

Quwwat ul Islam Girls' School



Behaviour Policy

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1. Overview

Quwwat UI Islam Girls' School Expects:

- All students to show respect and courtesy towards teachers and other staff and towards each other.
- Parents to encourage their children to show respect and support the schools authority to discipline its students.
- The Head teacher to help create a culture of respect by supporting the staff's authority to discipline students and ensuring that this happens consistently fairly across the school.
- The governing body and Head teacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is subject of the allegation.
- Every teacher will be good at managing and improving students' behaviour.

2. Rationale

All members of the Quwwat UI Islam Girls' School community have a right to a safe and challenging learning environment. Mutual respect amongst all members of the school community lies at the heart of this policy. Quwwat UI Islam Girls' School expects behaviour to be of a high standard throughout the school day, when travelling to and from school and whilst participating on trips and visits.

Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships between and with students are the key to good behaviour. Students learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and if an individual does not respond consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the school community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.

The policy will therefore:

- build upon the good practice that exists within the School;
- support effective teaching and learning;
- encourage adherence to an agreed set of principles of behaviour for the whole school community (Rights and Responsibilities);
- help members of the school community to distinguish between acceptable and unacceptable behaviour;
- contribute to promoting mutual respect and tolerance in our multi-cultural school community;
- develop the inclusive nature of the School.
- This policy document has been introduced following consultation with staff, students, parents/carers and governors.
- The School will communicate the Behaviour Policy to all new and existing students through its expectations, code of conduct and website as well as in assemblies, tutorials and within the curriculum, where appropriate.

- The School will communicate the policy to all teaching and non-teaching staff by providing copies of the policy through the staff training programme, electronically and through new staff induction
- The School will communicate its policy to parents and carers annually via the School Website or upon request.
- The Behaviour Policy will be reviewed regularly by the school community and continually revised and developed in response to identified needs.

3. The Behaviour Policy also links to the following policies:

- Child Protection
- SEN
- Teaching and Learning
- Anti-Bullying
- Uniform

4. Legal framework for this Behaviour Policy

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

5. Acceptable and Unacceptable Behaviour

This School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school community in terms of relationships between students, between students and teachers or other school staff or between students and visitors or other persons within the school premises or outside.

The School identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour. The School also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

The School communicates regularly the standards of acceptable and unacceptable behaviour to students, parents and carers through newsletters, individual letters and assembly.

The School communicates the standards of acceptable and unacceptable behaviour to staff through the Staff Training Programme.

6. Code of Conduct

Rights and Responsibilities of all Members of Quwwat Ul Islam Girls' School underpin our School Code of Conduct (Appendix 1) and list of School Rules. Please see Appendix 3.

7. (Staff Guidance) Standard Operating Procedures for Classroom Management

All staff are expected to manage behaviour well. The School operates a system of standard operating procedures which aims to maintain good order and discipline to enable effective learning to take place. These are communicated through formal staff training. Behaviour is monitored in lessons by:

- Analysis of recorded behaviour related incidents
- Lesson Observations and Learning Walks
- Student surveys and via the School Council.

Please see appendix 4 for standard operating procedures.

8. Students' conduct outside the school gates

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head teacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

In response to all non-criminal poor behaviour and bullying which occurs anywhere on the School premises and which is witnessed by a member of staff or reported to the School, the School will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;
- in some other way identifiable as a student of the school;
- misbehaviour at any time, whether or not the conditions above apply, that:
 - a) could have repercussions for the orderly running of the school;
 - b) poses a threat to another student or member of the public;
 - c) Could adversely affect the reputation of the school.

In response to criminal behaviour the School will report this to the police or if it is brought to the School's attention by the police fully cooperate with them.

9. Recognition and Rewards

The School will promote good and improved behaviour by students through a rewards system that is consistent and meaningful to students.

Our current school reward system is points on the Masha'Allah chart for primary and points on the house system for secondary, achievement certificates, star awards for progress, attendance & punctuality, achievement assemblies, special responsibilities, rewards trips and post cards sent home.

