reach the third warning stage, a negative will be logged into the planner

5.2.1 Consequence of (Yellow) Low-Level Disruption:

Dealing with low level disruption requires good and fair judgement by the teacher. Simple warnings using the 3-warning rule will help the class teacher maintain a controlled learning environment. Pupils are given 3 warnings for low-level disruption. On the third, an incident is logged on their pupil profile on the school MIS (RM Integris). Parents have access to the behaviour log for their child via the parent portal app (RM Parent Portal) where all behaviour incidents (positive and negative) are logged. Parents are regularly reminded to view these logs on the Parent Portal app.

Our tiered sanction process provides timely intervention whilst allowing time for the pupil to reflect and correct their conduct. At Islamiyah High school, the behaviour team will action all behaviour incidents that are logged and record actions taken on the pupil's profile. Three yellow incidents within a full term will result in an action by the behaviour team. The below illustrates the escalation process for low level disruption under the yellow category:



The behaviour lead will check the any submitted incident forms daily to follow up incidents that are added to the system in addition to downloading an incident report on a weekly basis.

5.3 Orange Mid-Level Disruption:

Orange (mid-level) disruption would be an instance of behaviour highlighted in our orange category (see appendix 6). An incident would be recorded without the gradual warning process due to the severity of disruption. An incident form will be logged and handed to the behviour lead

The *typical* features of mid-level disruption include (but are not limited to):

Types of Orange Mid-Level Disruption	Typical corresponding sanctions
Verbal aggression towards a peer.	Meeting with pupil, teacher, parent & Deputy Headteacher. One to three days seclusion room placement. Internal community service Pupil written reflection & apology
Bullying or behaviour that is hurtful/harmful to self or others.	
Threatening others (physical or verbal).	
Cheating on a test	
Persistent low-level disruption following issue of red card (either continuing the original poor behaviour or engaging in further disruptive behaviour).	

Consequences for orange behaviour incidents would be commensurate with the breach committed. This is determined by the behaviour lead and in consultation with SLT.

5.4 Red High-Level Behaviour Incidents

Poor behaviour will not be tolerated at Islmiyah High School and any instances of serious behaviour incidents will be dealt with swiftly.

When a serious incident has occurred at the school, a full investigation will be undertaken. This will involve taking statements from pupils and staff where needed. Parents will always be informed in the first instance when we are dealing with a serious incident. At times, we may need to isolate a pupil during an investigation, this may mean that pupils are removed from planned activities. When we have completed our investigation, parents will be asked to attend the school to discuss the incident and possible ways of resolving the situation. Behaviour that falls in the red category would result in potential disqualification from any impending awards or privileges and suspension from positions of responsibility such as the school council. This will be at the discretion of the Headteacher and will be subject to the nature of the incident the pupil has been involved in.

All serious behavioural incidents are considered individually however the table below indicates a typical corresponding sanction.

Types of misbehaviour	Typical corresponding sanctions
Smoking or drinking alcoholic beverages on school property or while taking part in a school activity.	Meeting with pupil, teacher, parent & senior leadership. Pupil written reflection and apology. 1-to-5-day Internal Exclusion. Pupil put on SLT report. Reintegration meeting including revisiting home school agreement. In-school community service requirement following the main sanction. More serious response if recidivist behaviour or the scale and impact of the behaviour has an adverse impact on other pupils, staff or the school's reputation. Fixed-Term Exclusion Permanent exclusion.
Playing with fire alarms or fire extinguishers	
Vandalism.	
Bullying or behaviour that is hurtful/harmful to self or others (including racism or anti-social behaviours).	
Threatening others (physical or verbal).	
Bringing into school or being in possession of illegal substances/items	
Sexually inappropriate behaviour.	
Stealing or possessing stolen property.	
Fighting or physical aggression - no form of fighting or aggressive behaviour will be tolerated.	
Wilful disobedience or serious disrespect to an adult	

5.5 Respect for adults

At Islmiyah High School we believe that all adults working within the school deserve a high level of respect from pupils at all times. We will not tolerate:

- Pupils publicly disagreeing with a member of staff's sanction (verbally or otherwise).
- Pupils failing to follow staff instructions immediately and with a sense of urgency.
- Pupils making disrespectful comments about a member of staff.
- Pupils making disrespectful comments towards a member of staff.
- Pupils being aggressive towards staff.

