

Behaviour and Discipline Policy

1. Opening Statement

Our policy has been developed through consultations 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.

The behaviour and discipline Policy of Tawhid boy's school will be further founded on the following teachings of the Prophet SAW;

“The best of you is the best among you in conduct.”

[Sahih Al-Bukhari and Muslim]

“He who shows no mercy to our young, or honour to our elders is not of us”

[Tirmizi, Abu-Daud]

“The Most Perfect Believer is the one with Best Manners”

[Tirmizi]

“Allah will not have mercy on the one who is not merciful to people”

[Sahih Al-Bukhari and Muslim]

“Do not become Angry”

[Sahih Al-Bukhari]

Best amongst people is the one most beneficial to people

[Ahmed, Tirmizi]

“A Muslim is a brother of a Muslim”

[Muslim]

“The one who breaks relationships will not enter paradise”

[Sahih Al-Bukhari and Muslim]

“Part of someone being a good Muslim is his leaving alone that which does not concern him”

[Tirmizi, Ibn Majah]

“A true Muslim is the one from whose tongue and hands other Muslims stay safe”

[Sahih Al-Bukhari and Muslim]

“One who is humble for the sake of Allah, Allah will raise him”

[Ahmed, Imam Baihaqi]

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.

In all aspects of our work towards appropriate behaviour in school, we recognise that all students are individuals with different backgrounds and abilities, and that any appropriate action taken should support the growth of the individual.

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. Aims

This policy aims to draw together the various strands of behaviour management in the school, and:

- ✚ Define a positive, whole-school, ethos towards behaviour;
- ✚ Define the roles and responsibilities of each member of the school community;
- ✚ Provide guidance upon the implementation of a consistent approach to positive behaviour management;
- ✚ Provide clear procedures, guidance and support for staff when dealing with inappropriate behaviour.

3. Rights, Roles and Responsibilities

The Head Teacher and Senior Leadership Team will:

- ✚ Work with all members of the school community to ensure high standards of behaviour at all times.
- ✚ Lead the pastoral system by supporting staff through daily duty procedures.

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

- ❖ ensure that students are safe and secure
- ❖ work towards students achieving their full potential as valued members of the school community
- ❖ provide a balanced curriculum to meet students' individual needs
- ❖ seek high standards of work and behaviour through the building of good relationships and developing a sense of responsibility
- ❖ keep home informed about developments in school
- ❖ report to parents about academic progress at least twice a year
- ❖ keep home informed if students are not attending and contact home on the first day of any unknown absence
- ❖ record and reward good performance and progress as well as behaviour

- ❖ mark work regularly and provide meaningful feedback
- ❖ treat all members of the school equally and provide equality of opportunity
- ❖ be open and welcoming and offer opportunities for parents/carers to become involved in the life of the school.

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. Students will:

- ❖ attend School regularly
- ❖ be on time for registration and for lessons
- ❖ wear the correct school uniform
- ❖ complete all homework and coursework to the best of ability and on time
- ❖ bring absence notes on the first day of return
- ❖ be polite and helpful to others
- ❖ not cause litter or graffiti
- ❖ allow others to work in lessons by not disrupting them
- ❖ not allow discrimination
- ❖ not get involved in disagreements of others

The Governing Body will:

Support the school in its efforts to address issues related to behaviour.

Monitoring and Evaluation

The governing body will evaluate the impact of this policy by receiving data on a termly basis from the Head Teacher analysed by year group on:

- number and range of rewards for good behaviour (School Merit system, LOG BOOK)
- number of internal, fixed-term and permanent exclusions
- number of detentions and other analysis of behaviour
- instances of bullying and action taken

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
- Reward points system (Appendix E)
- Certificates and Prizes
- Messages to Parents
- Opportunities to show good work to others through presentations and display work around the 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

Guidance and the implementation of a consistent approach to positive behaviour management at Tawhid;

The following Stages set out the manner in which behaviour is managed at Tawhid. The chart illustrates the procedures set out below. Appendix B refers to the categories of different levels of misbehaviour at different stages with their consequences.