In addition all teachers are expected to provide, where appropriate

- Praise
- Positive verbal feedback

The following is a list of other ways we celebrate and reward success

- Displaying students' work both in school and on the School Website
- Positive letters/postcards home to parents/carers

- Positions of responsibility including School Council, Monitors

The School will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

10. Early Intervention

- The School recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management.
- The School will take steps to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of inappropriate behaviour.
- The School will provide training for staff in order to promote positive and consistent behaviour standards within the School.
- Parents and Carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.
- The School will take steps to identify students who may benefit from early intervention through the effective management of transition points at all Key Stages.

11. Behaviour Support

The School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This will include:

- Teaching strategies - The Head of Secondary will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- Acceptable Behaviour Contract (ABC) - An ABC is used for a period of four weeks when a student returns from a fixed period of exclusion or Internal Exclusion. It outlines what the student has agreed to do in order to make positive choices.
- Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills.
- Personalised timetable - Set up for individuals to support learning or behavioural needs

12. Sanctions

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices which make a clear distinction between serious and minor infringements of the Code of Conduct. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of students for the misdemeanours of a few. The School has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students.

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline

students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanction. It also covers sanctions for a failure by the student to comply with those previously imposed on her.

The Head teacher will take account of the following principles in determining and implementing the Behaviour Policy:

- none of the School's sanctions must be degrading or humiliating;
- all rewards and sanctions must be applied fairly and consistently;
- all paid staff at the School have a statutory authority to impose sanctions (called 'disciplinary penalties' in the Education and Inspections Act 2006);
- the Head teacher has the power to withdraw the authority from individual staff or classes of paid staff;
- The Head teacher has the power to authorise any unpaid staff to impose disciplinary penalties.

The Governing Body of the School has agreed that the following 'disciplinary Penalties' may be used.

- Removal from the group/class or particular lesson on a short term basis
- Detention
- Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum
- Behaviour/Learning trackers will be issued by SLT. Pupils will be given a mark out of four assessing their behaviour and effort. The form tutor will check the tracker daily. The head of secondary will assess the tracker at the end of the week
- White/Yellow/Red report will be issued by SLT if behavioural concerns are consistent.
- Completion of work or extra work
- Carrying out a useful task in the school (community service)
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

13. Detention

Members of staff who have the right to hand out detentions include teachers who work at the School and in addition any other person who has the authority of the Head teacher, these include cover staff, teaching assistants and staff on duty at break and lunchtime.

Since September 2011 parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of school hours. However, in order to work successfully with parents 24 hours' notice will continue to be provided at Quwwat Ul Islam Girls' for all detentions after 3.00pm that last longer than 15 minutes. This is due to the unique circumstances of many of our students who collect younger siblings from other schools, providing 24 hours' notice allows parents to make other arrangements.

There are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to a practical decision of whether it is appropriate, taking into account the circumstances of the student.
- A Member of the Senior Leadership Team makes the decision to retain the student after School hours for their own safety, this would not count as detention.

For break and lunchtime detentions staff should allow reasonable time for the student to eat, drink and use the toilet.

Students can be detained for up to an hour at the end of the day. Parents must be given 24 hours' notice and this should be via the planner, letter or telephone call. It must be written in the student's diary in order to stop students being double booked for detention and to act as a reminder for the student. Notification should clearly state why the detention has been given, who has given the detention, where it is being held and for how long.

Subject teachers, Teaching Assistants and Cover Staff can set a maximum of 60 minutes for detention.

Late detention is given to any student who arrives late to school without a valid reason more than once in a half term period. Late detention is for 1 hour and will be coordinated by the admin team. Parents will be notified by letter or phone call.

Any member of staff detaining a student at the end of the day must notify the main school office.

Records of detention must be kept by the Head of Primary/Secondary and recorded on the detention tracker.

Failure to attend a detention. If a student fails to attend an after-session detention for a disciplinary offence without reasonable excuse, normally a more severe sanction should follow even.

14. Actions and consequences

Sanctions are listed below against the corresponding negative choice and identify which members of staff would normally be involved.