A pupil can ask to speak with the member of staff in private (at a time convenient for the member of staff and in line with safeguarding protocols) or ask to speak with a member of the SLT. If a pupil feels that they have received a detention or reprimand unfairly, they can speak with the Deputy Headteacher after the detention/reprimand to raise their objection. The school will listen and judge the objection fairly.

What do we mean by poor behaviour?

Our policy is based around three main aspects of poor behaviour also known as traffic lights, leading to 7 types of Sanctions.

Behaviour	Disruption Level
Yellow	Low level
Orange	Mid Level
Red	High Level

The different features of behaviour falling under the different colours are included at the end of this policy

5.2 Sanctions for Classroom Based Misconduct

There are seven levels to the sanctions used within the 'Behaviour for Learning' system, along with a traffic light system indicating low, middle or high level disruption. Which are clearly identified on the sanction pyramid it is anticipated that the majority of students will spend their time operating within the rewards framework. Even students whose performances are deemed to be unsatisfactory are rarely expected to move beyond LEVEL THREE.

It is essential that all students, parents and staff understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable behaviour and encourage each student to join the road to achievement.

Each member of staff must operate within the framework **CONSISTENTLY**. We will not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we operate within a logical and well-planned structure. All staff MUST behave within the behaviour policy, no sanctions outside of this policy to be issued.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

When a particular misconduct takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate "follow-up" strategy with each child's case being viewed in an individual sense. This is the key area of flexibility.

LEVEL ONE – (FIRST VERBAL WARNING) Polite Reminder, Name displayed on Whiteboard.

It is anticipated that many students will receive the occasional FORMAL (VERBAL) WARNING, this is a polite reminder after an **initial informal warning**, during their time with us.

Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The **Level One**- **FORMAL (VERBAL) WARNING**, for BEHAVIOUR in lessons, though **not** recorded in the student planner, has two clear purposes:

(i) To indicate to students that they have done/doing something which is unacceptable;

Students must clearly understand the fact that they have received each warning and that the words "**FORMAL WARNING' must be used by the member of staff**.

LEVEL TWO – (YELLOW) (SECOND WARNING) - One Negative, written comment in planner. Or the accumulation of 5 negatives (what is the purpose of the comment in the planner)

A student who continues to behave unacceptably despite being given a FORMAL (VERBAL) WARNING is moved to LEVEL TWO and receives a SECOND WARNING. This must be WRITTEN in the 'Negative section of the appropriate page of the Student Planner with a brief comment followed by clear staff initials.

If a student has accumulated 5 negatives then the Form Tutor should be notified and a .phone call/ Class Dojo message to parents'

LEVEL THREE – (ORANGE) THIRD WARNING. Move pupil to the isolation table issue a subject detention at break/lunchtime. The form tutor MUST also be notified . Or the accumulation of 10 negatives

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a LEVEL ONE and LEVEL TWO such behaviour always results in the student moving to LEVEL THREE.

In most cases students will be moved to the isolation table in another area of the room as the first part of the sanction. At this point Form Tutors should also be notified in writing so they may observe and chat with the student.

If a student has accumulated 10 negatives then a parent meeting should be arranged.

Teachers may like to plan for such situations and decide, in advance, how they may wish to allow for this in their teaching rooms.
After the lesson the student should be kept back and counselled briefly about their behaviour. Students should be given subject detention for break or lunch time during which the student should be given work to complete or write a reflection note on their behaviour.

