Behaviour and Discipline Policy

Contents

1. Statement of Intent

Tawhid Boys School is committed to fostering a safe, respectful, and nurturing environment in which every pupil feels valued, supported, and able to thrive academically, socially, and spiritually. Our Behaviour Policy is firmly rooted in Islamic principles and the teachings of the Prophet ﷺ, promoting compassion, justice, empathy, accountability, and positive character development.

We aim to create a school culture where positive behaviour is explicitly taught, modelled, and reinforced, and where pupils are encouraged to develop self-discipline, responsibility, and respect for themselves and others. High expectations for behaviour are maintained to ensure that all pupils can learn without disruption and feel safe from harm, intimidation, or discrimination.

Central to our approach is the promotion of self-regulation and emotional literacy. Through emotional coaching and supportive guidance, pupils are helped to understand their feelings, manage their behaviour, and make positive choices. We recognise that behaviour is a form of communication and seek to address underlying needs rather than rely solely on punitive measures.

Restorative practices are used to resolve conflict, repair relationships, and encourage reflection, accountability, and reconciliation. Pupils are supported to understand the impact of their actions, take responsibility, and restore trust within the school community. Sanctions, where necessary, are fair, proportionate, and consistent, and are always applied with the aim of supporting personal growth and long-term positive behaviour.

We ensure inclusive practice by anticipating and addressing barriers to meeting behaviour expectations, including appropriate adjustments and support for pupils with SEND and other additional needs. Behaviour expectations are clear, consistently communicated and understood by pupils and staff.

We work in close partnership with parents and carers, recognising their vital role in supporting behaviour and wellbeing. Staff are committed to working collaboratively, modelling exemplary conduct, and providing consistent, inclusive, and trauma-informed support to all pupils.

Through this approach, Tawhid Boys School seeks to nurture confident, resilient, and morally grounded young people who embody Islamic values, contribute positively to society, and demonstrate respect, kindness, and integrity in all aspects of their lives.

This policy has been developed in consultation with the School community and reflects the values of Tawhid Boys School. We believe that a strong partnership between parents and the school supports positive behaviour and pupil development. Parents will be informed of good behaviour and contacted early if concerns arise, and involved in strategies for improvement. Staff are expected to be approachable, responsive, and attentive to parental concerns.

Tawhid Boys School aims to ensure that:

- Every pupil can learn in a calm and supportive environment
- All pupils have full access to the curriculum and school life
- Good conduct and mutual respect are embedded in day-to-day school life

The Behaviour and Discipline Policy is rooted in the teachings of the Prophet ﷺ, which emphasise good character, mercy, respect, humility, self-control, and responsibility towards others.

- "The best of you is the best among you in conduct." (Bukhari & Muslim)
- "He who shows no mercy to our young or honour to our elders is not of us." (Tirmidhi, Abu Dawud)
- "The most perfect believer is the one with the best manners." (Tirmidhi)
- "Allah will not have mercy on one who is not merciful to people." (Bukhari & Muslim)
- "Do not become angry." (Bukhari)
- "The best among people is the one most beneficial to others." (Ahmad, Tirmidhi)
- "A Muslim is a brother to a Muslim." (Muslim)
- "The one who breaks relationships will not enter Paradise." (Bukhari & Muslim)
- "Part of someone being a good Muslim is leaving that which does not concern him." (Tirmidhi, Ibn Majah)
- "A true Muslim is one from whose tongue and hands others are safe." (Bukhari & Muslim)
- "Whoever humbles himself for the sake of Allah, Allah will raise him." (Ahmad, Bayhaqi)

Pupils are made fully aware of behaviour expectations, rewards for positive conduct, and consequences for unacceptable behaviour. We recognise that all pupils are individuals with differing backgrounds and abilities, and behaviour management will support personal growth and development.

This is a working document and will be reviewed and updated regularly.

2. Aims

This policy brings together the principles and practices of behaviour management at Tawhid Boys School to ensure a safe, respectful, and supportive learning environment. It aims to:

1. **Define a positive, whole-school ethos towards behaviour**
   Our school values guide all aspects of conduct, learning, and interactions:
   - **Faith & Excellence** – Striving for academic achievement while upholding Islamic integrity and moral character.
   - **Resilience & Confidence** – Overcoming challenges with determination, self-belief, and perseverance.
   - **Community & Responsibility** – Acting with kindness, integrity, and leadership to contribute positively to society.
   - **Lifelong Learning & Growth** – Embracing knowledge, innovation, and continuous personal and spiritual development.
2. **Promote consistency in positive behaviour management**
   - Establish clear expectations for conduct across all school contexts, including classrooms, playgrounds, and online environments.
   - Encourage positive reinforcement and recognition of good behaviour, while supporting pupils to reflect on and learn from mistakes.
3. **Provide guidance and support for staff**
   - Offer clear procedures and strategies for responding to inappropriate behaviour in a fair, proportionate, and consistent manner.
   - Equip staff to use restorative approaches, emotional coaching, and other supportive interventions to address underlying needs and strengthen relationships.
   - Ensure that all staff understand their role in modelling exemplary conduct, maintaining high expectations, and promoting a culture of respect and accountability.
4. **Support inclusive practice**
   - Recognise that pupils have diverse backgrounds, abilities, and needs, and adapt behaviour strategies accordingly.

o Ensure that all pupils have equal access to learning and opportunities to develop socially, emotionally, and spiritually.

