

Behaviour and Discipline Policy

1. Opening Statement

Our policy has been developed through discussions with Parents, children and staff - both teaching and non-teaching. It reflects the values of Tawhid Boys School. We believe that a successful partnership between Parents and the School can bring out the best in children. Parents need to be kept informed of their child's good behaviour or be contacted at the start of any pattern of poor behaviour, and to be involved in strategies to improve behaviour. Staff should be approachable and accessible, prepared to listen to Parents and able to ensure that Parents feel their concerns have been heard.

Tawhid Boys School aims to be a place where:

- The whole school community are active learners
- All pupils may have full access to the curriculum and all aspects of School life
- All pupils will be free to learn without disruption, safe from threat and harm in the classroom and in the playground.

In order to achieve this, children must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.

This is a working document and our practice in this area is constantly developing - the policy will be updated at regular intervals to reflect these developments.

2. Rights and Responsibilities

We believe that children in our School have the right to learn, to be treated with respect and dignity and to feel safe.

Alongside this we believe children have the responsibility to listen attentively and apply themselves to their work, to treat others with respect and to exercise self-control.

3. Aims

1. To establish Tawhid Boys School as a safe, caring and respectful community where children are safe.
2. For everyone at Tawhid Boys School to have high standards and expectations of work and behaviour and for children to work to their potential.
3. For all staff to take active responsibility for children's behaviour around School and in the classroom and playground. 'All our children are all our children'.
4. For Teachers and adults to take the initiative in establishing a positive ethos, communicating in a clear and friendly manner; and giving and receiving respect.

4. Rules

All members of the school, Staff and Pupils, must abide by Islamic manners and etiquettes at all times. There are also health and safety rules, and rules which reflect legal requirements. These rules and other helpful guidelines are set out in Appendix A. (Also see the School Health & Safety Policy, Child Protection & Anti Bullying Policies)

Acceptable and unacceptable behaviour will be discussed with the children and rules will be unambiguous and applied firmly, fairly and consistently. (See School Code of Conduct)

5. Rewards and Sanctions

Children need a calm and purposeful classroom atmosphere if they are to learn well. Effective teaching, designed to stimulate and engage pupils, helps maintain an orderly learning environment. Within this framework, we aim to promote good behaviour through rewarding attentive listening, co-operation, work, effort, achievement, kindness and politeness. Rewards for good behaviour include:

- Verbal praise
- Log book system
- Certificates
- Notes to Parents
- Opportunities to show good work to others through presentations and display work around school

We aim to discourage poor behaviour by ensuring that children understand that particular behaviour is unacceptable. We show them that misbehaviour is never condoned or allowed to disrupt the learning or safety of others. Children who misbehave will be reminded first, then warned. Repeated misbehaviour will incur sanctions, which are predictable and will be consistently carried out.

Sanctions for moderate misbehaviour include:

- Reprimand
- Detentions
- Change of seat
- Completion of work in break, lunch or after school
- Reduction of playtime
- Withdrawal from class to Form tutor or another teacher
- Subject Report

Serious incidents of misbehaviour, such as the following, will normally lead to withdrawal from the class or playground. If children persistently behave in this way, a referral is made to the form tutor if necessary, parents will be contacted, a Monitoring Report will be drawn up. Re-occurrence will result in fixed term exclusions and possible a permanent exclusion.

1. Leaving the School premises without permission.
2. Leaving the classroom during lesson time without permission
3. Physically hurting other children or adults
4. Threatening or bullying other children
5. Fighting
6. Kicking walls, slamming doors, throwing or damaging property
7. Refusing to follow instructions
8. Intentional rudeness to adults
9. Abusive language or swearing
10. Temper tantrums

A child may be put onto a probationary period at any time during the academic year in the event of unsatisfactory attitude, behaviour, attendance, punctuality, organisation, presentation and lack of cooperation. The child will be supported, monitored and will need to make significant improvement to continue. In the event of unsatisfactory progress made the school has the right to take the child off roll or refuse admission in the following academic year

Guideline for misdemeanours/which punishment fits which crime!

Below is a guideline of suitable sanctions for each level of misbehaviour.

