



**Ayesha
Community
School**

ACS
Secondary
Behaviour
&
Exclusion
Policy

May 14

2018

Revised by Mr.
S. Ahmed

1. Rationale

Ayesha Community School's Islamic ethos places high standards of behaviour and moral conduct at the centre of school life.

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.

This policy applies to behaviour on the school premises and outside school 'on school business' or where representing the school, for example, on school trips, away school sports fixtures, or work experience placements. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not 'on school business', the Principal may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices. This policy and other behaviour policies and procedures, also have regard to Keeping Children Safe in Education. The School leaders will ensure, at any stage, that practices are free from discrimination.

It is unlawful to exclude for a non-disciplinary reason.

2. 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.

3. Preventative Strategies

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

- i) Defining a pupil code of conduct for the School and ensuring that it is prominently displayed throughout the School.
- ii) Making clear to parents¹ and pupils:
 - The difference between good behaviour and misbehaviour.
 - That misbehaviour will not be overlooked.
 - The sanctions that will take place following misbehaviour.
- iii) Well-planned lessons that meet the needs of all pupils.
- iv) Assembly talks, as part of the school ethos, will be regularly directed at the importance of having a good nature, behaving responsibly and being caring and helpful. Assemblies will reflect the pattern of behavioural needs across the school
- v) Pastoral care is provided by
 - Form tutors who emphasise the value of every member of the School community (including themselves).
 - Mentors (allocated as and when required)
 - Behaviour Team
 - All staff members who can be approached by all pupils
 - Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The Principal should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the

¹ Includes guardians or carers (of pupils at the School) here and remainder of this document.

scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

- vi) CCTV cameras being placed in all corridors, dining room and playground areas and other vulnerable areas.
- vii) A reward scheme 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.

3.1 Staff Training

All staff 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.

4. 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
- vi) Physical harm
- vii) Emotional harm

to the School's community² or property. Misbehaviour is also classified as acts that break the Pupils' 'Code of Conduct'³.

4.1 The Merits System

Sanctions and rewards are awarded through the merits system:

- Sanctions/Reward Rules will be displayed in every classroom.

² 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.

³ Displayed on the School's website and at prominent points in the School.

- Teachers and other staff will allocate merits for positive behaviour and write incident reports for negative behaviour. These are collated and displayed fortnightly by form tutors in form time
- Certificates will be given on a termly basis to the pupils if they qualify a certain level, Bronze certificate Silver certificate, Gold certificate.
- Termly reward trips will be arranged for the top merit achieving class.
- 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.

4.2 Incident Reports and Recording of Behaviour Incidents

Incident Report forms (see Appendix B and C) will be written by staff when they wish to escalate behaviour incidents beyond their classroom behaviour management. These will be used to record the pupil's misbehaviour. It is important that teachers record details accurately with dates. Pupils with persistent behaviour issues should be discussed at staff meetings so that all teachers are aware of a pupil's behaviour and that a consistent strategy is applied to that pupil and other pupil's in the school.

There are 2 incident forms. Form 1 is a simple form designed so that teachers can complete it quickly, for straightforward issues like 'talking in class'. Form 2 is a form that should be used when details of the incident are required e.g. for bullying, or repeated misbehaviour offences.

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.

All incident forms must be passed onto the Behaviour Team within 24 hours (preferably by the end of the school day).

4.3 Classroom Behaviour Management

Teachers may use any of the following sanctions in the classroom (prior to raising an incident form) depending on each child's individual needs:

- i) A verbal reprimand and a reminder of the expected behaviour.
- ii) Write the pupils' name on the board to signify escalation
- iii) Change of location or isolation within the classroom.

In the case of repeated occurrences classroom 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 misbehaviour the Incident Report shall be initiated for that pupil.

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) Forward these incidents to the Behaviour team.

4.4 Behaviour Team

The secondary school will have a Behaviour Team that will monitor pupil behaviour through incident forms and ensure that rewards and sanctions are applied consistently throughout the school. See Appendix A for the members of the Behaviour Team.

4.5 Incidents of a significant nature

Other incidents which will cause concern are pupils who:

- i) Regularly arrive late to School;
Pupil who arrive late to school regularly will be given detentions. Refer to Attendance Policy for details.
- ii) 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.
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. 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.
- iii) Uniform
All pupils are expected to wear the correct School uniform. (Please see uniform policy). Pupils who do not wear the correct uniform to school will be given a verbal warning and parents will be informed that on the next occasion of uniform infringement, their child will be suspended the next day.
Uniform will be inspected every morning/day, and those pupils who may wear non uniform whilst travelling to school are expected to be in correct uniform when entering the School gates.

5. Rewards for Good Behaviour

Examples of good behaviour which will be rewarded are for:

- Memorising Surahs and Duas/Quran recitation
- Good British citizen and upholding British values (Democracy, Liberty, Respect, Law, Responsibility, Tolerance)
- Excellent participation during assembly/class
- Outstanding classwork

- Outstanding homework
- Taking on leadership role
- Passing on knowledge to others e.g. helping others
- For excellent Akhlaaq (good morals and manners)
- Readiness to learn (always correct equipment/hw)

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

- **Achievement Assemblies**

Achievement assemblies are scheduled every 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.