By achieving these aims, Tawhid Boys School seeks to nurture confident, responsible, and morally grounded young people who embody Islamic values and contribute positively to the school community and wider society

3. Rights, Roles and Responsibilities

Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT will:

- Promote high standards of behaviour across the school, working collaboratively with staff, pupils, parents and external agencies.
- Lead the pastoral system and support staff in implementing behaviour strategies and daily duties.
- Ensure all behaviour policies and procedures are applied fairly, consistently, and in line with the school Islamic ethos and statutory guidance.

Pupils' Rights and Staff Responsibilities

At Tawhid Boys School, every pupil has the right to:

- Learn in a safe and secure environment
- Be treated with dignity, respect, and fairness
- Access a balanced curriculum that meets individual needs

Staff are responsible for:

- Safeguarding pupils and promoting their health, safety, and wellbeing at all times, in line with statutory safeguarding guidance
- Supporting all pupils to achieve their full potential academically, socially, morally, spiritually, and emotionally
- Establishing and maintaining positive, respectful relationships that promote responsibility, mutual respect, and good conduct
- Upholding consistently high standards of teaching, learning, work ethic, and behaviour, in accordance with school policies
- Monitoring, assessing, and communicating pupils' progress effectively, including providing formal reports to parents at least twice per academic year
- Ensuring prompt communication with parents and carers, including making contact on the first day of any unexplained pupil absence, in line with attendance procedures
- Recognising, recording, and celebrating pupils' achievements, progress, effort, and positive behaviour
- Treating all members of the school community with fairness, dignity, and respect, while actively promoting equality, diversity, and inclusion
- Being approachable and welcoming to parents and carers, and encouraging meaningful parental engagement in pupils' learning and wider school life

Pupils' Responsibilities

Pupils are expected to:

- Attend school regularly and punctually, in line with the school's attendance policy and statutory requirements
- Wear the correct school uniform at all times, in accordance with the school's uniform policy
- Complete all classwork, homework, and coursework to the best of their ability and submit it on time
- Provide an explanation for any absence on the first day of return to school, in line with attendance procedures
- Listen carefully, engage positively in learning, and allow others to learn without disruption
- Behave in a polite, considerate, and respectful manner towards all members of the school community
- Take responsibility for their learning environment by caring for school property and avoiding littering, vandalism, or graffiti
- Treat others fairly and with respect, refraining from discriminatory language or behaviour, bullying, or involvement in conflicts that do not concern them, in line with the school's Pupils Code of Conduct policy

Governing Body

The Governing Body will:

- Support the school in promoting positive behaviour and addressing behavioural issues
- Monitor and evaluate the impact of the behaviour policy regularly

Monitoring and Evaluation

The Governing Body will review the policy's effectiveness on a termly basis using data provided by the Headteacher, including:

- Number and types of rewards issued (e.g., Merit system, Log Book)
- Number of internal, fixed-term, and permanent exclusions
- Instances of bullying and actions taken

4. Rules

All members of Tawhid Boys School, including staff and pupils, are expected to uphold Islamic manners and etiquettes at all times. In addition, all school community members must comply with health and safety requirements and legal obligations. Detailed rules and practical guidance are provided in Appendix A, as well as in the School Health & Safety Policy, Safeguarding & Child Protection Policy, and Anti-Bullying Policy.

Acceptable and unacceptable behaviours will be clearly communicated to pupils. Rules are designed to be unambiguous, fair, and consistently applied, supporting a positive school culture where pupils understand the expectations and consequences of their actions.

Pupils are encouraged to take responsibility for their behaviour, and staff model and reinforce the school's expectations through positive reinforcement, guidance, and restorative practices.

Reference: See the School Code of Conduct for full details of expected behaviour and responsibilities.

5. Behaviour Expectations and Code of Conduct

At Tawhid Boys School, all pupils and staff are expected to act in accordance with Islamic manners, etiquettes, and the school's core values. Behaviour expectations are designed to ensure a safe, respectful, and supportive learning environment where everyone can thrive.

5.1 Core Behaviour Principles

Pupils are expected to:
- Treat all members of the school community with respect, courtesy, and fairness.
- Take responsibility for their actions and choices.
- Show honesty, integrity, and kindness in all interactions.
- Respect school property and the environment, including classrooms, playgrounds, and digital spaces.
- Follow instructions promptly and responsibly.
- Avoid all forms of bullying, discrimination, or harassment.
- Maintain personal safety and the safety of others.

Staff are expected to:
- Model exemplary conduct and uphold the school's values.
- Apply behaviour expectations consistently and fairly.
- Reinforce positive behaviour and provide guidance to correct inappropriate behaviour.
- Support pupils in developing self-regulation and emotional literacy.
- Maintain accurate records of behaviour, rewards, and sanctions.

5.2 Classroom Expectations

Pupils should:
- Follow the School's 'First Five' & 'Final Five 'routines
- Arrive on time and be prepared to learn with the correct equipment and uniform.
- Listen attentively, follow instructions, and engage actively in lessons.
- Respect the right of others to learn without disruption.
- Complete homework and classwork to the best of their ability and submit on time.
- Seek help appropriately and contribute positively to group activities.

Staff will:

- Establish clear routines and expectations at the start of lessons.
- Use praise and recognition to reinforce positive behaviour.
- Address inappropriate behaviour promptly and proportionately, using restorative approaches where appropriate.

