BEHAVIOUR & DISCIPLINE POLICY

Date of Last Review	June 2025
Date of Next Review	June 2026
Review period	Annually

Rationale

We believe that every student at Tayyibah Girls School has the right to learn, the right to respect and the right to feel safe. Our Behaviour for Learning policy and practice underpin these rights by ensuring that the behaviour of **all** students and staff maximises learning. By ensuring that there are no interruptions to lessons, we provide a safe and happy learning and working environment, with the right conditions for academic, emotional and behavioural development for the whole school community. Good behaviour and discipline are key to academic and social success. Tayyibah Girls' School behaviour policy encourages pupils to develop good behavioural qualities as outlined by the *DfE non statutory guidance on Character Education Framework (2019)* to help pupils both within and beyond school.

Our behaviour and discipline expectations are founded on the following teachings of the Prophet ﷺ ;

"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.

1. Aims

Our overall aim is to ensure that everyone in the school community behaves in a in a 'RIGHTEOUS' manner in line with our Islamic ethos to enable learning

Tayyibah Girls School aims to be a place where:

- Children learn and Teachers teach
- All pupils 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.

2. Responsibilities, Rights and Rules

In order to maximise learning we recognise that everyone in the school community has 3 basic rights:

- Right to learn
- Right to respect
- Right to safety

2.1. Responsibilities

Each student has personal responsibility to respect the rights of all individuals in the school and its community by adhering to the TGS pledge.

"The best of you are those with the best character" (*Hadith*)

Having good character and manners are key to success in both the worlds.

We pledge to be **RESPECTFUL** so that we can learn and grow in peace and harmony.

We strive to develop **INNER VIRTUES** like honesty, humility, generosity and forgiveness.

We **GIVE** of our time, resources and energy to support our school and each other.

We **HELP OURSELVES** by exercising self-control to achieve **TOP** grades through outstanding work and presentation.

We put **EFFORT** in all we do.

We are resilient and OVERCOME **SETBACKS** with courage and determination.

We aim to be active citizens of the **UNIVERSE** and take care of our environment and those in need.

We **STEER** others to good and lead by example in our Tayyibah School family and strive to make our world a better place InshaAllah.

Teaching staff have the responsibility to implement and manage the School's Behaviour Policy, set high standards for behaviour and have high expectations of the students. They also have personal responsibility to respect the rights of all individuals in the school and its community. All staff have responsibility for being positive role models and teaching about behaviour. We should be calm and assertive with students who are showing unacceptable behaviour and avoid confrontation and shouting. We all have a responsibility for reinforcing the schools expectations, standards and behaviour of students in the classroom, and around the school, and for providing positive experience for students. We must remember at all times, that as adults, we set the example.
Parents and families have the responsibility to ensure that they support the school's policy on behaviour for learning by ensuring their daughter adheres to the TGS Behaviour Code.

2.2 Rights

- **Each student** has the right to learn, achieve, be safe and supported.
- **Teaching and non-teaching** staff have the right to be able to fulfil their role and promote achievement and welfare of the students, and to be safe and supported.
- **Parents and Families** have the right to be informed of the school's policy on behaviour and the behaviour of their child.
- **The local community,** including visitors to the school, workers and resident, have the right to be treated with respect and have their needs considered by the school

2.3 Roles

Each member of the school community has a responsibility to fulfil their role appropriately:

- **The Headteacher** will ensure that procedures are in place to communicate the TGS Behaviour Code, Anti Bullying Policy, Home School Agreement to the teachers,

students, parents and governors, and that strategies are in place which will enable standards to be consistently applied throughout the school.

- **Staff** are responsible for the implementation of TGS Behaviour Policy**.** They should ensure development of schemes of work that are interesting and challenging and meet the learning needs of the students. Staff should ensure that appropriate referrals are made to the Headteacher of any student who is a cause of concern

- **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 of internal, fixed-term and permanent exclusions
- number of detentions and other analysis of behaviour
- instances of bullying and action taken

3. EXPECTATION OF STUDENTS AND STAFF

3.1 Expectations the school has of all students:

- To be present and punctual (be here and be on time)
- To concentrate in lessons and not disrupt the learning of others
- To treat others as you would like to be treated yourself
- To have respect for everyone in the school community
- To move, by walking, quietly around the school
- To help keep the school clean and tidy
- To follow school procedures about behaviour in and outside the classroom
- To wear the correct school uniform in school, and on the way to and from school
- To know, understand and follow the TGS Behaviour Code which is displayed in all areas of the school (Appendix B)
- To behave in a way that is a credit to the school and would be considered to be a role model to others when on and off site.

