



AYESHA COMMUNITY SCHOOL

October 12

ACS Secondary
Behaviour Policy

2016

Revised by Mr.
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1. Rationale

Good behaviour facilitates effective teaching and learning. Good behaviour enhances a positive image of the School and will prepare pupils to participate favourably and good-naturedly in society.

Good behaviour creates an environment where teachers and pupils have a positive and willing attitude and an atmosphere where our staff will feel comfortable to work and contribute to the education of the pupils in the School. Ayesha Community School (referred to as 'the School' in the remainder of this document) will take all reasonable steps to ensure that all staff, approved volunteers and pupils have such an atmosphere.

2. What is 'Bad Behaviour'?

Bad behaviour (also known as misbehaviour) are actions which are unacceptable to the teacher and other staff and contribute to causing any of the following:

- i) Distress
- ii) Disruption
- iii) Destruction
- iv) Disfigurement
- v) Interference

to the School's community¹ or property. Misbehaviour is also classified as acts that break the School's 'Code of Conduct'².

The School has defined 2 levels of Misbehaviour, Minor and Major.

2.1 Minor acts of Misbehaviour

Are:-

- i) Talking in the classroom when the teacher is talking to a class.
- ii) Not doing what a teacher has asked to be done.
- iii) Not doing homework.
- iv) Shouting out answers in the classroom.
- v) Bringing unnecessary items to School (e.g. makeup or accessories).
- vi) Pushing into lines.
- vii) Throwing anything in the air (unless appropriate for a lesson).

¹ School community is defined as all those persons who are involved with any of the school's activities e.g. Parents, Pupils, Staff and the Governing Body.

² Displayed on the School's website and at prominent points in the School.

2.2 Major acts of Misbehaviour

Are:-

- i) Talking to a teacher in any of the following ways:
 - Disrespectful
 - Argumentative
 - Rude
 - Confrontational
 - Intimidating
- ii) Lying or answering back to a teacher.
- iii) Walking away from a teacher (who is addressing the pupil).
- iv) Disrupting a class, making it difficult for the teacher to teach or other pupils to learn.
- v) Refusing to hand something over to a teacher when asked.
- vi) Refusing to fulfil a reasonable request from a teacher.
- vii) Leaving the classroom or the School without permission.
- viii) Not attending lessons.
- ix) Not attending detention.
- x) Bringing any hazardous items to School (e.g. matches, lighters, superglue, etc.) or any item that can be used as a weapon to School (excluding normal stationary).
- xi) Using any of the School's items or equipment as a weapon.
- xii) Throwing any items with the intension of intimidation, harming or causing damage.
- xiii) Damaging the School's property or property of another pupil or member of staff.
- xiv) Sticking chewing gum under chairs or furniture.
- xv) Drawing any form of graffiti.
- xvi) Intimidating another pupil (see anti-bullying policy).
- xvii) Fighting with other pupils.
- xviii) Facing up to another pupil in readiness for a fight.
- xix) Swearing of any sort (including use of swear words in conversations).
- xx) Displaying any form of racist behaviour.
- xxi) Making up stories (rumours) about others.

This is not an exhaustive list but does show clearly the types of behaviour which are considered to be unacceptable under any circumstances.

2.3 Other Incidents

Other incidents which will cause concern are pupils who:

- i) Regularly arrive late to School;
- ii) Regularly do not bring in required items to school (e.g. Pens, books).

3. Aims of the policy

The Aims of this policy are:-

- i) To develop a behaviour policy supported and followed by the whole School community.
- ii) To identify the activities that are not acceptable behaviour in the School (so that the School's community are aware of all of these).
- iii) To encourage everyone at the School to take responsibility for stopping and preventing misbehaviour.
- iv) To create an atmosphere in which teaching and learning can take place in a safe and comfortable environment.
- v) To promote within pupils (whilst at School):-
 - Responsible behaviour;
 - Self-discipline;
 - Self-respect;
 - Respect for other people;
 - Respect for School property; which should continue into the life outside School (evening, weekends and holidays) and the life after School (going on to further education and adulthood).
- vi) To encourage and reward good behaviour;.
- vii) To discourage bad behaviour by placing sanctions on occurrences of bad behaviour - this should be done swiftly and in a manner that will result in an improvement in behaviour which may be:-
 - In a caring and sympathetic manner or
 - In a strict and unsympathetic manner
- viii) To define procedures in:-
 - Reporting and dealing with misbehaviour;
 - Counselling and other measures that will help the misbehaving pupils i.e. to make them understand the consequences of their actions and to change their behaviour and attitudes.
- ix) To define levels of sanctions for misbehaviour.