LEVEL FOUR – After school/lunchtime detention to be issued (30 mins/1hr) Message to parents inform the Behaviour Manager (BM) in writing with evidence of sanctions used, or complete the Serious Behaviour form Place student on report. Refer to pastoral team by completing an incident form available in the office,

At this point the classroom teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage (Level 1, Level 2 and Level 3). Alternatively, it may be that a student behaves in such an unacceptable way and does not follow instructions so that the teacher has to move straight to LEVEL 4. E.g. Disrespect, verbal abuse, consistently talking, not having school Equipment e g, PE, Textile, Food or Art Equipment. The student will receive a detention the same day (if the office staff are notified by 11.00am) or the next day. Detentions will be issued either for afterschool or at lunchtime.
If a student has accumulated **15 negatives** at this stage, then a parent meeting will be arranged and the student placed on school report by BM.
Parents will also receive information regarding the School Report process.
School Reports can be specific in aim, to monitor the circumstances which caused the LEVEL 4 sanction (e g a School Report targeting behaviour or attendance). Such tailored Reports focus both pupil and staff on the issues involved with that individual pupil. All pupils on School Report sign a Pupil Declaration, which clearly explains the reasons for, and conditions of, the School Report.
Reports, in the first instance, will be monitored by the Form Tutors and weekly by Behaviour Manager. Reports must be signed by a parent on a daily basis.
Students will normally remain on School Report for a period of Two CONSECUTIVE weeks. There may be some flexibility in the length of Reports, at the discretion of the BM/Headteacher team. (e.g.Student has ongoing mental health Issues)
If the student has not made any improvement, a meeting will be called with both parents to discuss the impact of this behaviour and to move the student to level six (Isolation) If after that there is still no improvement student will be moved to level 5 (Isolation)

LEVEL FIVE– (RED) meeting with parents, Headteacher intervention, placed in isolation. Or the accumulation of 25 negatives
At this point, it may be that a student behaves in such an unacceptable way. (E.g. assault, verbal abuse, Bullying, constantly misbehaving) that the Behaviour Manager and Head Teacher choose to move straight to LEVEL FIVE. The Behaviour Manager will place the student in Isolation and parents will be contacted to advise them of this. The Headteacher will be notified and a meeting will be held with the student.
All staff will be notified via whatsapp message or during school meetings regarding any students who may be placed in Isolation. Isolations are arranged quite quickly therefore there may not be a lot of notice given. Staff will provide ample work that is self-explanatory for the student.

LEVEL SIX – TEMPORARY EXCLUSION (SUSPENSION) MEETING WITH PARENTS
Students who persistently break their contracts or commit a particularly serious misdemeanour can expect to find themselves at LEVEL Six.
Staff will be notified of students placed on temporary exclusion and will be expected to upload work for the student on google classrooms
Prior to or in some cases parents will be called in for a meeting between the student, her parents/guardians and the Behaviour Manager to discuss the behaviour/sanction and suspension.
At this point parents will be notified of the seriousness of this sanction. If a student is suspended on 3 separate occasions, they may be excluded from the school permanently.
Students who find themselves at level six will be removed from any school activities enrichment days, reward days and school trip days.
LEVEL SEVEN – PERMANENT EXCLUSION
The control of exclusion is entirely in the hands of the Headteacher and Governors.
A permanent inclusion can be imposed by the Headteacher for either an accumulation of incidents or a one-off serious offence in line with the school's 'Behaviour Policy. Examples of such one off offences may include an unprovoked assault on another student, possession of a prohibited item, or any other unauthorised material, theft

or abuse of a member of staff, damage to school property or an accumulation of sanctions.(in the case of damage parents will have to pay for repair)

3.1 Use of Reasonable Force

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the vast majority of pupils in our school respond positively to the discipline and control practised by staff.

This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Section 93 of the Education and Inspections Act 2006[1] stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- Self–injuring.
- Causing injury to others.
- Committing a criminal offence.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause.

Training will be provided to staff members via the 'Team Teach' or another suitable programme. This is to ensure our staff are equipped to deal with pupils who might require physical restraint. The assessment of training needs will be made by the Headteacher and will be reviewed annually.