Low-level misdemeanours

For example:

- minor rudeness to other students
- forgetting equipment
- incorrect or incomplete school uniform
- talking repeatedly, and so on.
- throwing non-dangerous objects
- standing and walking around in the class without the teachers permission

The punishment for the above type of misbehaviour should be a detention of 10 minutes. It should be with you on the same day as the misdemeanour takes place. It is absolutely *vital* that you **must** remember to enforce any detentions you set. If you don't turn up, then the sanction is worthless and, in fact, to do this is probably worse than imposing no sanctions at all. It is suggested to write the student's name down, maybe in teacher's blue register, then cross it off when the detention has been served.

Medium-level misdemeanours

For example:

- Not doing homework
- Minor rudeness to the teacher
- Swearing, but not *at* anyone
- Anti-islamic behaviour - insolence
- Chatting repeatedly and refusing to be quiet
- Refusal to complete work
- Damaging another pupil's clothing or property
- Writing graffiti on books, tables, walls etc
- Eating or drinking in class.
- Damaging school property
- Damaging or defacing own exercise book(s)
- Late more than once in a week
- Misbehaviour during Salaah and Assembly
- Chewing gum

A longer detention should be set for this type of misbehaviour, 30 minutes. You **must** make sure that you issue a detention slip at least one day in advance or make a note of the detention in the students diary. Ensure missed detentions are chased up. Have something prepared for them for their detention. Remember that a detention is something that the students really dislikes and hates. A Referral form must also be completed.

All detentions must be logged on the staff share DETENTION LOG

Serious misbehaviour (student to be Referred to Head of Pastoral Care or Head Teacher)

For example:

- Fighting
- Serious swearing (*at you or at another pupil*)
- Throwing dangerous objects
- Completely ignoring the teacher's instructions, and so on.
- Serious bullying (*verbal, mental & physical*)
- Damaging school property
- Stealing

For some serious misbehaviour the teacher can send the student out of the classroom. Do not become one of those teachers who send difficult students outside the room to stand on their own for the rest of the lesson. This is not a sanction; it is denying the student their education and a chance to sort out their own behaviour. You are still responsible for the student, even if he is standing outside the classroom, and if anything should happen to him, you will be accountable.

This type of serious incidents should be dealt by the Head of Pastoral care or the Head Teacher. You must make sure a RED Referral form (serious incident form-kept in Staff Room, office and on Staff Share area) is completed and passed on as soon as possible. It is a fact that when incidents similar to these are not recorded and not dealt with, matters just gets worse, then you will surely find the same incident happening again very shortly.

If the parent of the student is going to be called into school for the misbehaviour of their child, then you might also want to request to be there at the meeting. Please ensure you have recorded all meetings with Parents / Carers using the Parent interview form, signed by yourself and the parent / carer and filed a copy in pupils record. A copy should also be given to the parent / carer.

6. Exclusions

Exclusion is always the last resort but the School insists on its right to exclude pupils whose behaviour is such that it infringes upon the rights of children to learn in a safe environment and upon the rights of adults to carry out their jobs.

Exclusion may be for a fixed term or permanent. We always try to warn Parents if we are considering excluding their child. Sometimes, however, we cannot do this.

There is a School process attached to permanent exclusions which enables Parents to appeal against any decision to exclude their child permanently.

7. Dealing with misbehaviour.

Tawhid Boys School seeks to minimise the levels of disruption or distress associated with serious behavioural difficulties through responding quickly and calmly to incidents and using procedures that are clearly understood by all. We recognise that a firm, consistent and positive approach, adopted by all adults in the School community, is the key to establishing and maintaining good behaviour.

In the classroom, the class teacher or adult who is working with the child normally deals with misbehaviour. In other settings, around the School or in the playground, incidents of misbehaviour should be dealt with by the adult who sees the incident and, if necessary, reported to the class Teacher through the Referral Form.