3.2 Expectations of students during the school day:

- Before School
  We expect pupils to arrive promptly for their assembly / Quran lesson with ablution and use the time productively for improving their recitation
- At Break time
  We expect students to remain safe and respectful of others who are also enjoying their morning break. Should any student require assistance during break, there is a rota of staff that are on break duty. We expect students to move promptly, calmly and sensibly at the end of break.
- At lunch time
  We expect students to enjoy a healthy lunch. We have a very clear system that students are expected to follow. During lunch times students are allowed in the 'lunch area' for their lunch.
- At Salah time
  We expect pupils to enter the hall promptly and in silence and observe the sanctity of prayer. Pupils unable to pray are expected to read azkaar in silence to maintain spiritual connection during menstruation.
- After school hours
  We expect students to leave the building in a quiet and calm manner at the end of the school day. Any student who is attending after school activities are expected to display exemplary behaviour.

3.3 Expectations the school has of all staff:

- To be positive and professional role models
- To reinforce the expectations, the school has of students at all times of the day

- To have a shared responsibility for maintaining positive behaviour for learning both in and outside the classroom by actively promoting and reinforcing the expectations of the TGS Behaviour Code
- To explicitly model and teach expected learning behaviour e.g. listening actively, working collaboratively etc.
- To deal with all infringements of school policies and support others doing the same
- To refer serious incidents and infringements of school policies to relevant staff
- To reinforce positive behaviour for learning through rewards and incentives
- To be aware of the special needs of students in their care

4. Rewards and Sanctions

Within this framework we aim to promote good behaviour through awarding of Merit points and house points using our RIGHTEOUS pledge. Rewards for good behaviour include:

- Verbal praise
- House Points
- Certificates and prizes
- Notes 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 certain 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, and then demerited. Pupils are placed in lunchtime detention. Repeated misbehaviour will incur sanctions, and escalated.

Sanctions
Guidance and the implementation of a consistent approach to positive behaviour management at Tayyibah

The following Stages set out the manner in which behaviour is managed at Tayyibah. Appendix D refers to the categories of different levels of misbehaviour at different stages (below) with their consequences.

Stage 1: Strategies for Class Teachers for resolving moderate misbehaviour will include:

1. Verbal warnings given to pupils
2. Demerit
3. Pupil put in lunchtime detention.
4. Repeated in class misbehaviour
5. Change seats
6. Isolate student and discuss behaviour outside classroom. (No student to be left for more than 3 minutes)
7. Completion of work in break, lunch or after school

8. SLT/ Head teacher to issue after school detentions when other sanctions have been exhausted or when considered appropriate. (Log in detention file)
9. Inform form tutor
10. Inform parents that child is on Stage 1 of behaviour Management system.

Be.-Consistent and ensure sanction is carried through.

Stage 2: Referral to Pastoral support officer (PSO) / Spiritual Lead (SL)

Where behaviour does not improve, or staff believe there may be underlying issues, the teacher should refer the pupil to the Pastoral support officer / Spiritual Lead via the form tutor who will complete a Pastoral Referral Form.. The PSO/SL may apply one or a combination of the following strategies:

1. Deploy or redeploy any of the sanctions at stage 1
2. Withdrawal from class for a fixed period/ withdraw from department
3. Place on Report (Homework Report for no homework; Graduated colour coded reports (Red, Orange, Yellow).
4. Contact parents and notify pupil at Stage 2
5. Develop an Individualised Behaviour Plan setting targets for improvement (depending on the situation)
6. Have Tarbiya session/s discussing with students concerns (depending on the situation).
7. Refer to HT if necessary

Stage 3: Referral to Headteacher (HT)