4. Preventative Strategies

The School will take all reasonable measures to foster a culture of good behaviour. This will be achieved by:-

- i) Defining a code of conduct for the School and ensuring that it is prominently displayed throughout the School.
- ii) Making clear to parents³ and pupils:
 - The difference between good behaviour and misbehaviour.
 - That misbehaviour will not be overlooked.
 - The sanctions that will take place following misbehaviour.
- iii) Assembly talks, which will be regularly directed at the importance of having a good nature, behaving responsibly and being caring and helpful.
- iv) Form tutors emphasising the value of every member of the School community (including themselves).

³ Includes guardians or carers (of pupils at the School) here and remainder of this document.

- v) CCTV cameras being placed in all corridors, dining room and playground areas and other vulnerable areas.
- vi) A reward scheme being put into place for pupils who excel in good behaviour.

Bad behaviour will be tackled early and appropriately. It is important to let the pupils know that the behaviour policy is a serious one and that it will be implemented on occurrences of bad behaviour. The implementation of sanctions (if required) will in itself be self-preventative.

4.1 Prospectus

The School prospectuses will be issued to all parents (and hence pupils). The prospectus will also define actions that are considered misbehaviour and the levels of misbehaviour (see section 2 above) and the sanctions which will be taken if there are occurrences of misbehaviour.

4.2 Staff Training

All staff and governing bodies shall receive appropriate training on tackling misbehaviour. When sanctions are applied, the reason for the sanctions should be carefully explained to the perpetrator, and the improvement in behaviour that is expected.

Staff must encourage good behaviour rather than simply punishing bad behaviour.

5. Procedures for dealing with misbehaviour

This section shows the procedures that will be taken when a misbehaviour incident occurs. All staff, students and parents will be informed of the procedure. When dealing with serious incidents, parents will be involved at an early stage.

All staff must keep accurate and detailed records of incidents on the Incident Report Form.

5.1 Minor Misbehaviour

In general these will be dealt with by the class teacher. The teacher will judge the need for sanctions and will adopt a fair and supportive manner.

Any of the following sanctions may be used depending on each child's individual needs:

- i) A verbal reprimand and a reminder of the expected behaviour.
- ii) Change of location or isolation within the classroom.
- iii) Removal from the class to be supervised by another class teacher.

5.2 Repeated/Persistent Minor Misbehaviour

In the case of repeated occurrences of minor misbehaviour by a pupil, the teacher may:

- i) Counsel the pupil in privacy
- ii) Attempt to find the reason (if any) for the misbehaviour
- iii) Encourage the pupil to improve their behaviour
- iv) Warn the pupil that on the next occurrence of a misbehaviour the Incident Report⁴ shall be initiated for that pupil.
- v) Impose a detention during break time or lunch time.

On the next occurrence of an act of misbehaviour by the pupil, the teacher will:

- i) Initiate the Incident Report for the pupil and write a summary of the behaviour thus far
- ii) Log all further cases of misbehaviour for the pupil.

On continued persistency in misbehaviour from the pupil:

- i) Parents shall be informed that their child has been misbehaving and that there will be a detention after school for the pupil concerned.

The continuity of this misbehaviour will then be considered a Major misbehaviour.

5.3 Major Misbehaviour

These will initially be dealt with by the class teacher and will be swiftly escalated to the head teacher depending on the seriousness and repetition of the incidents. An Incident Report will be initiated for the pupil in all cases.

Any of the following sanctions may be used depending on the seriousness of the action:

- i) A verbal reprimand from the teacher and a clear statement about the consequences of future occurrences of the same behaviour.
- ii) Reprimand from the head teacher.
- iii) Change of location or isolation within the classroom for a short time e.g. 1 hour.
- iv) Removal from the class to be supervised by another class teacher for the rest of the lesson.
- v) Parents shall be informed that their pupil has been misbehaving and that there will be a detention after school for the pupil concerned – parents will be given at least 24 hours' notice.
- vi) A letter or text message sent to parents/guardians informing them of their child's behaviour.