- **Star of the Month Board**

Every month each teacher will nominate pupils that they teach for “Star of the Month”. The pupil names will be put up on the board in the secondary building

6. Procedures for dealing with Demerits

6.1 Detentions

Detention is the first level of serious sanctions that is applied when a certain level of misbehaviour is reached.

All detentions will take place after school, and parents will be given a minimum notice of 24 hours of the detention. This is an indication to parents that their child has been misbehaving and serves as a warning sign for parents.

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 the behaviour team. 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.

The following action will be taken if the demerits reach a certain stage:

i) 5 Demerits – Detention

Preventative measures will be taken when a pupil is approaching 5 demerits. The behaviour team will speak to the pupil warning them about the approaching sanctions.

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. The form tutor will speak to the pupil and monitor progress.

ii) **10 Demerits** – Parent Meeting

Parents will be called in for a meeting with the Behaviour Team to discuss the behaviour of their child. The Behaviour team will give a warning to parents about the consequences of further misbehaviour from the pupil. The pupil will be put on Yellow report⁴ for 2 weeks. Behaviour team will provide further support e.g. pastoral care. In addition Form Tutors will monitor behaviour progress for such pupils.

At the end of 1 week, the Behaviour team will decide on whether the pupil can be taken off the Yellow report (ie if the behaviour has significantly improved).

iii) **20 Demerits** – Escalated parent meeting:

The Behaviour team will give a warning to parents about the consequences of further misbehaviour from the pupil.

Place pupil on Orange Report for 2 weeks with the same procedure as above for Yellow Report.

On further occurrences of misbehaviour from the pupil, the Behaviour Team shall:

- i) Invite parents to the School to meet the Behaviour team/send a letter/text to parents informing them of their child's behaviour.
- i) Impose internal exclusion on the pupil, after consultation with Principal. After the exclusion, the pupil will be placed on Red Report for 1 week.
- ii) If the behaviour has not improved then a fixed-term exclusion will be imposed. Following this, parents will be invited for another meeting that this is the final opportunity for the pupil to rectify their behaviour. Further incidences will lead to a permanent exclusion

On further misbehaviour from the pupil the Behaviour Team shall:

- i) Enforce a permanent exclusion.
Parents will have the right of appeal to the Principal against any decision to exclude.

6.2 Serious Offences and Exclusion

In the case where a very serious offence (e.g. an unprovoked violent assault) has occurred, the Principal (after consultation with appropriate staff and parents) may at his discretion, enforce a fixed-term, rather than permanent 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.

⁴ *A Report which will be filled in every day by each class teacher and Behaviour team, about the pupil's behaviour. This will be seen by the Head teacher/Principal and parents. A copy has been included at the end of the policy.

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 pupils in aggressive fashion. (See Staff code of Conduct.)

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious offences that warrant fixed-term exclusion

- a breach of the school's policies
- when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil concerned, or the education and welfare of others in school.

Fixed-term exclusions will be set for 1-3 days in usual circumstances as the school wishes to avoid interrupting the pupil's education routine for too long, which makes her re-integration more difficult.

Serious offences that warrant permanent exclusion

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- persistent bullying
- racial harassment
- supplying an illegal drug
- carrying an offensive weapon

Whilst an exclusion may still be an appropriate sanction, the Principal will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement has mental health issues or has been subject to bullying. When considering whether or not to exclude a child the Principal will consider the mitigating and aggravating factors that apply in the circumstances of the case.

Examples of possible mitigating factors are

- the incident was provoked, e.g. as a result of persistent bullying or racial abuse or sexual harassment
- the general medical and emotional condition of the pupil
- new to the school (possible unawareness of school's behaviour code)
- the pupil was coerced or encouraged by others
- the incident was impulsive or committed in the heat of the moment
- it was a first offence
- previous behaviour and character of the pupil suggest that repetition of the behaviour is unlikely
- the pupil has apologised for his/her behaviour
- the pupil is repentant and shows a willingness to assume responsibility for his/her conduct
- the pupil cooperated voluntarily with the investigation

- the pupil admitted the offence the pupil played a relatively minor role in the incident compared to others
- readiness to make restitution towards the victim(s)

Examples of possible aggravating factors are

- the pupil failed to heed warnings about similar behaviour in the past
- the pupil had been warned of the risk of exclusion
- the offence was premeditated
- a weapon was used
- there is a history of similar incidents
- there has been witness intimidation
- the victim(s) sustained physical injury requiring medical attention
- the victim was particularly vulnerable, e.g. a much younger or weaker pupil
- the pupil has received significant support from the school in the past to modify his/her behaviour
- the pupil encouraged others to behave inappropriately in relation to the offence
- the pupil shows no contrition or a willingness to accept responsibility for his/her actions
- the pupil did not cooperate with the investigation or worse, actively sought to frustrate and prolong it

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, the head teacher should consider whether exclusion is providing an effective sanction.