Serious incidents of misbehaviour, or failure to remedy problems at Stage 2, may lead to the withdrawal of the pupil from the class or playground and the matter being referred to the HT who may apply the following strategies:

1. Analyse what strategies have been deployed at Stages 1 & 2
2. Check procedures have been followed and refer back to Stage 1 or 2 if required. Collate historic information leading up to the current situation from teachers, attendance and assessment records, report cards and any other documentation provided on pupil from previous schools etc. Prepare a Report with all data obtained from previous stages (and make recommendations for further Action(s) to Executive HeadTeacher, if necessary)
3. Deploy or redeploy any of the sanctions at stage 1 & 2
4. Exclude from class
5. Meet Parents and review targets in Individualised Behaviour Plan (if relevant). Renew home school agreement/sign a contract (if relevant).
6. Make fixed term exclusion / Refer for Permanent Exclusion

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 E.

Incidents of serious misconduct

Students may be referred directly to the Pastoral support officer (PSO) / Spiritual Lead (SL)) should their behaviour represent serious misconduct. The PSO / SL 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 PSO / SL 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.

DSL informed in any cases of child on child abuse.

Cases involved child on child abuse will always be referred to the Designated Safeguarding Lead. Support will be offered to the victim and both sanction and support to the perpetrator.

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. Pupils are particularly

required to maintain excellent behaviour and conduct as in wearing the school uniform, they are representatives of our Islamic ethos and need to showcase excellent character.

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.

Screening, Searching and Confiscation

This was written in accordance to the Searching, Screening and confiscation advice for Schools (January 2018)

Screening:
Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

Any member of staff may screen students.
If a student refuses to be screened, the school may refuse to have the student on the premises. If the student continues to fail to comply and the school does not allow the student on the premises, the school has not excluded the student and the student's absence will be treated as unauthorised.

Searching with the student's consent:

School staff can search students with their consent for any item which is banned by the school rules and/or prohibited by law. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or look in the student's bag or through outer clothing when removed or locker (in the student's presence at the moment, pending changes to home/school agreement) and for the student to consent.

There is no legal requirement to make or keep a record of a search.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Searching without the student's consent:
The Headteacher (and SLT) has a statutory power to search a student or her possessions, without the student's consent, where there is a suspicion that the student has certain prohibited or banned items*. When searching without consent, there should be two members of staff (of the same gender as the student being searched where possible), present at all times.

Searches can be carried out where a member of staff has reasonable suspicion that items have been used to cause an offence, harm to a student or damage to property.

If the student refuses to be searched or have her belongings searched for suspected prohibited items, the school can ask the parents and/or the police to carry out the search.
There is no legal requirement to make or keep a record of a search.
Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

Other issues pertaining to searches
Electronic devices including mobile phones can be searched and their data/files searched/erased if there is good reason to do so.

If the student refuses to be searched or have her belongings searched, this refusal will be treated as 'refusing to follow an instruction' and incur the appropriate sanction.
If a student refuses to attend school because they will not allow herself to be searched, it will be recorded as an unauthorised absence, not an exclusion.

We will inform parents if banned or prohibited items are found as a result of a search.

Confiscation:

The member of staff who has conducted a search for a prohibited or banned item, or an item which they consider harmful or detrimental to school discipline, can use her discretion to confiscate, retain any item found as a result of a 'with consent' search, as long as it is reasonable in the circumstances. Where any item is thought to be a weapon, controlled drugs or a stolen item, it must be passed to the police, unless there is good reason not to do so, as a result of a 'with consent' or 'without consent' search. The Headteacher will decide when and if to return other confiscated items, in line with the Education Act 2011.