Note: In the case where a very serious offence (e.g. an unprovoked violent assault) has occurred, the head teacher (after consultation with appropriate staff and parents) may at

⁴ This will be used to record misbehaviour of the pupil and will be used as log in cases of persistent misbehaviour.

his discretion, enforce a temporary exclusion on a pupil immediately, pending further action. In such a case, the parents/guardians of the pupil will be informed by telephone and expected to collect the child from the school immediately.

Physical handling of pupils will only be used in extreme cases (e.g. to prevent one pupil from injuring another pupil) and staff should not touch students in aggressive fashion. (See Teachers' code of Conduct.)

5.4 Repeated/Persistent Major Misbehaviour

The head teacher shall:

- i) Invite parents to the School to meet the head teacher – the head teacher will give a warning to parents about the consequences of further misbehaviour from the pupil.
- ii) Place student on daily report⁵.

On further occurrences of misbehaviour from the pupil, the head teacher shall:

- i) Send a letter to parents informing them of their child's behaviour.
- ii) Impose a fixed temporary exclusion on the pupil.

On continued persistency in misbehaviour from the pupil (i.e. After the temporary exclusion) the head teacher shall:

- i) Enforce exclusion procedures after consultation with the governing body. Parents will have the right of appeal to the governing body against any decision to exclude.

5.5 Incident Reports

Incident Report forms will be kept on file with the pupils other records. They will be used to record the pupil's misbehaviour. It is important that teachers record details accurately with dates. These incidents should be discussed at staff meetings so that other teachers are aware of a pupil's behaviour and that a consistent strategy is applied to that pupil and other pupils in the school.

The Incident Reports will be kept on record (i.e. will not be destroyed). However, in the case where a pupil has shown significant improvement after an Incident Report has been written, the improvement will be favourably highlighted in a manner that will encourage the pupil to continue good behaviour.

5.6 Chewing gum

The School has a zero tolerance policy for any chewing gum on school premises. The following will occur if a pupil is caught chewing gum.

⁵ *A report which will be filled in every day by each class teacher and form tutors, about the pupil's behaviour. This will be seen by the Head teacher and parents.

1st offence: A warning letter will be sent home notifying parents the next time their child is caught chewing gum, a penalty of £50 will be issued.

2nd offence: A letter will be sent home notifying parents of a £50 penalty charge which must be paid within 7 days.

The penalty charge must be paid within 7 days of the date written on the letter. If the 7th day has passed, and the penalty charge has not been paid, the pupil will not be allowed to attend School until payment has been made.

5.7 Uniform

All pupils are expected to wear the correct School uniform. (Please see uniform policy). The following are not permitted:

- ii) Trainers
- iii) Hoodies
- iv) Jewellery

Pupils must also ensure the following

- i) All hair and neck is covered with the hijab
- ii) The abaya falls beneath the ankles
- iii) Only black/navy cardigans to be worn on top of abayas.

Pupils who do not wear the correct uniform to school will be sent home and expected to return wearing the correct uniform.

Uniform will be inspected every morning/day, and those students who may wear non uniform whilst travelling to school are expected to be in correct uniform when entering the School gates.

5.8 Detentions

All detentions will take place on Fridays after school, and parents will be given a minimum notice of 24 hours of the detention.

All detentions must be attended. If there is a genuine reason why a pupil is unable to attend a detention, they must inform a member of staff in reception. A parent must notify the School before the detention is due to take place, to confirm this reason.

If a detention is missed without a valid reason being provided the following will occur:

- 1st detention missed: detention will be doubled. (If a pupil misses a 1 hour detention, this will result in her having a 1 hour detention for the next 2 weeks)
- 2nd detention missed: pupil will be sent home, and parents will be called in for a meeting.

6. Rewards for Good Behaviour

The School will reward good behaviour at every level.

- i) Teachers will be encouraged to reward pupils who behave well in the class.
- ii) Classes which behave well will be rewarded by their form/class tutors.