5.3 Playground and Social Expectations

Pupils should:

- Play safely and inclusively, showing respect and consideration for others.

- Avoid behaviours that could cause physical or emotional harm.
- Take responsibility for keeping the environment clean and free of litter.
- Report bullying or unsafe behaviour to a member of staff immediately.

Staff will:

- Supervise pupils actively and intervene early to prevent conflict or unsafe behaviour.
- Promote positive interactions, teamwork, and cooperative play.
- Record incidents of concern and ensure follow-up actions are taken.

5.4 Online and Digital Conduct

Pupils should:

- Use school IT and digital devices responsibly, following the **Acceptable Use Policy**.
- Respect the privacy and dignity of others online.
- Avoid accessing inappropriate content, cyberbullying, or sharing harmful material.

Staff will:

- Monitor online use in accordance with school policies and safeguarding guidelines.
- Educate pupils on safe, respectful, and responsible digital behaviour.
- Address online misconduct with the same consistency and restorative principles as in-person behaviour.

5.5 Rewards and Sanctions

- Positive behaviour is recognised through praise, merits, certificates, and privileges.
- Unacceptable behaviour is addressed proportionately, fairly, and consistently, with the aim of supporting personal growth.
- Restorative practices are used to resolve conflicts, repair relationships, and promote reflection.
- Serious or repeated breaches may result in sanctions such as detention, internal isolation, or fixed-term exclusions in line with DfE guidance.

5.6 Alignment with Values and Safeguarding

All behaviour expectations are aligned with the school's **Islamic ethos** and the **teachings of the Prophet ﷺ**, emphasising good manners, respect, self-control, and responsibility. Behaviour management also supports safeguarding, ensuring that pupils feel safe, protected, and confident to report concerns.

6. Rewards

A calm, purposeful, and supportive learning environment is essential for pupils to achieve their full potential. Effective teaching that engages and stimulates pupils helps maintain order, and within this framework, we actively promote **positive behaviour** by recognising and rewarding effort, achievement, cooperation, attentiveness, kindness, and politeness.

Rewards for positive behaviour include:

- Verbal praise and encouragement

- Reward points system (see Appendix E)
- Badges, certificates, and prizes
- Messages or calls to parents to celebrate achievements
- Opportunities to present good work or have it displayed around the school

7. Sanctions, Roles, and Restorative Approaches

While positive reinforcement is central to maintaining good behaviour, pupils must understand the **consequences of inappropriate or unsafe behaviour**. Tawhid Boys School applies sanctions fairly, consistently, and proportionately, with the primary aim of promoting reflection, learning, and personal growth.

7.1 Behavioural Sanctions

Sanctions are applied in a graduated manner, depending on the severity and frequency of the behaviour:

1. **Reminder** – Pupils are reminded of the expected behaviour.
2. **Warning** – Pupils are given a clear warning if the behaviour continues.
3. **Consequences** – Repeated or serious misbehaviour may result in:
   o Temporary loss of privileges or responsibilities
   o Time-out or reflection periods
   o Detention or internal isolation
   o Internal or fixed-term exclusions (in line with DfE guidance)
   o Permanent exclusion in extreme cases, as a last resort

All sanctions are applied consistently and proportionately, ensuring pupils understand why the behaviour is unacceptable and its impact on themselves and others.

7.2 Roles and Responsibilities in Behaviour Management

To support a consistent and respectful learning environment, the following expectations are set for staff and students:

Our Staff	Our Students
Greet students at the door at the start of every lesson	Greet their teachers respectfully when entering the classroom
Address students politely and professionally	Always address teachers with respect
Praise positive conduct and behaviour	Respond appropriately (e.g., "Yes Sir", "No Sir", "Labbaik Sir") to demonstrate respect
Use positive correction to improve behaviour in lessons	Engage fully in learning and attempt work to the best of their abilities
Use a 3-warning system to apply sanctions and detentions, avoiding confrontation (except in extreme circumstances)	Be prepared for lessons with the required equipment (black, red, green pens, pencil, ruler, scientific calculator, and geometry set)
Record student behaviour in a notebook rather than on the board to maintain a calm classroom environment	–

7.3 Recording Behaviour

Behaviour should be recorded in a notebook in a consistent format to support monitoring, restorative conversations, and parental communication.

Recording Format Example:

Student Name	Description	Time
Student A	Talking to Student C	10:20
Student A	Calling out	10:35
Student B	Calling out	10:35

Guidelines:

- Leave three lines between each student's name before recording another student.
- Record the behaviour factually and concisely.
- Use these records to support restorative actions, sanctions, and parent communication.

7.4 Restorative Approaches

Restorative practices are central to our approach:

- Structured reflection with a member of staff
- Discussions with affected peers to restore trust
- Apologies or restorative actions agreed by all parties
- Support for pupils to develop strategies for better behaviour

Restorative approaches encourage empathy, accountability, and self-regulation, helping to prevent repeated incidents and maintain a positive school culture.

7.5 Monitoring and Review

All sanctions, restorative interventions, and behaviour records are monitored to ensure:

- Consistency and fairness across the school
- Proportionate responses aligned with DfE guidance
- Opportunities for reflection and personal growth
- Data-informed review of policy and practice

7.6 Types of Exclusion

Internal Exclusion

An internal exclusion is a short-term sanction used to manage serious or persistent breaches of the school's behaviour policy without removing the pupil from the school site.