QUWWAT UL ISLAM GIRLS' SCHOOL BEHAVIOUR PROCEDURES

Levels	Example	Sanction
LOW LEVEL INCIDENTS (TO BE SANCTIONED BY CLASS TEACHER OR TUTOR)	Lack of equipment / Calling out /Unacceptable comments Poor concentration Silliness / Restlessness / Uniform incorrectly worn	Verbal reprimand by subject teacher
	Further repetition Lateness to lessons No Planner	15 minute subject detention Recorded in planner No planner = tutor detention
	Further repetition Rudeness to another student (not discriminatory or insulting) No homework	Phone call home
MID LEVEL INCIDENTS (TO BE SANCTIONED BY HEAD OF SECONDARY)	Persistent repetition of above Mobile Phone or misuse of technology Rudeness to an adult (not discriminatory or insulting) Defiance to class teacher Missing 30 minute subject teacher detention Disrupting Learning	Confiscate phone etc. 1 hour Departmental Detention Phone call/letter home
	Similar to above if during registration Lateness to school more than once a half term Inappropriate behaviour during unstructured time Incorrect Uniform on arrival to school or around school with no excusable reason	Head of Secondary detention Phone call/letter home
	Missing Detention Smoking, Inc. Shisha or E Cigarettes Minor Vandalism / Graffiti Persistent Lateness to School in addition to Leader of Year Detention Truancy Defiance Rudeness which is discriminatory or insulting to students or staff	Detention
HIGH LEVEL INCIDENTS (TO BE SANCTIONED BY SLT)	Persistent from above Wilful and/or serious vandalism / Graffiti Persistent Disruption Bullying of any kind, Inc. Cyber Theft Inappropriate physical contact with peers	High Profile/On call incidents Internal exclusion (One-Three Days) Fixed Term Exclusion Parent Meeting Intervention Strategies
	Extreme rudeness Swearing at staff Aggressive defiant behaviour Possession of Class B/C illegal substances or Legal Highs Physical violence or Persistent bullying	High Profile/On call incidents Extended Internal exclusion (Up to 5 Days) or Fixed Term Exclusion (depending on severity and past record) Intervention Strategies
	Being in possession of an offensive weapon Dealing of any Illegal substances Possession of Class A illegal substances Theft (depending on nature) Potentially any one off event deemed so serious that the inclusion of the student as part of the school is not compatible with good order and discipline	Permanent Exclusion

N.B High profile/on call may be called to High Level Incident, however, it is not a sanction and therefore a sanction will be put in place

At times individual circumstances or the Equality Act 2010 may alter sanctions. Fixed Term and Permanent Exclusion is always at the discretion of the Head teacher.

Staff must use their judgement if a negative behaviour choice is not listed above. If in doubt staff should consult their line manager.

Data from sanctions is analysed by the Head of Primary/Secondary. Where patterns are identified intervention strategies will be applied.

15. The use of force or restraint in order to control students

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies is any teacher who works at the school and any other person whom the Head teacher has authorised to have control or charge of students.

There is no legal definition of reasonable force. However, nothing in the law concerning the use of reasonable force legitimises corporal punishment.

Quwwat Ul Islam Girls' School expects staff to always try and diffuse a situation without physical intervention. We also do not expect staff to put themselves at risk. However, should the need arise the member of staff available must use their judgement on whether to intervene. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a **duty of care** towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may breach that duty.

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury.

The judgement on whether to use force with students with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

Schools do not require parental consent to use force on a student.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

If physical intervention/restraint is used in any manner it must clearly be written and recorded on a referral form for negative behaviour and processed/followed up in the normal way with the addition that the Designated Safeguarding Lead must be notified. The student, restraint is used on, must also be given the opportunity to be examined, should they wish, by the School's First Aid Staff and/or Designated Safeguarding Lead.

16. The Right to Search Students

Schools' obligations under the European Convention on Human Rights (ECHR).

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

School staff can search a student for any item if the student agrees.

Formal written consent from the student is not required, it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The Head teacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Phones
- Ipods/mp3/mp4 devices
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers including Shisha pens
- fireworks
- pornographic images including contents of ipads and phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used
 - i. to commit an offence,
 - ii. to cause personal injury to, or damage to the property of, any person (including the pupil)
 - iii. the Head teacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should a member of staff suspect a student of carrying such items and they have refused their consent to be searched the following members of staff have the authorisation to search without consent; all members of the Senior Leadership Team. However, all members of staff can search if they believe there is an immediate risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

The search must take place in a suitably private area and never in front of another student, unless a group of students are being searched and it is with their consent.