*Banned and Prohibited items at Tayyibah:

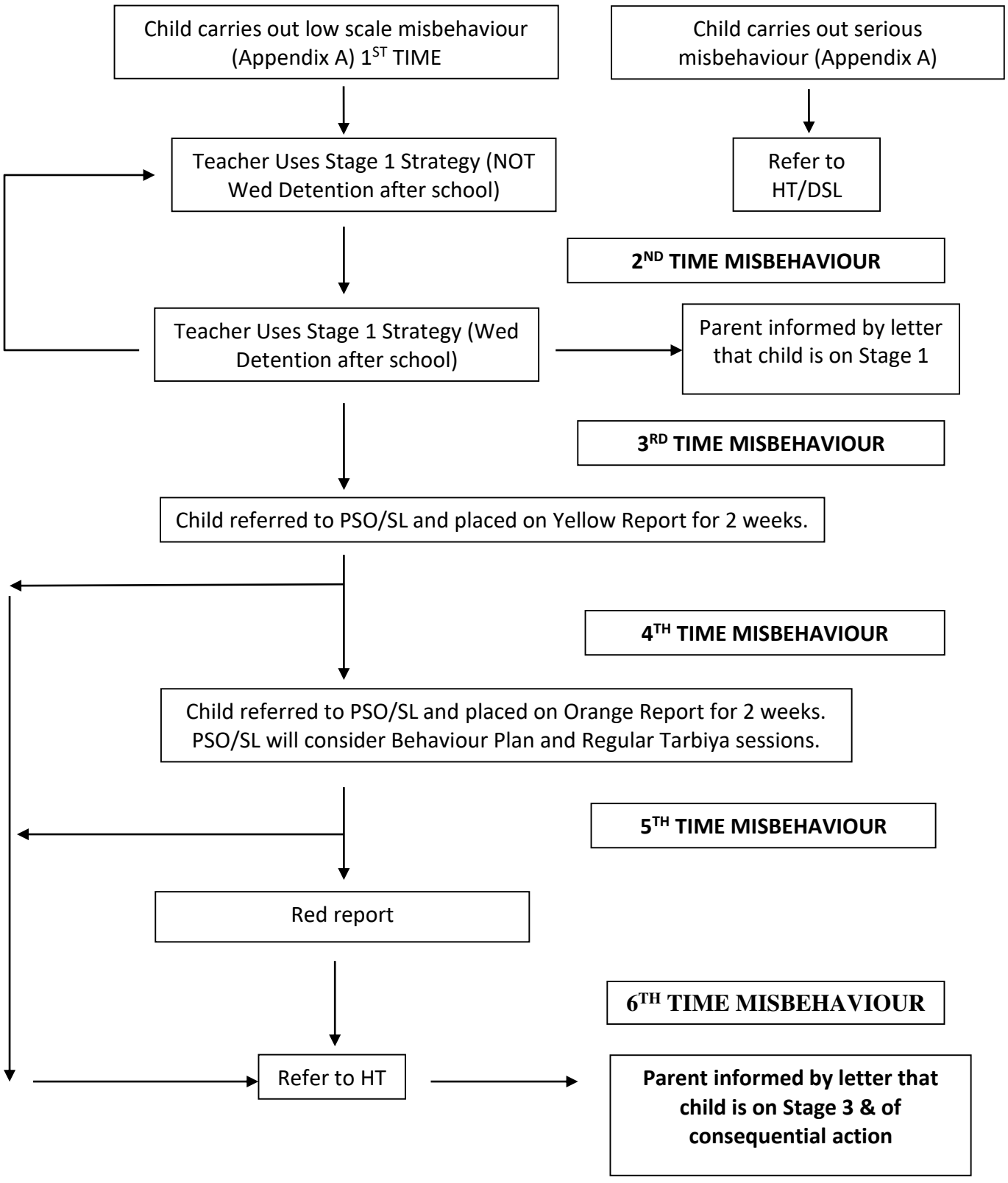
- Cigarettes/tobacco products, including e-cigarettes, vapes or other simulated cigarette/nicotine related products;
- Chewing gum;
- Carbonated drinks and energy drinks high in caffeine content, e.g. Monster, Relentless;
- Fireworks/firecrackers; matches/lighters;
- Water pistols or any toy that resembles a weapon;
- Chemical substances other than controlled drugs, e.g. 'legal highs';
- Pornographic material;
- Smartphones or Mobile phones with internet/ camera recording functions or other electronic gadgets with recording and/or internet functions

Any other items or materials that are prohibited for children under the age of 16 if the student in question is under the age of 16 that do not appear in the 'Prohibited items' list.