This may be used when a pupil:

- Commits a serious breach of the behaviour policy that does not warrant suspension

- Repeatedly disrupts learning despite prior interventions and sanctions
- Behaves in a way that compromises the safety, welfare, or learning of others
- Fails to respond to earlier behaviour support strategies

During internal exclusion:

- Pupils are supervised at all times by their Tutor or a member of the SMT
- Appropriate work is provided and completed
- The sanction is time-limited and restorative support is offered where appropriate
- Parents/carers are informed

Internal exclusion is not a statutory exclusion and must not be used as an informal or unofficial suspension.

Fixed-Term Exclusion (Suspension)

A fixed-term exclusion (referred to in DfE guidance as a *suspension*) is a statutory sanction where a pupil is temporarily removed from the school site.

This may be used when a pupil:

- Commits a serious breach of the behaviour policy
- Endangers the safety or welfare of pupils or staff
- Engages in violent, aggressive, or threatening behaviour
- Displays persistent disruptive behaviour despite previous sanctions and interventions

Key points:

- Only the Headteacher (or acting Headteacher) may authorise a suspension
- Suspensions are for a fixed number of school days (up to a maximum of 45 days in an academic year)
- Parents/carers are informed without delay and provided with reasons and reintegration arrangements
- Work is set and marked during the period of exclusion
- A reintegration meeting is arranged on return to school

Permanent Exclusion

A permanent exclusion is the most serious sanction and is used only when all other strategies have failed or in response to an exceptionally serious incident.

This may be used when a pupil:

- Commits a serious breach or persistent breaches of the behaviour policy
- Seriously harms or poses a significant risk to the safety or welfare of others
- Is involved in extreme behaviour such as serious violence (Verbal or physical Aggression), possession of a weapon, supplying illegal drugs, or sexual misconduct

Key points:

- Only the Headteacher may decide to permanently exclude a pupil

- The decision must be lawful, reasonable, fair, and proportionate
- Parents/carers are informed immediately and provided with written confirmation
- The Governing Board reviews the decision in line with statutory timescales
- The Local Authority is notified

8 Early Identification and Graduated Behaviour Interventions

Tawhid Boys School recognises that pupils may display patterns of challenging behaviour. Early identification and structured intervention are essential to reduce the impact of behavioural difficulties on learning and wellbeing. Behavioural challenges may arise from learning needs, social-emotional issues, or external factors, and can affect pupils' ability to engage fully with the curriculum.

All interventions are guided by Emotion Coaching, Restorative practice, and positive behaviour strategies, ensuring fairness, consistency, and support for pupils' personal growth.

8.1 Early Identification and Assessment

- Early involvement of parents/carers
- Internal assessment of learning, social, and emotional needs
- External assessment with specialist agencies if required

Key Principle: Addressing issues early reduces long-term impact and supports pupils in developing self-regulation, resilience, and coping strategies.

8.2 Graduated Behaviour Interventions

Stage	Student Behaviour	Actions / Teacher Intervention	Strategies	Outcome
Stage 1 Classroom Support	Low-level poor behaviour (talking, off-task, lack of effort); disruption or failure to follow instructions	Chance (first reminder) → Choice (second warning) → Consequence: 10–15 min detention (same day if possible; 24-hour notice for >10 mins after school); restorative discussion during detention; incomplete work completed	Positive behaviour correction; minimal disruption; Emotion Coaching; **CALM** (Connect, Acknowledge, Limits, Make a plan)	Pupil returns to task; targets set; improved behaviour and academic outcomes; higher self-esteem; positive teacher-student relationship; supportive school climate
Stage 2 Restorative Response	Continued disruption beyond Stage 1	30-min detention; removal from lesson if required; resolution meeting with teacher, tutor, and pupil (parent included for high-level behaviour); daily subject report (2 weeks) or behaviour report (4 weeks); parental contact and weekly updates	Restorative practice; collaboration and problem-solving; Emotion Coaching to label emotions, set limits, and problem-solve	Pupil takes responsibility; improved self-regulation; inclusion and participation; clear behavioural targets; coping strategies developed; solutions agreed collectively
Stage 3 Targeted Support	Persistent high-level disruption and high-level disruption beyond previous stages	Continue on report with tutor (4 weeks); SLT Behaviour Lead intervention; parental notification; consideration of an IEP; collaboration between tutor, SENCO, SLTBL, pupil, and parent; discussion at MAP meeting; removal from lessons if necessary	Emotion Coaching; restorative practices; problem-solving; IEP reviewed termly	Harm repaired; relationships restored; coping strategies reinforced; improved behaviour and academic progress; clear boundaries; sustained support
Stage 4 Specialist Support	Behaviour persists despite sustained intervention and requires statutory support	Referral for Educational Psychologist (EP) assessment; continue report; submit EHCP assessment; review IEP in light of EP / EHCP outcomes	Specialist assessment; continue IEP interventions; school action support	Targeted, evidence-based interventions; long-term tailored provision; access to curriculum and holistic development
Exclusions	Serious misconduct	External, internal, or permanent exclusion (see policy / Appendix D)	External: HT/DHT decision, reinstatement meeting, 2-week tutor report; Internal: SLTBL supervision, parent contact, 1-week tutor report	Safe learning environment; accountability; structured reintegration or permanent exclusion

8.3 Key Principles

- **Emotion Coaching:** Helps pupils label emotions, understand triggers, and develop self-regulation.
- **Restorative Practices:** Repair relationships, build empathy, and foster accountability.
- **Parental Involvement:** Parents are engaged early and throughout the process.
- **Consistency:** Graduated, proportionate interventions applied fairly across all pupils.
- **Monitoring and Review:** SLT Behaviour Lead tracks progress, reviews reports, and updates IBPs or PSPs as required.