6. Pastoral Support at Islamiyah High school

The government's green paper in 2003 called Every Child Matters (ECM), identified five outcomes that are most important to children and young people:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. The outcomes are mutually reinforcing because children and young people learn and thrive when they are healthy and feel safe and engaged. Any child or young person who is anxious or unhappy at

[1] https://www.legislation.gov.uk/ukpga/2006/40/section/93

school, is being bullied, has personal or family problems, suffers from low self-esteem, has poor attendance, has behaviour difficulties or is badly behaved, is unlikely to be able to make the most of their education. At times, a child or young person's poor behaviour is as a result of problems they are experiencing. If the causes of the behaviour are identified and appropriate support is provided, the behaviour can be turned around.

4.1 Pastoral Referral Process

At Islamiyah High school, our dedicated pastoral team is committed to improving the wellbeing and welfare of pupils at the school. They are responsible for providing the necessary support and guidance to pupils who need help with self-esteem, wellbeing related matters and anything that is of concern to the pupil. The team can be made aware of support needed the following ways:

- Pastoral referral from a pupil
- Concern box situated on the secondary school main corridor
- Pastoral referral from a staff member
- Email into the pastoral inbox
- Visit to the pastoral office
- Daily checks during break, lunch and departures

Pupils have the opportunity to raise concerns relating to their own, or their peers' wellbeing. There is a concern box located in the main hall with a referral form located next to the concern box for pupils or staff to complete. The concern box is checked twice a week by the secondary pupil welfare officer. Staff can also make a referral regarding a pupil to the pastoral team via the same method or email the team directly, who may ask them to complete a referral form. Once the form/referral is received, the pastoral team will identify the nature of the concern and investigate as required. Please see **appendix 8** on the pastoral process once a referral is made. In addition to this, pupils have the opportunity to speak with their class teacher or any other member of staff throughout the school day.

Once a referral is investigated, the referrer is updated on the outcome (bearing in mind confidentiality).

1.1 **Appendix 2**: Incident Report Form

Details					
Pupil:		Staff:		Year:	
Date:		Time:		Lesson:	

Location					
☐ Classroom	☐ Corridor	☐ Stairwell	☐ Playground	☐ Reception	☐ Assembly
☐ Toilets	☐ Lunch Hall (please specify location)		☐ Other (please specify)		

Incident Details			
Minor Concerns		**Major Concerns**	
☐ Disruptive Behaviour	☐ Disrespect	☐ Disruptive Behaviour	☐ Profanity
☐ Property Misuse	☐ Dishonesty	☐ Physical Aggression	☐ Stealing
☐ Non-Compliance	☐ Unprepared	☐ Threatening Behaviour	☐ Vandalism
☐ Other		☐ Other	

Description of Incident

Steps taken to address the concern

Official Use *(to be completed by a member of the office team)*			
☐ Meeting with Pupil	☐ Loss of Privilege	☐ Peer Mediation	☐ Lunchtime Detention
☐ Internal Exclusion	☐ Phone Call Home	☐ Parent Meeting	☐ Other *(please specify)*
☐ Other Action *(please specify)*			

Appendix 4: Positive Behaviour Examples

Behaviour Type	Behaviour Sub-type	Action	Points
Green	Homework	Positive	**1**
	Listening	Positive	
	Participating	Positive	
	Helping Others	Positive	
	Truthfulness	Positive	
	Kindness	Positive	
	Walking	Positive	
	Good Queueing	Positive	
	Tidying up	Positive	
	Coming prepared	Positive	
	H&S Compliance	Positive	
	Punctuality	Positive	
	Attitude to Learning	Positive	
	Consideration	Positive	
	Appreciation of Difference	Positive	
	Responsibility	Positive	
	Ambition	Positive	
	Tolerance	Positive	
	Classwork	Positive	
Gold	Thinking Well	2 Positives	**2**
	Classwork	2 positives	
	Gold Homework	2 Positives	
	Resolving Conflict	2 positives	
	Prepared for Learning	2 Positives	
	Good Manners	2 positives	
	Attitude to Learning	2 Positives	
	Consideration	2 positives	
	Responsibility	2 Positives	
	Ambition	2 positives	
	Tolerance	2 Positives	
	Appreciation of Difference	2 positives	
	Helping Others	2 Positives	
Diamond	Diamond Homework	3 positives	**3**
	Exceptional Classwork	3 positives	
	Positive role model	3 positives	
	Exceptional Manners	3 positives	
	Attitude to Learning	3 positives	
	Consideration	3 positives	
	Appreciation of Difference	3 positives	
	Responsibility	3 positives	
	Ambition	3 positives	
	Tolerance	3 positives	
	Exceptional Behaviour	Diamond Reward	