When dealing with misbehaviour, adults should endeavour to:

- a) Avoid confrontation. Allow angry children to calm down, then speak to them.
- b) Listen to what is being said.
- c) Establish the facts, where possible.
- d) Use raised voice sparingly.
- e) Use punishments sparingly, avoiding group punishments, which penalise children who have not misbehaved.
- f) Judge only when certain.
- g) Ensure that the child receives the message that it is his behaviour that is disapproved of and not the child himself
- h) Follow through incidents so that children experience fairness and consistency from staff and learn to take responsibility for their misbehaviour and make amends where appropriate.

8. Preventative strategies

'Cooling down': children who have difficulty in managing their own behaviour may benefit from a short period out of class to 'cool down'. (2-5 mins)

Working in another class: children who fail to carry out their work in class through inattention, chatting or avoidance of the task may be helped by being sent, for a short time, to work in another class, i.e. with Form Tutor, where they will be given minimal attention and expected to work independently. (please check with teacher first)

9. 'Behaviour Beyond'

Dealing with children with marked behavioural difficulties can be an intractable and frustrating task. There are genuine concerns about all pupils receiving their fair share of attention, about the apparent wilfulness of some children's behaviour, and about the pressures placed on Teachers by persistent, extremely challenging behaviour. We recognise that staff may feel isolated, upset and discouraged when dealing with such behaviour and that they will need active support from management and colleagues.

10. Early identification and provision for pupils with behavioural difficulties

Even very young children may show patterns of extreme and unacceptable behaviour but, whatever the child's age, early identification and intervention is likely to reduce the subsequent severity of behavioural difficulties. We recognise that learning difficulties may cause or exacerbate poor behaviour or, conversely, that behavioural difficulty may adversely affect the child's ability to learn. Strategies may include:

- Early involvement of Parents
- Assessing the child's needs.

Drawing up a Individual Educational Plan (IEP) to define clear targets based on close observation of the child. This should involve the SENCO, Tutor, Parents, child and external agencies. Targets need to be motivating and achievable.

We are aware that these children often find changes in routine and transition times particularly difficult and that, therefore, punctuality, predictability and consistency are extremely important in creating constructive provision for children with such needs.

11. Equal Opportunities

We recognise that some pupils have great difficulty in behaving acceptably, and so make heavy demands on School resources. In this way, they can disrupt the learning of their peers. We firmly believe that these children have equal rights of access to the curriculum, and we must not discriminate against them because of their emotional and behavioural needs. We recognise that they have special needs and require additional support to learn to behave appropriately in School. This will always entail the active support of their Parents or carers. However, all the children have a right to learn without disruption; the School rules provide a framework for this and they apply equally to all pupils, without exception.

APPENDIX A: School Rules and Procedures

Golden Rules

Respect each other and property

Listen well	-	don't interrupt
be gentle	-	don't hurt anybody
be kind	-	don't hurt anybody's feelings
look after property	-	don't waste or damage anything
work hard	-	don't waste another's time
be honest	-	don't tell lies

Health and Safety Rules

1. Observe Islamic etiquettes and mannerism at all times
2. Respect all school property and keep classroom tidy
3. No eating or drinking in school (Chewing gum is banned throughout the school)
4. Listen when the teacher is talking
5. Put your hand up when you want to say something
6. Stay seated unless you have permission to move
7. Be polite to one another
8. Respect other students and their property
9. Do not throw anything
10. Make sure you do not need to go to the toilet during the lesson

Legal requirements

Children should attend School regularly and arrive and be collected punctually. Children are expected to respect the School environment - writing graffiti, damaging property and vandalism are forbidden. Dropping litter is not acceptable.

Children are expected to look after their own belongings and respect the School's and others' property and equipment. Stealing of any sort, borrowing and not returning, taking without permission etc. - is forbidden.