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; coats, jumpers, boots; gloves and scarves.

The power to search, without consent, enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Should a search not reveal anything and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police must be called.

Any search of a student must be recorded on an incident form and processed in the normal manner. In addition should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a Child Protection Officer. Searches must be recorded even if nothing is found.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

17. Confiscation

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If the following items are found they must be given to the Head teacher or Deputy Head teacher and the police will be contacted to collect the item and if necessary arrest the student:

- Knives
- Guns, genuine or imitation
- Any object thought to be a weapon
- Illegal substances of any class
- Stolen items (unless they are stolen in school and the decision is made to return them to their owner and the School follows its own disciplinary procedures)
- Inappropriate or Pornographic images where the possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police.

If the following items are found a member of the Senior Leadership team should be consulted in order to arrange for their disposal.

- Alcohol
- Cigarettes, tobacco and papers, Shisha pens

- Fireworks
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g. legal highs)

If the following items are confiscated because they are against the School rules they should be placed in the Main School Office for parental collection, they should be clearly labelled with the students name and who confiscated it and when.

- Mobile Phones & I pads (If inappropriately used)
- Any other item which though not dangerous or illegal would be better collected by a parent rather than returned to the student. Large sums of money or expensive jewellery could fall into this category where the teacher deems there is a real risk of a student being robbed or assaulted for such items.

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples could include inappropriate clothing, food being consumed during a lesson or high caffeine content energy drinks. These items can be returned to a student at the end of the lesson or day (whichever is more appropriate). Food items will be disposed of.

18. Internal Exclusion

A full investigation needs to occur with recommendations for the sanctioning of the student being discussed with SLT. The same process as for a Fixed Term Exclusion. Should the decision be an Internal Exclusion then liaison must then go through the Head of Primary/Secondary, who is responsible for behaviour or any other member of the Senior Leadership Team in their absence. A letter will be sent home on the day informing parents of internal exclusion and a phone call **must be** made home.

Students that are Internally Excluded must report at 8.30am and wait at main reception to be collected. They will follow a specified day with time set aside for collecting/eating lunch or toilet breaks.

Any misbehaviour/refusal/defiance whilst internally excluded will automatically lead to Fixed Term Exclusion.

Parents will be called for a reintegration meeting before the student can return to normal lessons. The meeting will be with the Head of Primary/Secondary.

An ABC will be completed and monitored by the Leader of year and tailored behaviour interventions put in place to enable the student to move forward positively.

Staff who normally teach a student who is internally excluded must provide suitable learning for the student.

19. Fixed Term Exclusion

The School will use exclusion (fixed term or permanent) if a student has seriously broken school rules, internal exclusion has had limited impact or allowing them to stay in school

would seriously harm their education or welfare, or the education and welfare of other students.

Only the Head teacher or Acting Head teacher can make the decision to exclude.

Before deciding to exclude a student the Head teacher will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the student an opportunity to be heard; (this is particularly important if an exclusion could lead to a safeguarding concern)
- Consult other relevant people if necessary.

Having considered these matters the Head teacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE.

Before deciding to exclude the Head teacher will additionally consult the SENCO should the student have a Statement of Special Educational Needs.

Before deciding to exclude the Head teacher will additionally consult the Designated Safeguarding Lead should a student be on the Child Protection Register.

The School will make appropriate educational arrangements for a student on their 6th day of Fixed Term Exclusion. For exclusion lasting 1 – 5 days Head of Primary/Secondary will ensure learning is provided. During a fixed term exclusion parents must ensure their child is not found in a public place during school hours and to attend a reintegration interview with the School at the end of a fixed period exclusion.

The School will notify parents/carers of the decision to exclude by telephone on the day of exclusion. The reason for and length of exclusion will be outlined. This will be followed by a letter which also outlines how a parent/carer can complain or challenge the decision should they wish.

A readmission meeting will occur before the student attends school again. A parent/carer must be in attendance. The readmission meeting must always be conducted by a member of the SLT with the appropriate Head of Primary/Secondary in attendance. The purpose of the readmission meeting is for the student to reflect on the behaviour which led to exclusion and how they will ensure that it does not happen again. Staff at the readmission should set up strategies in order to aid the student make positive choices. A readmission meeting form and an ABC must be completed.