- Weapons
- Vapes
- Knives

- Alcohol
- Illegal/controlled drugs
- Stolen items

FLOW CHART FOR MISDEMEANOURS



NOTE: INCIDENTS SHOULD BE LOGGED ON TO BROMCOM, PRINTED & ENCLOSED IN STUDENT FILE

Appendix A – Behaviour Code

BEHAVIOUR CODE

Themes: 5 Core values

- **Relationships**
- **Compassion**
- **Ambition**
- **Integrity**
- **Resilience**

3 areas:

- **We LEARN by:**
- **We give and get RESPECT by:**
- **We feel SAFE by:**

We LEARN by:	We give and get RESPECT by:	We feel SAFE by:
1. Being in the right place at the right time	1. Treating others as we would like to be treated	1. Being calm and considerate as we move around the school
2. Bringing the right equipment and a positive attitude	2. Speaking politely using an appropriate volume, tone and Standard English and Islamic Terminology	2. Respecting each other's possessions and personal space
3. Listening actively and following instructions	3. Taking pride in our appearance and valuing our learning opportunities	3. Actively trying to prevent bullying
4. Contributing, staying focused and showing positive engagement	4. Respecting the school environment and property	4. Using the internet and ICT safely and respectfully
5. Demonstrating cooperation, commitment and collaboration	5. Celebrating individuality and respecting each other's differences	5. Eating and drinking healthily (at the right time and in the right place)

SHARING RESPONSIBILITY FOR OUR BEHAVIOUR AND LEARNING SO WE ALL ACHIEVE

Procedures, Guidance and Support for dealing with misbehaviour.

Tayyibah Girls 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

Ensure lessons are challenging and engaging and high expectations are maintained from the start of each lesson.

'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.

Child on Child Abuse.

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:
• bullying (including cyberbullying);
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexual violence and sexual harassment;
• sexting (also known as youth produced sexual imagery); and
• initiation/hazing type violence and rituals. All staff should be clear as to the school's policy and procedures with regards to child on child abuse. Please see Safeguarding Policy.

APPENDIX B:

TGS MERIT CHART

Tayyibah	Code	Examples
Respect	R	*Respect Knowledge* Respect for staff, books, equipment and classroom
Inner qualities	I	*Virtues of a Believer* Honesty, generosity, integrity, justice, sincerity, integrity, humility, prayer, forgiveness.
Giving	G	*Giving support in school* Sharing or lending something, enjoining good, picking up litter, greeting visitors, smiling, charity
Helping yourself (Self- regulation)	H	*Self control* Adopting the sunnah, Self regulation, time management focus amid distraction, patience, taking responsibility, being organised
Top	T	*Above and beyond* Outstanding achievement or homework Outstanding presentation Participation Confident speaking Extra work/ study
Effort	E	*Perseverance* *Effort* Regularity Punctuality/ Attendance Equipment/ uniform
Overcoming setbacks (Resilience)	O	*Bounce back* Courage, trying again, learning from failure, not giving up, strength after criticism.
Universe (Citizenship)	U	*Good citizen* Green activism/ looking after the environment. Out of school service Community work Helping vulnerable or needy
Steering (Leadership)	S	*Taking initiative* Modelling good behaviour, positively leading others

Earn merits for yourself	***Reward***	***House Points***
100 merits = Bronze Award	Certificate	5 points
250 merits = Silver Award	Certificate + treat	10 points
450 merits = Gold Award	Certificate + badge	15 points
700 merits = Diamond Award	Certificate + HT meeting + enrichment	20 points
1250 merits = Platinum Award	Certificate + EHT meeting + voucher	50 points

DEMERITS

Demerit	Examples	Code
Respect	*Rudeness to staff* Loss damage to school property Losing property/ equipment Disrupting teaching and learning	DR
Inner qualities	*Dishonesty* Hypocrisy, selfish, greedy, proud, disrupting prayer	DI
Giving	*Harming others* Stealing, wasting	DG
Helping yourself (self regulation)	*Breaking School and Classroom rules* Uniform Infringement Shouting out or talking out of turn Lack of focus/ discipline	DH
Top	*Underachievement* Below expected standard Not completing task or homework	DT
Effort	*Poor effort*	DE
Overcoming setbacks	*Disaffection* Complaining, blaming others, not taking responsibility, making excuses	DO
Universal	*Poor behaviour out of school* School name into disrepute	DU
Steering (leadership)	*Not being a team player*	DS