9. Behaviour Management Outside the School

Tawhid Boys School has the right and responsibility to regulate pupils' behaviour beyond the school site to ensure the safety, welfare, and learning of all members of the school community. This includes, but is not limited to:

- Online activity (see the Online Safety Policy)
- School trips, work experience, or other school-related activities
- Journeys to and from school

The school may also take action, including exclusion, if behaviour outside school has a direct impact on the school community or poses a risk to the safety, welfare, or discipline of pupils and staff.

Key Principles:

- Staff are expected to maintain professional oversight of pupils' behaviour during school-related activities off-site.
- Pupils are accountable for maintaining the school's standards and values while representing Tawhid Boys School in any capacity.
- Parental support and communication are vital in managing and addressing behaviour outside of school.

10. Procedures, Guidance, and Support for Dealing with Misbehaviour

Tawhid Boys School seeks to minimise disruption and distress caused by behavioural difficulties by responding quickly, calmly, and consistently. Clear procedures, understood and applied by all staff, are essential to establishing and maintaining a positive school culture.

In the classroom, the class teacher or supervising adult addresses misbehaviour. In other settings, including around school or on the playground, incidents should be dealt with by the adult witnessing the behaviour. All staff are expected to follow school behaviour procedures consistently.

10.1 Key Principles for Staff

When managing misbehaviour, adults should:

1. Avoid confrontation wherever possible.
2. Allow pupils to calm down before discussing the incident.
3. Listen carefully to all accounts.
4. Establish the facts before making judgements.

5. Use a raised voice only sparingly and calmly.
6. Apply punishments sparingly; avoid group punishments that penalise those not involved.
7. Judge behaviour only when certain.
8. Ensure the pupil understands that it is their behaviour, not the child, that is disapproved of.
9. Follow through on incidents to ensure fairness, consistency, and accountability, enabling pupils to take responsibility and make amends where appropriate.

10.2 Approach

- Maintain a firm, consistent, and positive approach.
- Prioritise empathy, restorative practice, and clear communication.
- Encourage pupils to reflect on their behaviour, repair harm, and develop self-regulation skills.

11. Monitoring, Evaluation, and Reporting

Tawhid Boys School ensures that behaviour management is consistently effective, fair, and evidence-**based** through robust monitoring, evaluation, and reporting systems. This ensures that interventions are appropriate, progress is tracked, and policy adjustments can be made as required.

11.1 Monitoring Behaviour

- **Staff Records:** All incidents, rewards, sanctions, and restorative actions are recorded systematically by staff, including classroom teachers, playground supervisors, and tutors on Bromcom.
- **Behaviour Logs:** Records include student name, description of behaviour, time, location, and actions taken (see Section 7).
- **Analysis:** The SLT Behaviour Lead (SLTBL) monitors patterns of behaviour across the school, identifies pupils requiring additional support, and ensures consistency in application of the behaviour policy.

11.2 Evaluation

The SLTBL and Pastoral Team regularly review behaviour data to evaluate:

- Frequency and type of behaviour incidents (minor, moderate, serious)
- Number and distribution of rewards, detentions, and restorative interventions
- Patterns by year group, class, or individual pupils
- Effectiveness of interventions, including Emotion Coaching, restorative practice, IBPs, PSPs, and exclusions
- Trends in attendance and punctuality that may relate to behaviour

11.3 Reporting to Parents and Carers

- Parents are informed promptly of serious incidents or repeated behavioural concerns.
- Regular communication is maintained for pupils on reports, IBPs, PSPs, or probationary periods.
- Positive behaviour is also communicated to parents to reinforce expectations and encourage engagement.

11.4 Governing Body Oversight

The Governing Body receives termly reports from the Headteacher on behaviour across the school, including:

- Rewards and positive recognition (e.g., merit points, badges, certificates)
- Fixed-term and permanent exclusions
- Incidents of bullying or harassment and the actions taken
- Outcomes of IEP's, PSPs, and other targeted interventions
- Patterns or trends requiring strategic review

The Governing Body uses this information to:

- Ensure the policy is effectively implemented
- Identify areas for improvement or further support
- Ensure compliance with statutory guidance and safeguarding requirements

11.5 Continuous Improvement

Behaviour monitoring and evaluation inform:

- Sharing good practice, Staff training and professional development
- Policy review and updates to reflect best practice and DfE guidance
- Refinement of intervention strategies to meet individual pupil needs

12. Staff Training

Tawhid Boys School is committed to ensuring that all staff are equipped with the knowledge, skills, and strategies to implement the Behaviour Policy effectively. Staff training will include:

- **Behaviour Management Techniques:** Understanding of positive reinforcement, restorative practices, and emotion coaching.
- **Legal and Policy Updates:** Regular updates on DfE and Ofsted guidance, safeguarding, exclusion procedures, and school policy changes.
- **Inclusive Practice:** Strategies for supporting pupils with additional needs, SEND, and diverse backgrounds.
- **Conflict Resolution:** De-escalation strategies, managing challenging behaviour safely, and fostering respectful relationships.
- **Monitoring and Reporting:** Using Bromcom effectively for recording incidents, rewards, and sanctions.
- **Continuous Professional Development:** Annual refresher training, induction for new staff, and access to external courses and workshops.