STAGE	Activities	Outcome
Stage 1 Student behaviour: Low level poor behaviour such as talking, off task, lack of effort, etc.	Teacher intervention: Chance & Choice (disapproval, quiet word, reminders of correct behaviour, etc.)	Improvement in behaviour? Teacher intervention: No further action – Lots of praise!
Stage 2 Student behaviour: Persistent low level poor behaviour which disrupts learning such as failing to follow instructions.	Teacher intervention: Consequence (Detention at break/lunch/other time for 10-30 minutes).	Improvement in behaviour? Teacher intervention: Resolution meeting held during detention.
Stage 3 Student behaviour: Continual low level disruptive behaviour and refusing to comply.	Teacher intervention: Consequence (Detention at break/lunch/other time for 30-45 minutes).	Improvement in behaviour? Teacher intervention: Parental phone call made and a letter sent home. Tutor intervention: sets a meeting for target setting after the completion of the teacher intervention.
Stage 4 Student behaviour: High level disruption of learning or dangerous behaviour in lesson.	Teacher intervention: Room removal (accompanied by another student after filling out form) to tutor.	Student complies? Teacher intervention: Parental meeting held. Tutor intervention: Monitor student behaviour report and attends parental meeting, if possible. ASK/UM intervention: Placed with ASK/UM a detention is set.
Stage 5 Student behaviour: High level disruption (over three weeks) of learning or dangerous behaviour in lesson.	SENCO, Tutor, SLTBM intervention: To develop IEP.	SLTBM to have meeting with parent/pupil.
Stage 6 Student behaviour: High level disruption (if continued after stage 5) of learning or dangerous behaviour in lesson.	HT: For Personal Support Plan (PSP) for two weeks.	HT to have meeting with parent/pupil.
Stage 7 Student behaviour: Extremely serious incident or persistent poor behaviour.	Head Teacher: Referral for Permanent Exclusion due to no improvements.	No further intervention required.

Early identification and provision for pupils with behavioural difficulties

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.

Stage 5: Developing an Individual Education Plan for improving Behaviour in School

Drawing up an IEP to define clear targets based on close observation of the child. This should involve the HOP, SLTBM, SENCO, Tutor, Parents, child and any external agencies. Targets need to be SMART, motivating and achievable. The IEP will be reviewed half termly.

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.

The SLT Behaviour Management (SLTBM) will provide a strategic review by analysing the events through the Referrals and Actions that have been taken and making recommendation for the next cause of action. The SLTBM will:

1. Analyse what strategies have been deployed at Stages 1-4
2. Check procedures have been followed and refer back to Stage 1,2,3 or 4 if required
3. Collate historic information leading up to the current situation from previous records on Behaviour, Attendance and Assessment and any other documentation provided on pupil from previous schools etc
4. Prepare a Report with all data obtained from (3) and make recommendations for further Action(s) to HOP and Head Teacher
5. Meet Parents to relay findings of Report and inform the next cause of Action
6. Liaise with SENCO & Tutor to produce Individualise Educational Plan for Behaviour (IEP)
7. Pupil is put on Probationary enrolment

Stage 6: Pastoral Support Programme (PSP)

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.

The PSP is an intensive programme that will be drawn up as a final strategy to support and monitor the pupil's progress over a short period of time. This will consist of closer intervention and mentoring to bring around rapid changes on particular areas of focus. The process will aim at eliminating factors that are preventing the pupil from demonstrating acceptable behaviour and to provide effective solutions to enable the process to continue beyond the PSP. Pupils are given time for reflection by meeting their Pastoral Care Mentor on a daily basis to discuss strategies that worked well and those that need improvement. At the end of the Period of the PSP a review will take place and recommendation will be forwarded to the Head

Teacher for a decision. The SLTDMB will be responsible for the setting up and review of the PSP with support from relevant professionals.

Stage 7: Fixed Term and Permanent Exclusions

The School may exercise 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.

A decision to exclude a pupil should be taken only:

- a) In response to serious breaches of the school's behaviour policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Should the situation allow we will inform parents if we are considering excluding their child. Sometimes however, we cannot do this.

Once pupils return, they may be enrolled on a probationary period. A child may also be put onto a probationary period at any time during the academic year in the event of unsatisfactory attitude, behaviour, attendance, punctuality 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

There will, however, be exceptional circumstances where it is appropriate to permanently exclude a child for a first or one off offence. There is a School process attached to permanent exclusions which enables Parents to appeal against any decision to exclude their child permanently as laid out in Appendix D.

Incidents of serious misconduct

Students may be referred directly to the SLTBM should their behaviour represent serious misconduct. The SLTBM has the responsibility for dealing with such incidents, or repeated behavioural concerns. The full range of pastoral approaches and sanctions may be taken by the SLTBM in dealing with persistent or one-off behaviour problems. (As outlined in Stage 3)

It may be necessary to refer matters to third party agencies, including the police should a criminal offence have occurred.