Exclusion will be inappropriate in cases of:

- minor breaches of discipline
- poor academic performance
- truancy or lateness
- non-compliance with uniform regulations, except where this amounts to a defiance
- in response to the unacceptable behaviour/attitude/conduct of a student's parents

The maximum length of time a student can be given fixed term exclusion for is 45 school days. This can be in one period or for shorter spells of time. However, no student can be excluded for more than 45 school days in any one academic year.

20. Permanent Exclusion

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon.
- Or any other one-off offence considered by the Head teacher to be exceptionally serious.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

21. Behaviour Form and Investigation

Staff will report behaviour incidents to the Head of Secondary. However, should any incident require further investigations, and for all high level incidents and above investigation summaries must also be completed with recommendations from the appropriate person. They are not in themselves a sanction. They are a public document which is kept on file and logged. Staff should be mindful of this when completing them.

It is the responsibility of the member of staff raising the form to deal with the matter, or where appropriate, to seek further support/guidance depending on the level of behaviour.

The School will complete investigations within a reasonable timescale but not normally exceeding five working days.

The monitoring and management of behaviour is the responsibility of all staff. However, the monitoring and assessment of students whose behaviour is continually disruptive is undertaken by Head of Primary/Secondary who plan for the learning needs of individual students within their area and within the context of the student's behaviour needs.

22. Students with Disabilities

The School aims to ensure that students with disabilities are not treated less favourably than other students and will endeavour to ensure that no exclusion of such a student has been caused directly or indirectly by the student's disability. Any exclusion of a student with a disability will be closely monitored. The School has the legal responsibility to make reasonable adjustments in such cases.

23. Managing allegations from students against staff.

Please refer to other School policies (i.e. child protection).

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in references.

Students that are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the School will consider Fixed Term or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

24. Developing Capacity

The School will develop a comprehensive training programme which is reviewed annually to ensure that it is responsive to the needs of its staff and students.

The School provides relevant information and training on behaviour management matters to all groups of staff, including:

- Lunchtime Supervisors
- Support staff (e.g. Learning Support Assistants and Teaching Assistants)
- Other school staff (e.g. buildings and maintenance, administrative and technical support)
- Teachers

25. Reviewing Effectiveness

The School advises all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and will advise staff on the correct procedures for recording statements.

The School monitors behaviour incidents in order to identify issues and trends and will evaluate its policy against key improvement objectives which will include:

- General behaviour patterns across the School and within Departments and Year Groups
- Balance in the use of rewards and sanctions
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours

The School provides details of issues and trends to the staff and the Governing Body as a basis for effective future decision-making.

26. Equal Opportunities

In making and implementing this policy account must be taken of the School's Equal Opportunity Policies.

CODE OF CONDUCT

Students should:

- Be able to feel happy, safe and comfortable;
- Be able to learn;
- Be able to have a medium to express their views or concerns;
- Be able to have their achievements recognised and rewarded;
- Take seriously their responsibility to the importance of their education & that of their peers
- Treat all staff & students with respect
- Be able to fulfil their role
- Promote a positive learning atmosphere
- Create a safe and purposeful learning environment to be able to teach and students to learn
- Implement and manage behaviour using rewards and sanctions appropriately and consistently
- Confiscate from pupils any inappropriate items that interfere with learning
- Plan and deliver differentiated lessons that support the needs of all and fully engage learners
- Model and teach respectful behaviour
- Take action if inappropriately dressed for school
- Search pupils if suspected of possessing inappropriate or stolen items.
- Have the right to be informed on the school's behaviour for learning policy and to be consulted on its monitoring and evaluation and the responsibility to respect the policy and recognise the disciplinary authority of the School and its staff
- Have the right to be informed about the behaviour of their children.
- Ensure that their children attend school each day punctually, suitably clothed, fed, rested, equipped and ready to learn; and encourage them to behave appropriately and focus on learning at all times.
- Inform school if their child is unhappy at school in order for this to be righted.
- Ensure that their child follows instructions by staff and adheres to rules
- Ensure staff are aware of any SEN related or other personal factors which may result in their child displaying behaviours outside the norm
- Be prepared to work with the staff to support their child's positive behaviour
- Attend meetings with staff, if requested, to discuss their child's behaviour and to adhere to the terms of any reasonable requests for parental support in regards to their child's behaviour
- If their child is excluded from School, ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the School at the end of a fixed period exclusion.
- To support, praise and, as appropriate, reward students' good behaviour
- To ensure staff model good behaviour and never denigrate students or colleagues
- To promote positive behaviour through active development of students' social and emotional aspects of learning
- To establish, and communicate measures to ensure good order, respect and discipline
- To ensure the School's Behaviour Policy does not discriminate against any student on, grounds of race, gender, ethnicity, religion, disability or sexual orientation, and that it promotes good relations between different communities
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate
- To take all reasonable measures to protect the safety and well-being of students and staff including dealing effectively with complaints about bullying
- To keep parents informed of their child's behaviour and, where necessary, support them in meeting their parental responsibilities
- To work with other agencies to promote cohesion and safety