Exclusion Procedure

The Principal (or delegated senior teacher) will explain the decision to the child with the parent(s) and/or guardians present and will write a letter to them without delay (on the first day of the exclusion) informing them of:

- the reason for the exclusion and the circumstances, including the steps taken to avoid it
- the length of the exclusion
- the date and time when the pupil should return and the time of the 'return to school' meeting
- if the exclusion is up to five days in any one term, their right to make written representations to the proprietor/principal and details of how to make such representations
- for longer exclusions (over 5 but not over 15 days in any one term) their right to request a meeting with the proprietor/principal and put their views in person
- if the exclusion is for more than 15 days in any one term (or the pupil will miss a public exam or national curriculum test), their right to make written representations and the proprietor/principal's obligation to consider the exclusion within 15 school days
- their rights of access to the child's school record
- the arrangements for setting and marking learning in line with statutory requirements
- the relevant sources of free and impartial information (see below: 'advice for parents')

- the parents/carers legal responsibilities to keep their child at home during the first five days of the exclusion.
- A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Principal or a senior member of staff and other staff where appropriate.

Internal Exclusions

Internal exclusion is an internal process within the school and is used when the objective is to isolate the pupil from the rest of the class at break and lunchtimes, , for disciplinary reasons and in accordance with this policy. It is not a legal exclusion so exclusions legislation and the DfE guidance on exclusion from school do not apply.

Internal exclusion is a planned strategy. Its aim is to reduce formal exclusions by ensuring more effective responses to inappropriate behaviour in school. Internal exclusions will be monitored in the same way as incidents in general. Evidence of regular internal exclusions will prompt further dialogue with parents/carers. It may also trigger further discussions about the need for enhanced support if the child has additional or special needs.

7. Monitoring, Evaluation and Review of this Policy

This policy is reviewed annually. 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.

The Behaviour Team are 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: May 2019 or sooner if dictated by incidents or changes in legislation

Appendix A : Behaviour Team

The Behaviour Team is currently

- Mrs Mumtaz Hanif
- Ms Sarah Hussain
- Ms Erum Tamuri

The Behaviour Team is supported by the Principal

Appendix B : Incident Form 1

Incident Form 1							
PUPIL NAME:					YEAR:	DATE:	
Subject	Eng	Maths	Science	IS	Level of incident	(N1a) Late for lesson/Salaah (2 mins)	
	Quran	Arabic	History	Geog		(N1c) Not equipped for lessons	
	CIT	Dt/Art	Key Skills	PE		(N1d) Talking/ shouting/ screaming	
	Cover Lesson	Morning reg	Lunch Time	Trip		(N1f) Not concentrating	
	Salah Time	Assembly	Break Time/In between lessons	Home Time		(N1g) Pushing in line/Not lining up properly	
Lesson	1	2	3	4		(N2a) No diary/planner	
	5	6				(N2e) No homework/Incomplete homework	
						(N2b) Disrupting lessons /walking without permission	
Number of demerits issued:						(N5e) Non Uniform (incorrect hijab, make-up, jewellery and nail polish)	
	Demerits entered in planner:						(N4f) Misbehaving/ talking during Salaah
Teacher's name:						(N5k) Intimidating/ disrespectful behaviour towards staff	

Appendix C : Incident Form 2

Incident Form 2															
PUPIL NAME:					YEAR:	DATE:									
Subject	Eng	Maths	Science	IS	Level of incident	N1a	N1b	N1c	N1d	N1e	N1f	N1h			
	Quran	Arabic	History	Geog		N1i	N1j	N1k	N2a	N2b	N2c	N2d			
	CIT	Dt/Art	Key Skills	PE		N2e	N2f	N2g	N3a	M3b	N4a	N4b			
	Cover Lesson	Morning reg	Break Time/In between lessons	Home Time		N4c	N4d	N4e	N4f	N5a	N5b	N5c			
	Salah Time	Assembly	Lunch Time	Trip		N5d	N5e	N5f	N5g	N5h	N5i	N5j			
Lesson	1	2	3	4		N5k	N5l	N5m	N5n	N5o	N5p	N5q			
	5	6				N5r	N5s	N5t	N5u	N5v					
Please provide as much detail of the incident as you can below															
Action taken:						Number of demerits issued:					<input style="width: 100px; height: 20px;" type="text"/>		Tutor informed:		<input style="width: 40px; height: 20px;" type="text"/>
						Demerits entered in planner:					<input style="width: 100px; height: 20px;" type="text"/>		Other (please give details):		
Teacher's name:					Signature:										

Appendix D : Report

Report Card											
Name:											
Additional notes:											
		MON		TUE		WED		THUR		FRI	
		B	A	B	A	B	A	B	A	B	A
P1											
P2											
P3											
P4											
P5											
P6											
Signed by Behaviour Dept:											
Signed by parent:											
"B" is for behaviour 1 = Excellent behaviour 2 = Behaved well 3 = Could do better 4 = Disturbing the lesson 5 = Not acceptable						"A" is for academic 1 = Excellent work 2 = Work was good 3 = Could do better 4 = Not to standard 5 = Not acceptable					

This report card will be monitored on a daily basis. Standards below 3 will be then taken to the next level.