Guide to negative behaviour

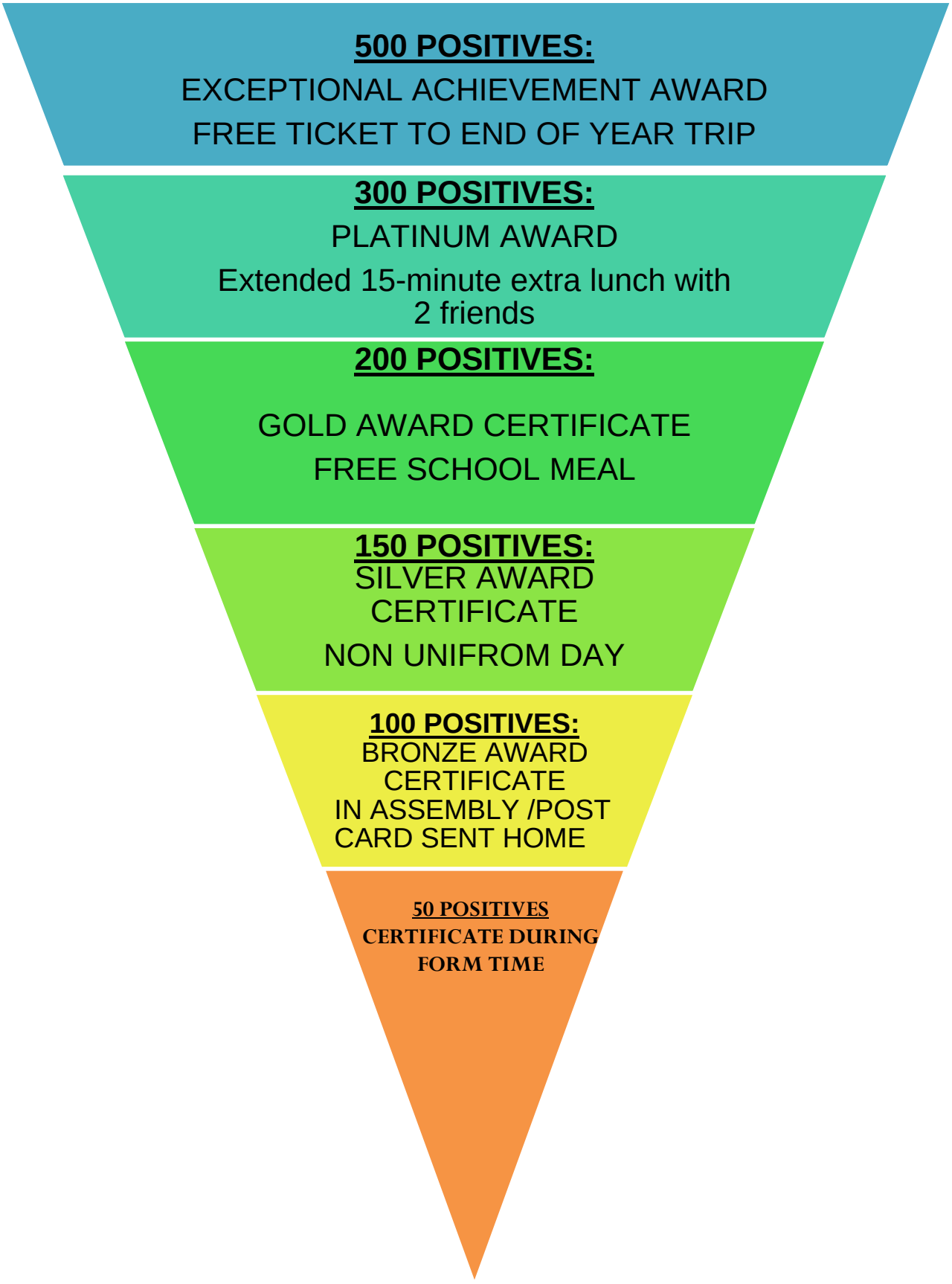
Behaviour Type	Behaviour Sub-type	Consequence
Yellow	Incorrect uniform of equipment	Warning, followed by a negative
	Distracting others e.g. tapping, talking	Warning, followed by a negative
	Disrupting a class	Warning, followed by a negative
	Wandering Outside of Class	Warning, followed by a negative
	Shouting out in Class	Warning, followed by a negative
	Refusing to share	Warning, followed by a negative
	Interrupting others speaking	Warning, followed by a negative
	Failing to complete work in class	Warning, followed by a negative
	Note passing in class	Warning, followed by a negative
	Not following instructions	Warning, followed by a negative
	Not following uniform policy	Warning, followed by a negative
	Poor homework	Warning, followed by a negative
	No Homework	Warning, followed by a negative
	Running in school	Warning, followed by a negative
	Laughing needlessly during learning time	Warning, followed by a negative
	Talking during learning time	Warning, followed by a negative
	Swinging on chair	Warning, followed by a negative
	Not following teacher instructions	Warning, followed by a negative
	Leaving desk and area untidy	Warning, followed by a negative
	Eating/drinking in class	Warning, followed by a negative
	Using inappropriate language	Warning, followed by a negative
	Attitude to Learning	Warning, followed by a negative
Orange	Spitting inside school premises	Negative, note in planner, fil in a incident form