QUWWAT UL ISLAM GIRLS' SCHOOL EXPECTATIONS

The School Rules are broken down simplistically and displayed in every classroom:

- To treat each other with respect and use respectful language
- To follow instructions of staff
- To treat the school environment with respect
- To try your best
- Be on time
- To wear the correct uniform at all times
- Use technology appropriately and only when permission given

SCHOOL RULES

The highest standards of personal behaviour are expected from students both in School and on the way to and from School and in all other school activities.

Travelling to and from School

Students are expected to:

- Wear full school uniform
- Be courteous to all members of the public
- Obey all traffic and pedestrian laws
- Remember they are ambassadors for the school
- Be aware of their own and others safety

Transport

- Motor bikes, cars or scooters must not be brought into School
- Bicycles may be brought into School
- Bicycles must not be ridden on the school premises

Arrival at school

Students are expected to:

- Arrive before school starts so they can be in the correct place
- Be aware where they should be (Form room, Assembly etc.)
- Arrive promptly to their destination

Tutor Time

Students are expected to:

- Arrive to the form room on time
- Enter the room in an orderly manner
- Remain silent for the register
- Be aware the register is a legal document
- Follow form tutor instructions
- Listen carefully to all messages and notes
- Collect and take home any information given out
- Help to litter pick
- Move purposefully from one lesson to another
- Not to delay their journey with unnecessary actions
- Not drop litter
- Avoid unnecessary chatter
- Use paths not cut across grass and planted areas
- Not run around the School inside or out, except in play areas and on the field
- Not 'shout,' 'yell' or generally be noisy when walking around the School inside or out
- Not lean out of windows
- Not use the Administration corridor or enter the Staffroom
- Not enter out of bounds areas, rooms, offices, cupboards etc.

During Lessons

Students are expected to:

- Arrive on time
- Wait outside the room in an orderly manner until asked to enter
- Not block corridors whilst waiting outside
- Enter classroom when instructed
- Sit in the seating plan the teacher has implemented

- Bring the necessary equipment to each lesson including their diary/planner
- Listen carefully to all staff instructions
- Follow all staff instructions
- Complete classwork and homework to the best of their ability
- Take responsibility for their own learning
- Keep chatter to a minimum
- Ask in a sensible way if there is a problem
- Not to disturb the learning of others
- Treat all members of the class with respect
- Be respectful of others learning styles and abilities
- Not to use banned equipment in lessons
- Leave the room quietly
- Leave the room tidy
- Never disrupt the right of other student to learn
- Never disrupt the teachers right to teach

Break/Lunch

Students are expected to:

- Visit toilet if needed
- Relax and have fun
- Behave in a mature and sensible manner
- Place all litter in the bins provided

Trips/Visits

Students are expected to:

- Remember they are ambassadors for the school
- Behave in a mature and sensible manner
- Listen to staff instructions carefully
- Follow staff instructions
- Pay particular attention to meeting times and places
- Behave well on the bus or other mode of transport and follow any necessary safety regulations
- Keep the bus clean and tidy
- Behave in a mature and sensible manner
- Travel to the assembly point as quickly and safely as possible
- Be aware of the gravity of the situation
- Be registered as soon as possible
- Follow all staff instructions