Demerits	***Stage***	***Sanction***
5 demerits	1	Same day 10 minute detention + note in planner.
10 demerits	1	Same day 10 minute detention + inform parents
15 & 20 demerits	1	15 minute lunchtime detention + inform parents
25 demerits	2	After school detention + G report + inform parents
30 demerits	2	After school detention + A behaviour report + inform parents

35 & 40 demerits	2	After school detention, Internal exclusion + R behaviour report
50 demerits	3	Head teacher meeting* + Enrichment Sanction
60 demerits	3	Head Teacher meeting*
65 demerits	3	Executive Head Teacher meeting*

***SERIOUS DEMERITS WILL RESULT IN DEDUCTION of HOUSE POINTS**
E.g. Bullying, Level 2 Punctuality, Level 2 Attendance.

HOUSE POINTS

Achievement	House Points	
Muslimah Award (Quran/ Islamic Studies)	Gold 15 Silver 10 Bronze 5	Term
100% Attendance + No Lates	15	Term
House Award	15	Term
English Award	10	Term
Maths Award	10	Term
Science	10	Term
Arts	10	Term
Citizenship	10	Term
P.E.	10	Term
History	10	Term
Geography	10	Term
Prefect duty	10	Half term
English Reading	10	Half term
Arabic	10	Term
Student of the Term (1 per class) Most merits*	20	Half term
Sports Day	Gold 15 Silver 10 Bronze 5	Each event
Student of the Year	30	Annual

Most merits*		

*tie breaker: attendance, lates, uniform, teacher vote.

APPENDIX C:

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

Additional 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 class (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. Avoid going 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 7.55am children should go straight to their classes and prepare for the morning lessons.

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.

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.

Wet Play

Pupils are to remain in their classes. Lunch time teachers will supervise. and 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.

End of School Day

Please ensure all children leave the school premises and go straight home. Children must not hang around on the pavement obstructing other pedestrians. They must wait in the playground if they are waiting for someone to collect them.

Appendix D -

Teachers Guidelines for misbehaviour

Below is a guideline of suitable sanctions for each level of misbehaviour.
Stage 1 and 2 misbehaviour examples

For example:

- minor rudeness to other students
- forgetting equipment
- incorrect or incomplete school uniform
- talking repeatedly, and so on
- standing and walking around in the class without the teacher's permission

The sanction for the above type of misbehaviour should be a lunchtime detention of 15 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. Sanctions must be carried through to maintain behaviour for learning, if not carried through are worthless and, in fact, to do this is probably worse than imposing no sanctions at all.

- Throwing non-dangerous objects
- 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
- Leaving the classroom during lesson time without permission
- Damaging another pupil's property
- Writing graffiti on books, tables, walls etc.
- Eating or drinking in class or banned items.
- Damaging or defacing own exercise book(s)
- Late for lesson more than once in a week
- Misbehaviour during Salah and Assembly
- Breach of 10 classroom rules
- Forging Parent's signature

After school detentions of45 minutes to 1 hour will be set by SLT. 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 student's diary. Ensure missed detentions are chased up. Have something prepared for them for their detention.

Detentions are intended to deter poor behaviour choices.
Behaviour must be logged in the lunchtime detention book

Serious misbehaviour ***(****student to be referred to SLT/Headteacher, Pastoral Support Officer / Spiritual Lead or Head)*