	Fighting	Negative, note in planner, fil in a incident form
	Disrespect towards Staff	Negative, note in planner, fil in a incident form
	Being disrespectful towards others	Negative, note in planner, fil in a incident form
	Persistent repetition of yellow behaviour	Negative, note in planner, fil in a incident form
	Using profanity	Negative, note in planner, fil in a incident form
	Cheating on a test	Negative, note in planner, fil in a incident form
	Cursing or inappropriate gestures	Negative, note in planner, fil in a incident form
	Lying	Negative, note in planner, fil in a incident form
	Embarrassing others	Negative, note in planner, fil in a incident form
	Provoking others purposefully	Negative, note in planner, fil in a incident form
	involvement or instigation of conflict	Negative, note in planner, fil in a incident form
	Threatening others	Negative, note in planner, fil in a incident form
	Name calling	Negative, note in planner, fil in a incident form
	Chewing gum in school	Negative, note in planner, fil in a incident form
	Throwing items in class	Negative, note in planner, fil in a incident form
Red	Smoking in school or on route to and from school	fill in incident form
	Use of mobile phone	fill in incident form
	Verbally abuse or aggression towards peers or staff	fill in incident form
	Physical abuse/assault	fill in incident form
	Bullying or behaviour which is harmful/hurtful to others	fill in incident form
	Vandalism	fill in incident form
	Racism	fill in incident form