The exact nature of reward may vary from teacher to teacher, however teachers will be asked to discuss each other's rewards and provide feedback to the head teacher.

General areas for rewards are:

- Adaab/akhlaaq (good behaviour, manners etc.)
- Improvement in specific subjects
- Academic achievement
- Adherence to Uniform policy

This is by no means an exhaustive list; the head teacher may reward pupils for special achievements. The following are used to celebrate achievements.

Reward Sheet – Using merits and demerits.

A Reward Sheet will be provided to all of the students.

- Sanctions/Reward Rules will be displayed in every classroom.
- There will be 30 merits and 10 demerits on each Reward sheet with an additional 10 merits to redeem the demerits.
- Teachers and other staff will allocate 1 merit for positive behaviour and 1 demerit on negative behaviour. In cases of exceptional behaviour staff can allocate up to 3 merits and similarly in cases of very poor behaviour staff can allocate up to 3 demerits.
- Certificates will be given to the pupils if they qualify a certain level, that is, a Bronze certificate for 30 merits, Silver certificate for 60 merits in total and a Gold certificate for 90 merits in total.
- Demerits can be redeemed by pupils by gaining additional merits. All demerits must be redeemed before certificates are issued.
- To qualify for certificates, pupils must hand in their Rewards sheet to their form tutor. Pupils collect new Reward sheet from their form tutors.
- Teachers will also record the pupils' demerits separately on incident report form(s).
- At the end of the half-term, the pupils who qualify for a Gold certificate will be permitted to attend a reward trip. The top 10 students (in number of merits) will not be required to pay for the reward trip.
- The merits and demerits will be active until the reward trip occurs, so receiving demerits could disqualify the pupil from the trip.
- Multiple demerits are possible in the same class.
- Teachers may ask pupils to stay behind e.g. for up to 10 minutes in their break time for their misbehaviour. In these cases, demerits may not be marked. This is at the discretion of the teacher.

- Pupils must bring their Reward sheets to School every day. Any day where the Reward Sheet is not presented, the pupil will gain a demerit.
- If pupils lose their Reward Sheet, they will lose all of their merits on that sheet and all demerits will be logged on to the new sheet.
- The following action will be taken if the demerits reach a certain stage:
 - i) 5 Demerits – Detention
The detention will last for an hour and the parents will be informed by phone or text message with a 24 hours’ notice, with an explanation of all the nature of misconduct their child was involved in. This will serve as an indication of the pupil’s behaviour to the parents.
 - ii) 10 Demerits – Parent Meeting
Parents will be called in for a meeting with one of the senior members of the School to discuss the behaviour of their child.

For severely disruptive pupils:

- i) Pupils will gain demerits according to the severity of the disruption.
- ii) If the misbehaviour persists, the parents will be informed by phone or text message and the pupil will be sent home on the same day.
- iii) If the pupils continues to be disruptive either on the same day or subsequent days, then parents will be called in for a meeting with one of the senior members of the School to discuss the behaviour of their child. Possible outcomes are temporary and permanent exclusions.

Achievement Assemblies

Achievement assemblies are scheduled every half term to recognise and celebrate pupil improvements in the above named areas. Where there are instances of outstanding achievement, these may be held during the normal assembly schedule.

Parent Feedback

An “Evening of Excellence” is held twice yearly to showcase pupil achievements. Certificate and gifts are issued and parents are invited to this celebration

House Point system

All staff can issue house points. House points are issued for any areas of reward. At the end of the academic year, the house with the greatest number of points is suitably rewarded.

7. Monitoring, Evaluation and Review of this Policy

This policy was first written in March 2006 and is reviewed annually, along with other safeguarding policies.

The review procedure may be carried out more frequently if deemed necessary. The School may also have consultations with other organisations with regards to behaviour policies.

There is a clerk in the main school office who is in charge of producing behaviour logs. These are analysed termly, or more frequently if necessary, by senior leaders to check that incidents of poor behaviour are reducing and high standards of behaviour are maintained in and out of lessons. The behaviour management strategies are evaluated taking into consideration the views of staff, pupils and parents.

Next review: October 2017 or sooner if dictated by incidents