Behaviour Management outside the school

It is important to note that as a school we have the right to regulate students' behaviour when they are outside of the school, for instance on school business such as trips, work experience, etc. This is also true of journeys to and from school.

We are also able to exclude a student if poor behaviour has taken place outside of school, not on school business, if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

Procedures, Guidance and Support for 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. The above behaviour procedures must be consistently followed by all staff.

When dealing with misbehaviour, adults should endeavour to:

- a) Avoid confrontation.
- b) Allow angry children to calm down, and then speak to them.
- c) Listen to what is being said.
- d) Establish the facts, where possible.
- e) Use raised voice sparingly.
- f) Use punishments sparingly, avoiding group punishments, which penalise children who have not misbehaved.
- g) Judge only when certain.
- h) Ensure that the child receives the message that it is his behaviour that is disapproved of and not the child himself
- i) 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.

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' (no more than 3 minutes).

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, at Stage 2)

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.

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 teachers should take registers once class has settled down.

Break time 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 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 during break or lunchtimes, then children will;

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

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

The final sanction for children who are unable to play and are a danger to others will then be to remove them from the playground and place them with their Tutor.

Wet Play

Pupils are to remain in their classes. Form tutors will supervise their forms. Non tutors on break duty will supervise the staircase and wudhu area. Form Tutors will 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. At the end of 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 sent down to the prayer room & for the second Salaat collected from the playground and be taken to the prayer room. 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 negate the prayer room rules and detentions will be given by the Tutor.

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. 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.

Appendix B – Bromcom Behaviour Sanction Points Tally

Sanction Points Table		
Misconduct	points	Sanctions
Equipment missing	1	Detention 10 mins same day
Other minor	1	Detention 10 mins same day
Chewing Gum	1	Detention 30 - 1 day notice to be given
Behaviour	1	Detention 30 - 1 day notice to be given
Homework	1	Detention 30 - 1 day notice to be given
Inadequate classwork	1	Detention 30 -60 mins 1 day notice to be given
Missed detention	1	Detention 30 - 60 mins 1 day notice to be given
Lateness to lessons	1	Detention the length of unexplained lateness
Uniform	1	Detention 30 - 1 day notice to be given
Late to school	1	Detention 30 mins on same day
Damage to school property	2	Refer to Tutor & SA
Racist Incident	2	Refer to Tutor
Truancy	2	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)
Fighting	3	Refer to HEAD / D. HEAD / HOP (Internal / External Fixed / Permanent Exclusion)
Theft	3	Refer to HEAD / D. HEAD / HOP (Internal / External Fixed / Permanent Exclusion)
Verbal abuse to staff	3	Refer to HEAD / D. HEAD / HOP (Internal / External Fixed / Permanent Exclusion)