School Uniform

- Students must wear the correct School Uniform (as written in the student diary), in School and to and from School
- Students must wear the School Uniform correctly, in School and to and from School

Items that students should never bring to School that will/could incur Permanent

Exclusion

- Guns
- Knives
- BB guns
- Imitation guns
- Illegal Substances
- Any article that the member of staff reasonably suspects has been, or is likely to be, used
 - iv. to commit an offence,
 - v. to cause personal injury to, or damage to the property of, any person (including the student)

Items that students should never bring to School that could incur a Fixed Term Exclusion or Permanent Exclusion depending on use and circumstance

- Alcohol
- Fireworks
- Pornographic Images
- Illegal Substances
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g. legal highs)
- Any article that the member of staff reasonably suspects has been, or is likely to be, used
 - i. to commit an offence,
 - ii. to cause personal injury to, or damage to the property of, any person (including the student)

Items that students should never bring to School which may incur other sanctions, such as, Confiscation, Detention, Internal Exclusion or Fixed Term Exclusion, depending on use

- Tobacco and cigarette papers, electronic cigarettes and shisha pens
- High energy drinks
- Non School Uniform items, such as trainers, offensive clothing, Jewellery etc.
- Fun Snaps
- Any item which causes a health and safety concern or disrupts learning

General Behaviour (in School, on the way to or from School or on any School trip or activity)

- Smoking is not permitted
- Consumption of alcohol is not permitted
- Fighting, violent or aggressive behaviour is not permitted
- The use of abusive or obscene language is forbidden
- Racism, sexism or homophobic remarks, language or abuse is forbidden as in any other language or actions that are deemed discriminatory or inciting tension including expressing extreme views and opinions
- Bullying of any kind is forbidden
- Students must not graffiti
- Students must not vandalise School property
- Students must not steal School Property or the property of members of staff or other students
- Students must report any incident of poor behaviour that they see another student commit

Other

- Students must only enter and exit the School through the Main School Entrance between 8.30am and 3.00pm
- Unless permission has been given, students must not leave the School premises during the School day
- Students must not drop litter
- Students must not bring fizzy or other high sugared or high energy drink to school



Standard Operating Procedures and Classroom Management

1. Staff and students should be punctual to the lesson in order to maximise time for teaching and learning. This is particularly important after break and lunch-time.
2. Entry into the classroom should be supervised and orderly with students being greeted at the door and uniform infringements dealt with prior to their admission or at a discreet moment in the lesson so as not to distract from learning for the majority.
3. Students should sit according to the teacher's seating plan.
4. All students should remove their outdoor clothing and bags should be placed safely out of the way.
5. Student planners and all equipment should be placed on the desk in front of the student, in preparation for the lesson ahead.
6. A firm but friendly atmosphere is maintained in the classroom.
7. Learning should be planned appropriately with appropriate resources and support materials available in order for all students to achieve. Where a Teaching Assistant or other adult is working in a lesson, their role must have been planned for.
8. Instructions for homework and its differentiation must be written on the board and sufficient time given to students to record this in their diaries along with the deadline for submission.
9. Rewards and sanctions, where appropriate, must be applied consistently and fairly.
10. Teachers will note those students who are not equipped for the lesson or who do not hand in homework of the expected high quality, or on time and will communicate this through Student Planners. Tutors, Parents and Carers will then pick this up and be able to support the student in their organisational skills.

Students out of lessons

Students should only be allowed to leave a lesson in exceptional circumstances, such as when in need of First Aid. Students should not be left outside of a classroom unsupervised. Requesting that a student stands outside for a few minutes to reflect on their behaviour is acceptable; however, a teacher would be neglecting their duty of care to allow this for a sustained period of time.

End of lessons

Students should be asked to pack away and stand quietly behind their chairs to await an orderly dismissal, when the room is tidy and uniform has again been checked.

Around School

All staff are corridor teachers and as such are responsible for challenging poor behaviour choices around the School. Staff should be aware of and note any problems around the site. They should encourage students to move quickly and quietly in corridors by reminding them of the need to be orderly. Teachers should be in the corridor, outside the classroom at the change of lesson, wherever possible, supervising students generally and awaiting the arrival of their group.

Uniform

All staff should ensure that students are in the correct school uniform at the beginning and end of every lesson.