Regular evaluation of training effectiveness will be carried out by the Senior Leadership Team to ensure that staff are confident, consistent, and supported in maintaining high standards of behaviour across the school.

13. Behaviour System Flow Chart

Behaviour System Flow Charts

13.1 Positive Behaviour Flowchart

Praise → Points/Postcard → Celebration Assembly

13.2 Low-Level Behaviour Flowchart

Reminder 1 → Reminder 2 → Regulation Break → Restorative Chat

13.3 Escalation Flowchart

Repeating Issues → Early Intervention → Detention + Restorative Planning

13.4 Internal Exclusion Flowchart

Serious Incident → SLT Investigation → Internal Exclusion → Monitoring

13.5 Fixed-Term Exclusion Flowchart

Serious Harm → Consider FTE → Parent Meeting → Work at Home

13.5 Fixed-Term Exclusion Flowchart

Serious Harm → Consider FTE → Parent Meeting → Work at Home

13.6 Permanent Exclusion Flowchart

Extreme Risk → Governor Review → Decision → Parent Notification → Transition Support
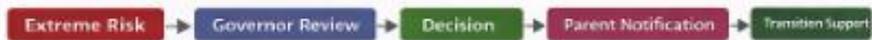
APPENDIX A: School Rules and Procedures

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. Eating & drinking in designated areas only (Chewing gum is banned throughout the school)
4. Listen when the teacher is talking
5. Put your hand up when you want to speak
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. Avoid going to the toilet during lesson time

Legal Requirements

- Children must attend school regularly and arrive and be collected punctually.
- Pupils are expected to respect the school environment. Writing graffiti, damaging property, vandalism, and littering are strictly prohibited.
- Children are responsible for looking after their own belongings and must respect the school's and others' property and equipment. Theft, taking without permission, or borrowing and not returning items is forbidden.

Helpful Points for a Calm Daily Routine

- Pupils enter school from 08:05–08:15. When the bell rings at 08:15, children should be in their classes. Teachers take registers once the class has settled. Registration ends at 08:20, and lessons begin immediately.

Break Time and Lunchtime

- Pupils must respect one another and school staff at all times.
- Three staff members are on duty in the playground daily. Year 7 & 8 occupy the lower playground, while Years 9–11 use the upper playground. Teachers must enforce this segregation.
- Ball or chase games are not permitted during break.

- Teachers must collect classes promptly at the end of breaks and escort pupils into school.
- Litter duties are carried out by classes according to the rota.

Persistent Misbehaviour during Break or Lunchtime:

- Pupils may miss a break, stay close to a teacher, or remain in a designated area.
- Lunchtime assistants report incidents via Bromcom to tutors.
- Pupils posing a danger to others may be removed from the playground and placed with their tutor.

Wet Breaks

- Pupils remain in classrooms, supervised by form tutors.
- Non-tutors supervise staircases and wudhu areas.
- Classrooms must be tidy, rubbish bagged, and no ball games allowed indoors.
- Teachers ensure classrooms are clean before lessons begin.
- Computer rooms are not used during wet breaks.

Prayer Time

- For the first Salaat, classes go to the prayer room; for the second Salaat, they are collected from the playground.
- Pupils must be supervised during wudhu to ensure appropriate behaviour.
- Silence must be maintained in the prayer room.
- Pupils disrupting Salaat must repeat prayers, and parents are informed. Tutors will log breaches, and detentions are applied as necessary.
- Persistent latecomers may be detained during lunch or after school. Continuous disruption may result in withdrawal from prayer sessions, with parents required to make alternative arrangements.

End of School Day

- Pupils must leave the premises promptly and go straight home.
- They must not block pavements or loiter at bus stops. Pupils waiting for collection must remain in the front forecourt.
- Staff on duty ensure these rules are enforced and remain punctual.
- Pupils must leave in full school uniform; after-school duty staff ensure uniform compliance.
- Parents are informed if pupils repeatedly fail to comply.