Helpful points for calm daily routine

When the bell is rang at 8.15 a.m. children should go straight to their classes and tutors should take registers once class has settled down. – Taking the register should start at 8:20am

Breaktime and Lunchtime

We want pupils to respect each other and adults in the school and in the playground. Three members of Staff are on duty each day during break time in the playground. Year 6, 7 & 8 will be situated at the lower end of the playground allowing children to be in a safe secure environment. Year 9, 10 & 11 will use the upper end of the playground. Teachers are to ensure this segregation is carried out. There will be no ball or any other chase games allowed during break time. Teachers on break duties shall begin to line up classes 2 minutes before the end of break in order to ensure pupils are ready. Teachers will collect the classes they are teaching at the end of break from the playground and escort them into the school building. Teachers must ensure litter duty is carried out by the class as per rota. Staff need to be punctual to collect their classes

Problems

If rules are broken persistently, then children will

- Miss a breaktime
- Stay close to a teacher
- Remain in an area designated by the teacher

Lunchtime assistants will report any difficult behaviour back to tutors via a referral.

The final sanction for children who are unable to play and are a danger to others will then be supervised by their own parents or sent home for lunch every day.

Wet Play

Pupils are to remain in their classes. Form tutors will supervise their forms. Non tutors on break break duty will supervise the staircase and wudhu area. Ensure all rubbish has been bagged up and classrooms are left in a presentable manner. No ball games are allowed during wet play in classrooms or any other part of the school building. After break, teachers are to ensure classrooms are clean before lesson starts. Computer room is not to be used during wet play.

Prayer time

For first Salaat classes should be collected from the Form rooms & for the second Salaat from the playground, and taken to the Prayer. They need to be supervised during Wadu (ablution) to ensure behaviour is at an appropriate level. Once in the Prayer room, Silence should be observed by all. This needs to be emphasised and reinforced to pupils at all times. During Salaat (prayers), absolute silence must be observed. Those pupils found spoiling their Salaat must be asked to repeat their Salaat and parents to be informed by Tutors of their misbehaviour. Teachers on duty will log pupils who nigate the prayer room rules and detentions will be given.

Pupils persistently arriving late for Salaat must be detained, by the Form Tutor, either during lunch or after school to ensure Taleem has been observed. Parents must be informed of the situation and the pupil monitored closely. Pupils who continue to disrupt Salaat should be withdrawn and alternative arrangements made for them in school for a fixed period of time. Where the situation has not improved parents must be informed and requested to make alternative arrangements for their child during Salaat and Lunch time.

End of School Day

Please ensure all children leave the school premises and go straight home. Children must not hang around the bus stop or on the pavement obstructing other pedestrians. They must wait in the front forecourt if they are waiting for someone to collect them. Staff on duty must enforce these rules. Staff must also ensure they are punctual and the duty is carried out as timetabled. All pupils are to leave the school premises with full school uniform. Staff on after school duty must ensure that pupils are sent back into school to change back to school uniform. Parents need to be informed for pupils persistently offending.

Disciplinary Procedure

CLASSROOM

Teacher uses non confrontational methods of dealing with situations to reach a quick and successful outcome. This may include the following:

- Reprimanding the student
- Change of seat
- Detentions
- No break time
- Withdrawal from class

REFERRAL FORMS

Students behaviour is **CAUSE FOR CONCERN**

Serious misconduct is to be noted on this form.

Referral forms must be logged in the RF log on the staff share area. and then passed on to the form Tutor, who will take appropriate action, either speaking to the pupil or calling the Parent in.

After all procedures fail to show improvement or for more serious incidents a **RED Referral** will be completed and sent to the HT to process.

REPORTS

Student does not improve his behaviour, parents are notified at this point, and student put on Report to monitor behaviour.

Parents need to be notified of students progress.

Decision to be made on if further monitoring of behavior is required. This is done in consultation by the form tutor with HT.

Fixed Term Exclusion

Behaviour is such that it infringes upon the rights of other children to learn and play in a safe environment and upon the rights of staff to carry out their duties.

A student becomes aggressive, physically or verbally, towards other students or a member of staff.

All fixed term exclusions are to be authorised by the Head Teacher. In the absence of the Head the Deputy Head will take decision.

IEP

A Plan is agreed between the student, parent and the school.

Targets are set and based on close observation of the student.

Once these have been agreed, the student is to comply to these and any breach of these will result in automatic fixed term exclusion of the student. Parent to collect from School.

This will allow the student time to consider their conduct.

The incident will then be investigated and discussed with student and parent.

PERMANENT EXPULSION

Student is permanently excluded. Decision to be taken by School Development Committee