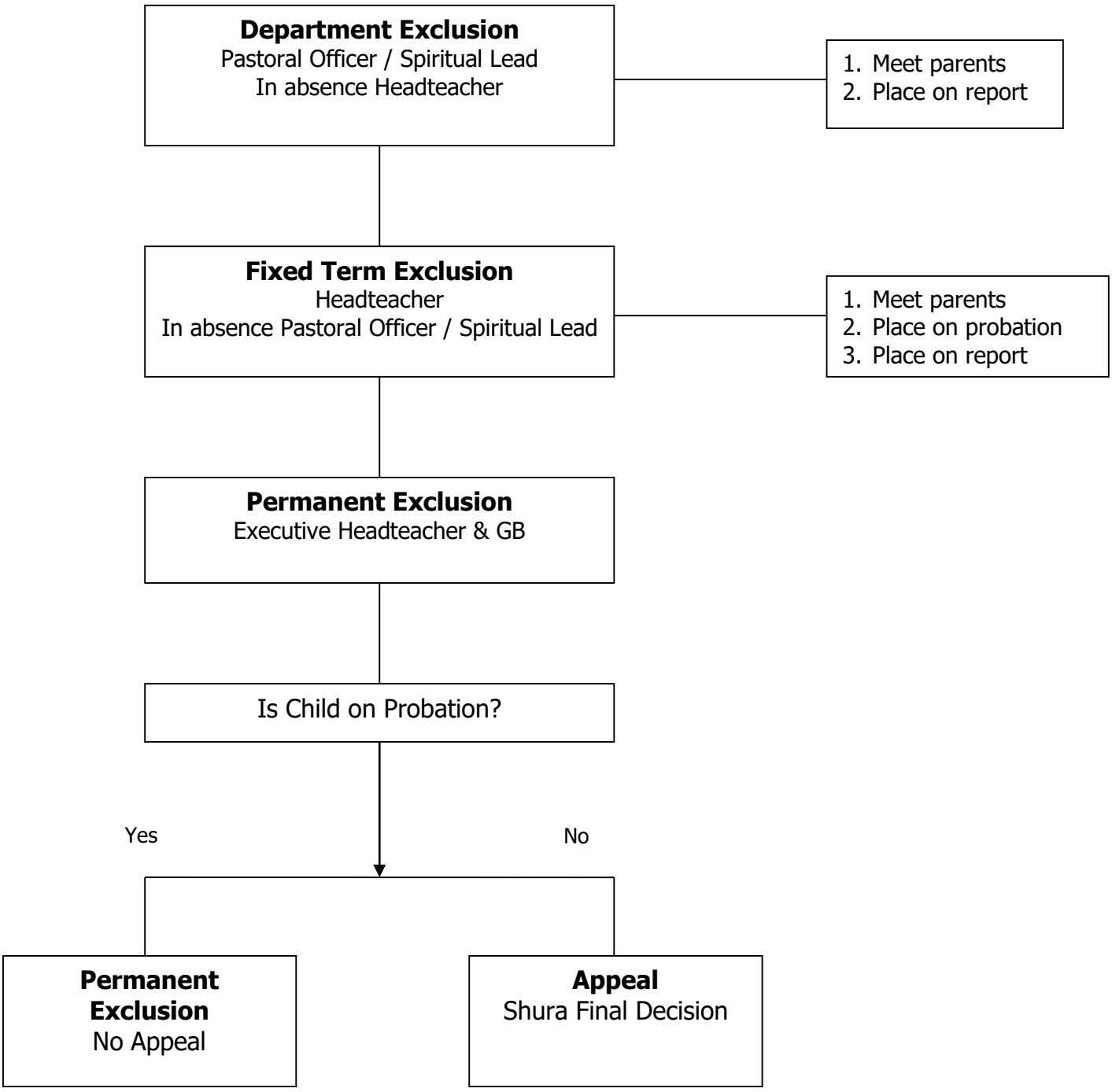
For example:

- Fighting
- Serious swearing or use of abusive language (*at a member of staff or at another pupil*)
- Throwing dangerous objects
- Possession of dangerous weapons or other prohibited objects
- Serious bullying *(verbal, mental, physical & Cyber)*
- Sexual assault – which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Damaging school property
- Stealing
- Leaving the School premises without permission
- Defiance - refusal to follow the teachers' instructions

These types of serious incidents should be dealt by the Pastoral support officer / Spiritual Lead or Headteacher. Incidents need to be logged.

All incidents need to be logged on Bromcom and printed and recorded in file. Parent consultation and meetings need to be recorded, signed and filed

Appendix E: School Procedures for Exclusions



- Parents have a right to appeal to the Governing Body within 7 days of receiving notice