Appendix B – Bromcom Behaviour Sanction Points

Sanction Points Table		
Misconduct	points	Sanctions
Equipment missing	-1	Detention 10 mins same day
Other minor	-1	Detention 10 mins same day
Poor first five/final five	-1	Detention 10 mins same day
Lateness to lessons	-1	Detention the length of unexplained lateness
Late to school	-1	Detention 30 mins on same day
Banned food item	-2	Detention 30mins - 1 day notice to be given
Behaviour	-2	Detention 30mins - 1 day notice to be given
Homework	-2	Detention 30mins - 1 day notice to be given
Inadequate classwork	-2	Detention 30 -60 mins 1 day notice to be given
Missed detention	-2	Detention 30 - 60 mins 1 day notice to be given
Misbehaviour in salah	-2	Detention 30 - 60 mins 1 day notice to be given
Throwing	-2	Detention 30 - 60 mins 1 day notice to be given
Disruption	-2	Detention 30 - 60 mins 1 day notice to be given
Haircut	-2	Detention 30 - 60 mins 1 day notice to be given
Uniform	-2	Detention 30mins - 1 day notice to be given
Damage to school property	-3	Refer to Tutor & SA
Racist Incident	-3	Refer to Tutor
Insolence	-3	Refer to Tutor
Homophobic	-3	Refer to Tutor
Defiance	-3	Refer to HOP (MJ, UM)
Posession of mobile phone	-3	Refer to SLT LEAD (UM)
Truancy	-3	Refer to SLT LEAD (YR)
Bullying (Inc., General, Racist, Homophobic, Cyber)	-3	Refer to Tutor & SLT Lead for Cyber (YR) (Inform / Meet Parent apply sanctions)
Assault on pupil	-3	Refer to HEAD / D. HEAD / HOP (Internal / External Fixed / Permanent Exclusion)
Internal Exclusion (Does not warrant a fixed Term exclusion)	-4	Refer to HEAD / D. HEAD / HOP (Pupil to be removed from class and remain with Tutor for period
Fighting	-5	Refer to HEAD / D. HEAD / HOP (Internal / External Fixed / Permanent Exclusion)
Theft	-5	Refer to HEAD / D. HEAD / HOP (Internal / External Fixed / Permanent Exclusion)
Verbal abuse to staff	-5	Refer to HEAD / D. HEAD / HOP (Internal / External Fixed / Permanent Exclusion)
Exclusion	-5	Fixed Term Exclusion put on Report on reinstatement

KEY: THESE ARE IN LINE WITH BC SANCTION POINTS

1 point 10 minute detention same day		3 points refer to Tutor
2 points 30-60 minute detention with notice		3 Points refer to SLT

Teachers Guidelines for misbehaviour

For all longer detention then 10 mins, the teacher **must** make sure that they issue a detention slip at least one day in advance or make a note of the detention in the student's Planner. Ensure missed detentions are chased up. Have something prepared for them to do during the detention. Remember that a detention is something that the students really dislikes and hates.