KEY: THESE ARE IN LINE WITH BC SANCTION POINTS

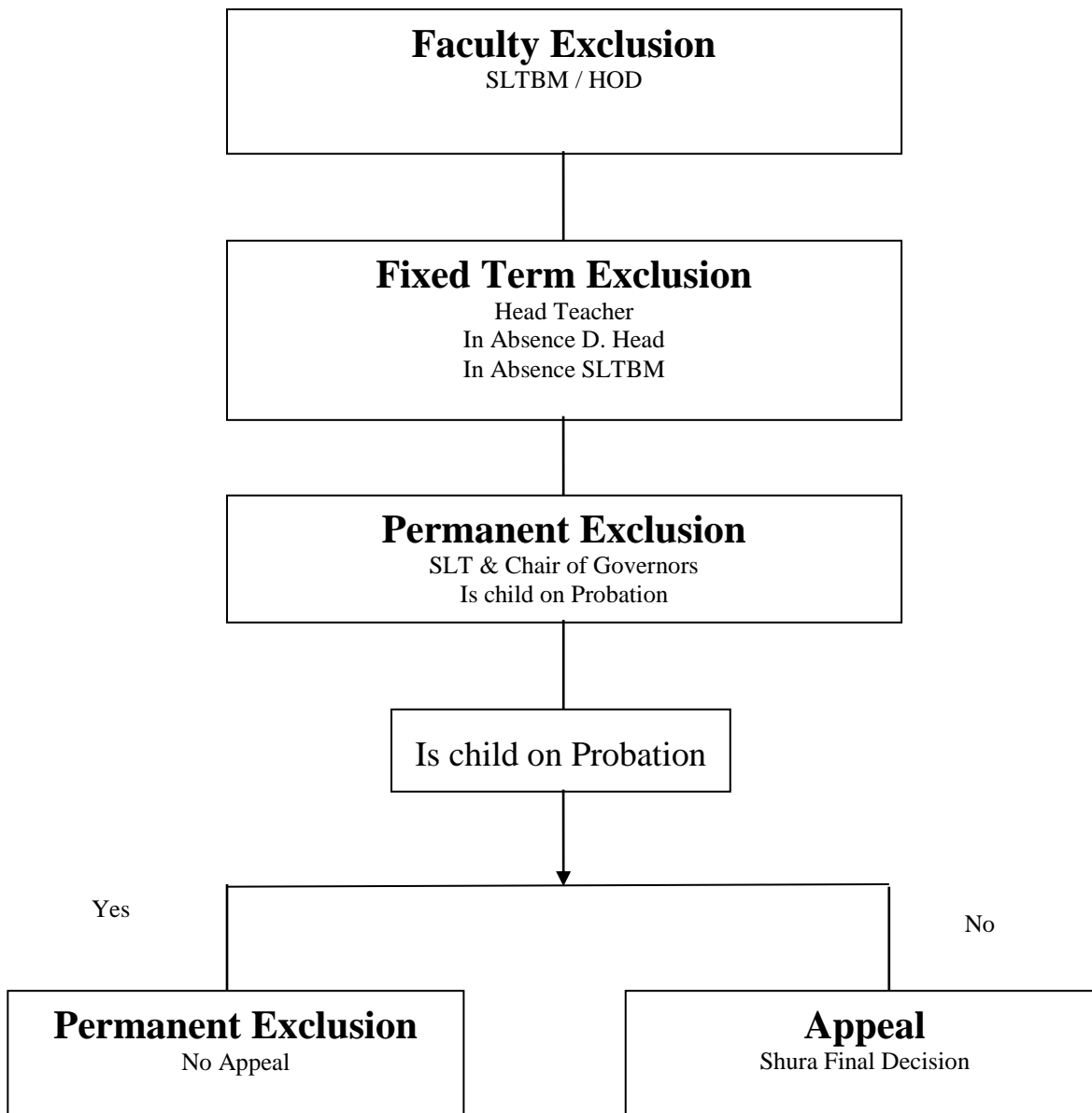
1 point 10 minute detention same day	3 points refer to Tutor
2 points 30-60 minute detention with notice	3 Points refer to SLT

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 Procedures for Exclusions



- 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 child has a reward record on Bromcom that will accumulate points over the academic year for good level of behaviour, effort, quality of classwork, homework, service to School etc. Tawhid also operate a four – house - system in which students are organised. These are Badr, Hudeybiah, Tabuk and Khandaq. Pupils develop a sense of team spirit and belonging when participating in their respective groups.

The four houses are represented in each class and pupils are awarded Mashallah (rewards) or Astagfuerullah (Sanctions) points according to their behaviour, effort and quality of work during the lesson. If a pupil receives a ‘Mashallah’, two bonus points are awarded to his team and if he receives an ‘Astagfuerullah’, one point is deducted from his team total. ‘Mashallah’ points are also awarded for excellent homework, 100% attendance and punctuality. Points are also rewarded to encourage pupils to walk and cycle to school.

The points are added weekly, the database updated and prizes are awarded to the team with the highest point total at the end of the year. The winning team receives the ‘Logbook Trophy’ which is displayed in the school.

The pupil’s individual ‘Mashallah and Astagfuerullah’ points are also recorded and the top twenty pupils in the ‘Logbook League’ at the end of the year all receive trophies and medals. Gifts and certificates are also awarded to all pupils who reach targets of 200, 300, 400, 500, 600 and 700 points at the end of the year.

Appendix E

Serious incident form this **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.

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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.

Appendix F

'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.

'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.

Generic Tips

1. Be fair to all students – students will pick up on unfair treatment quick.
2. Be prepared for disruptions and don't let them phase you – don't ease up if protocol is getting difficult.
3. Instil high expectations – e.g. full uniform before they enter the class/class room rules.
4. Give incentives for behaviour – Praise and use the logbook as much as possible.
5. Over plan – to keep all engaged in an activity even if they are ahead of the class.
6. Clear disciplinary plan and consequences.
7. Focus on relationships – remember this will last for all the years at school, especially with your tutor group.
8. Avoid confrontation – take a step back and defuse the situation.
9. Be patient and keep practicing.