	Stealing	fill in incident form
	Bringing into school or being in possession of illegal substances/items	fill in incident form
	Sexual Misconduct	fill in incident form

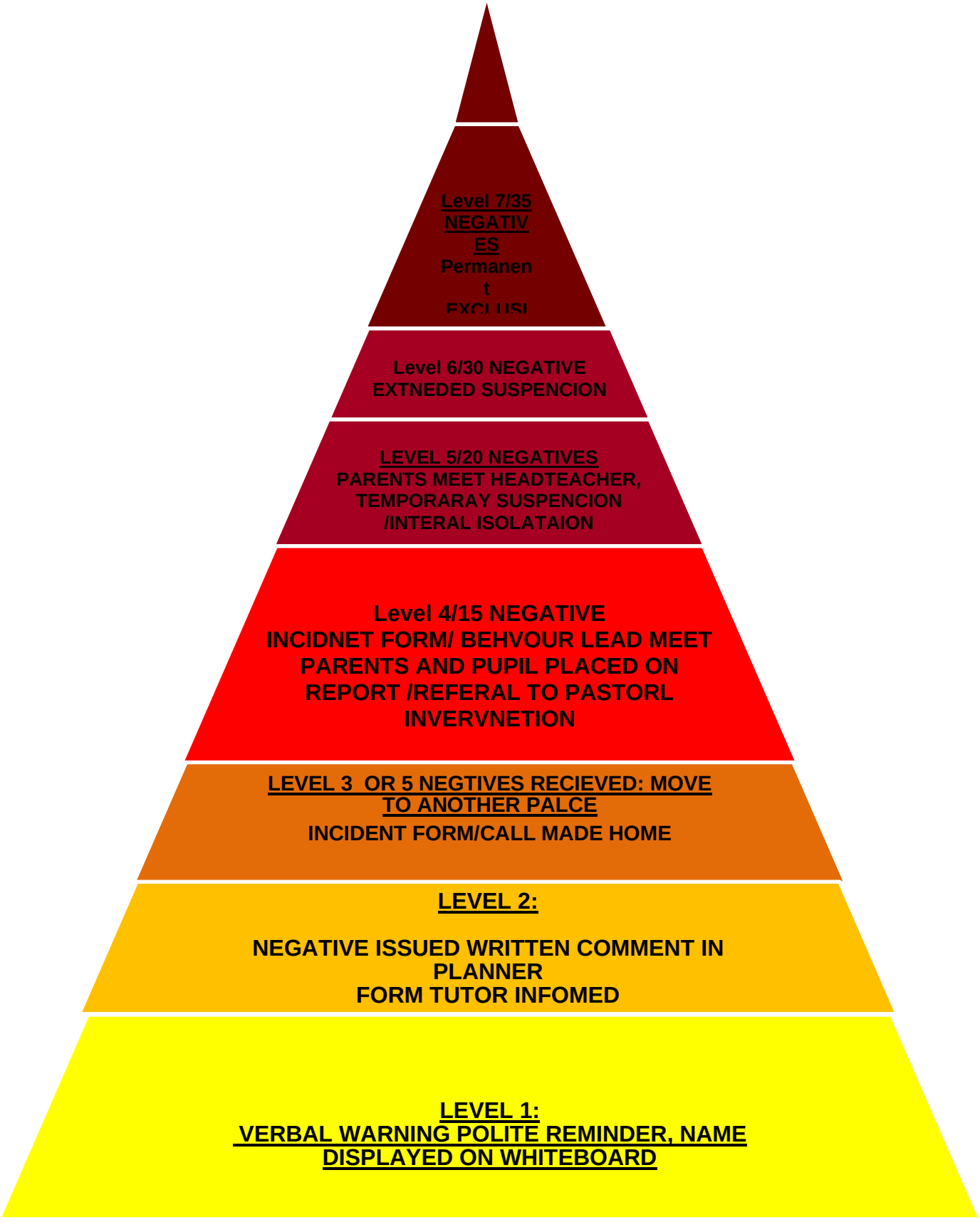
Appendix 7: Pupil Code of Conduct

Being Punctual Arriving on time to school, with the right frame of mind to work hard
Being Organised Making sure I am equipped for learning and I have my books and any necessary stationary for all lessons. I will also leave my classroom clean and tidy.
Being Calm Speaking clearly and listening to others carefully. Islamiyah High SchoolSchools is a no-shouting environment.
Not Running Not running when moving around the building, in corridors or during transitions
Being Purposeful Being focused during class and moving between lessons quickly
Being Resilient Giving my best at all times, and always giving 100%
Being Respectful and Courteous Towards all adults placed in charge of my care at school