All Behaviour Referrals and detentions must be logged on Bromcom

Appendix C: School Exclusions Flow Chart

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┌─────────────────────────────────┐
│      Faculty Exclusion          │
│         SLTBM / HOD             │
└─────────────────────────────────┘
                │
┌─────────────────────────────────┐
│    Fixed Term Exclusion         │
│        Head Teacher             │
│      In Absence D. Head         │
│      In Absence SLTBM           │
└─────────────────────────────────┘
                │
┌─────────────────────────────────┐
│    Permanent Exclusion          │
│    HT & Chair of Governors      │
│      Is child on Probation      │
└─────────────────────────────────┘
                │
        ┌───────────────────┐
        │ Is child on Probation │
        └───────────────────┘
                │
    ┌───────────┴───────────┐
  Yes                       No
┌──────────────────┐   ┌──────────────────┐
│ Permanent        │   │     Appeal       │
│ Exclusion        │   │ Shura Final      │
│   No Appeal      │   │   Decision       │
└──────────────────┘   └──────────────────┘
```
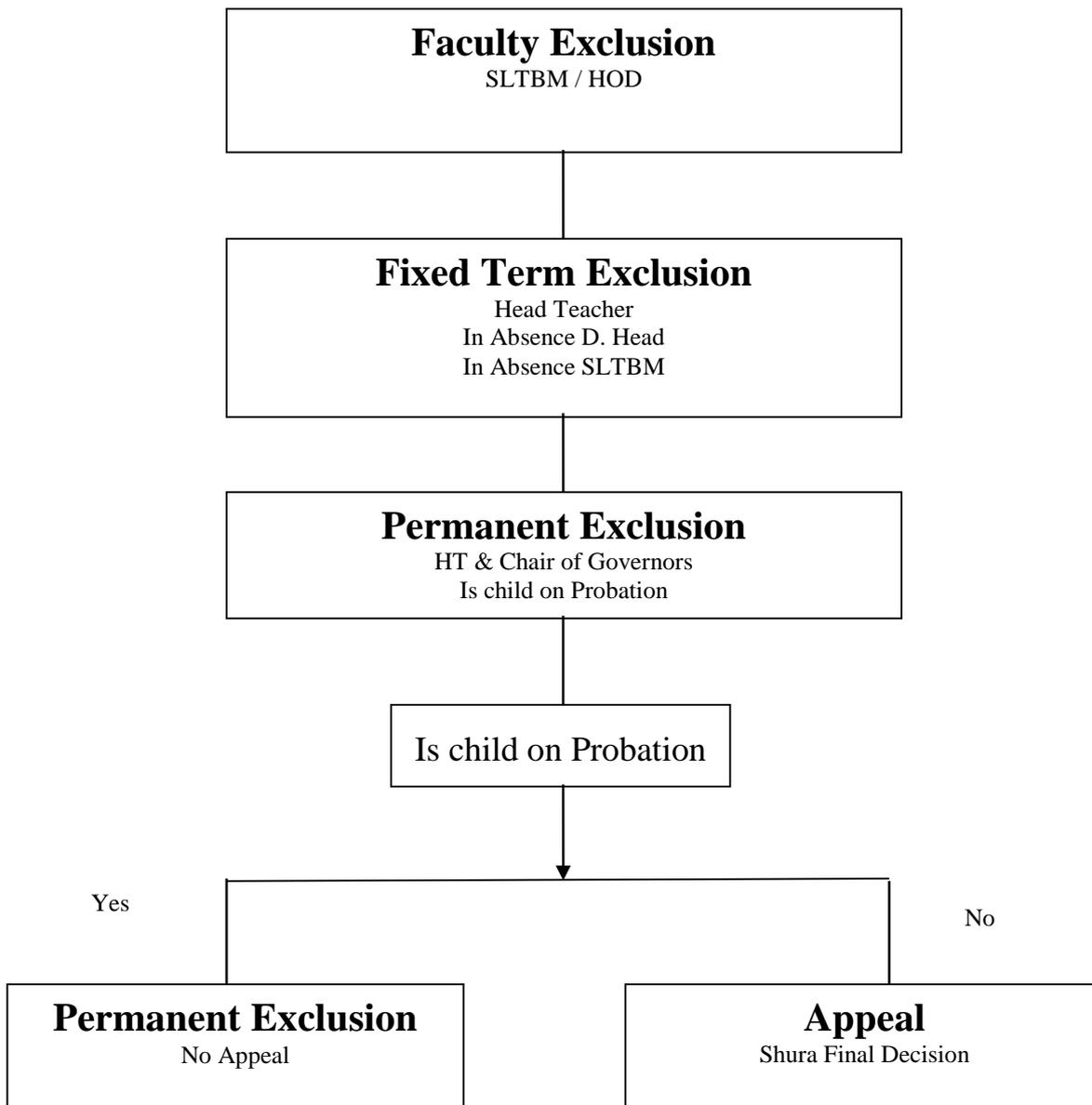
- Parents have a right to appeal to the Shura within 7 days of receiving notice
- Shura will reply back to parent within 14 working days of their decision which will be final

Appendix D – School Rewards System

Every pupil has a reward record on Bromcom, which tracks points accumulated throughout the academic year for positive behaviour, effort, quality of classwork, homework, and service to the school.

Tawhid Boys School operates a four-house system, with pupils organised into the following houses: Badr, Hudeybiah, Tabuk, and Khandaq. This system encourages teamwork, responsibility, and a sense of belonging.

Pupils can earn Mashallah (Reward) points or receive Astagfuerullah (Sanction) points based on behaviour, effort, and quality of work during lessons:

- Mashallah points: Two points are awarded to the pupil's house for good conduct, excellent work, homework completion, 100% attendance, punctuality, and environmentally friendly travel (walking or cycling to school).
- Astagfuerullah points: One point is deducted from the house total for poor behaviour or failure to meet expectations.

Points are tallied weekly in Bromcom, and prizes are awarded to the house with the highest point total at the end of the year. The winning house receives the Logbook Trophy, proudly displayed in the school.

Individual pupil achievements are also recognised:

- The top 10 pupils in the Logbook League at the end of the year receive trophies and medals.
- Pupils reaching milestones of 200, 300, 400, 500, 600, 700, and 1000 points receive gifts, certificates, and commendation badges.

This system fosters positive behaviour, encourages personal effort, and promotes healthy competition, while reinforcing the school's core values of respect, responsibility, and community.

Appendix E: Serious incident form

This form **must** be filled in before sending students to their tutor/SLTBM.

Name: Class   Date:

Nature of Incident:

What chance/sanction have you taken today?

Details of previous sanctions:

Recurring serious incident:

Name of Teacher   Subject   Signed:

Please tear the bottom half and allow the student to complete.

✂--

Student **must** fill and return to classroom teacher before being sent to his Tutor/SLTBM.

Name: Lesson: Date:

Please give your account of what has happened below.

'First Five' – Get to class routines

Within the first 5 minutes of each lesson, we should:

1. **Get to class** within the 'First Five' minutes and be seated.
2. **Uniform** – Jacket/coats off, hat on your head etc.
3. **Book/equipment** on the table.
4. **Bags** under the table.
5. **Silently wait** for your teacher's instructions.

   Begin with Recitation of Surah Fatiah as a whole class

12. 'Final Five' – Exit routines:

When getting ready for the next session we should:

1. **Silently** pack away.
2. **Take** all belongings with you.
3. **Stand** behind your chair.
4. **Pick** up any litter from your area.
5. **Silently wait** for your teacher to dismiss you.

For 1-4 we use our **hands only**, there is no need to talk.

اللهم للهم انفعني بما علّمتني وعلّمني ما ينفعني

Al lahumma infa ' nii bimaa ' allamtanii wa ' allimnii maa yanfa' unii

O Allah! Make useful for me what You taught me and teach me knowledge that will be useful to me

Classroom Practice Tips

1. Apply expectations consistently and fairly to all pupils, as inconsistency can undermine trust and behaviour management.
2. Anticipate and manage low-level disruption calmly and confidently; maintain routines and procedures even when they are challenging to implement.
3. Set and reinforce high expectations from the outset, including compliance with uniform standards and classroom entry routines.
4. Use positive reinforcement effectively by praising effort, progress, and positive behaviour, and recording achievements in line with school systems (e.g. logbooks or rewards).
5. Plan lessons thoroughly to ensure all pupils remain engaged, including extension activities for those who complete work early.
6. Follow a clear, graduated behaviour system with transparent consequences, applied in accordance with the school's Behaviour Policy.
7. Prioritise the development of positive relationships, recognising their long-term impact, particularly within tutor groups and pastoral roles.
8. Manage challenging situations professionally by avoiding confrontation; use de-escalation strategies and allow time for emotions to settle where appropriate.
9. Be patient and reflective, recognising that effective behaviour management develops with experience, consistency, and ongoing practice.