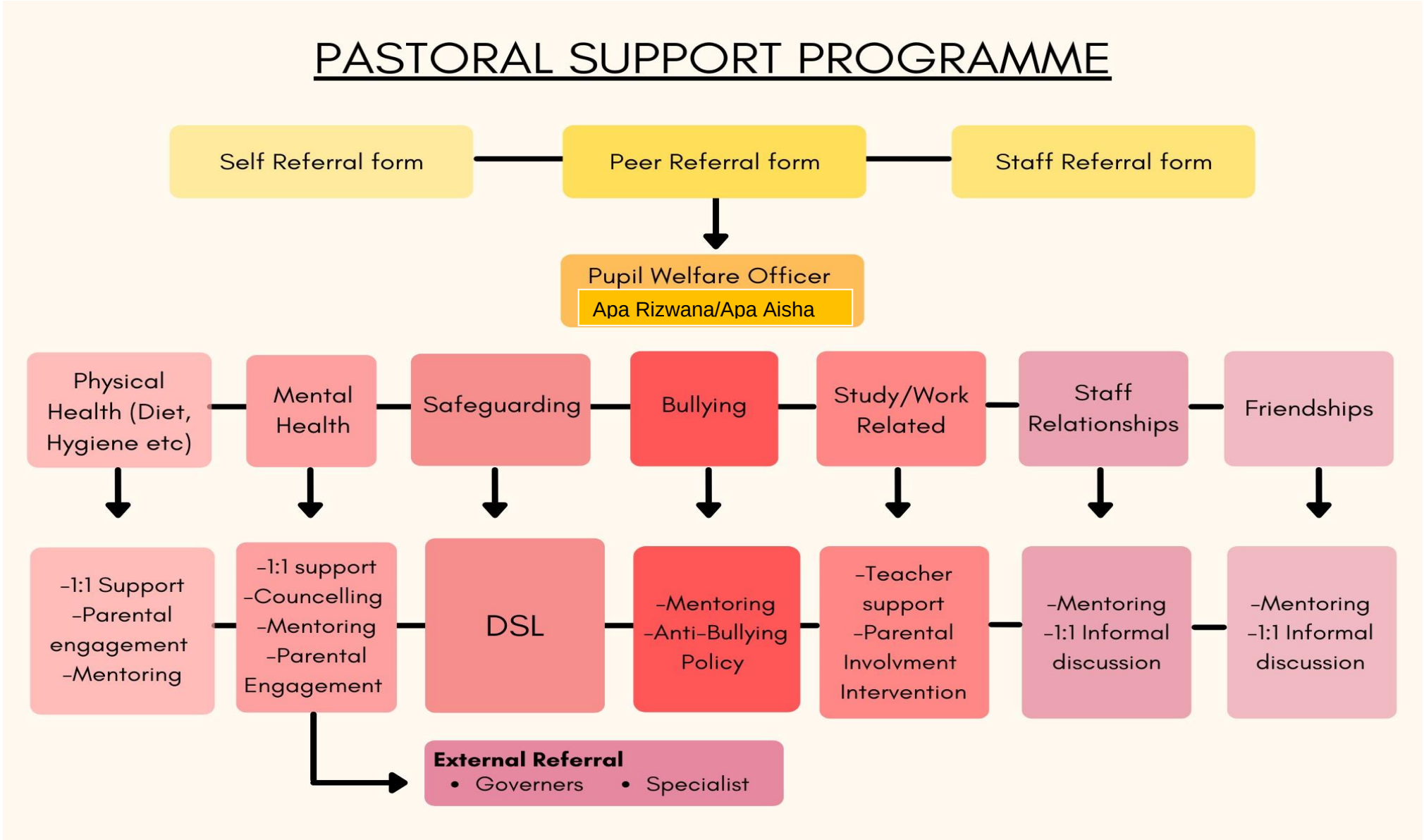
POSITIVE BEHAVIOUR AWARDS



SANCTIONS PYRAMID



PASTORAL SUPPORT PROGRAMME



APPENDIX 3