

Policy



Behaviour Management Policy

*Nurturing today's young people,
Inspiring tomorrow's exemplary citizens*



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SECTION 1 – INTRODUCTION

The following School Behaviour Management Policy has been established in accordance with the Governors' written statement of general principles for student behaviour and discipline.

This policy should be read in conjunction with the following policies:

- Rewards and Sanctions Policy
- School Code of Conduct Policy
- Disciplinary Investigation Policy
- Internal Exclusion Policy
- Screening, Searching and Confiscation Policy
- Boarding Policy

SECTION 2 – THE PURPOSE OF THIS POLICY

The purpose of the policy is:

- To affirm the school's commitment to promoting positive behaviour and ensuring a well ordered environment in which effective teaching and learning can take place.
- To fulfil the governors' duty of care to students and employees.
- To promote teaching and learning and high standards of attainment.
- To outline the roles and responsibilities of staff within the school.
- To detail the procedures to be followed by staff when dealing with behavioural issues.

This policy has been written in line with the school vision statement and reflects the following:

- Care and respect for ourselves, others and the environment.
- Challenge and support for all to reach their potential.
- Co-operation between school, home and the community.
- Consistency and fairness in our expectations and values

SECTION 3 – RATIONALE

AJI is a school which has very high expectations of its students in terms of their attitude, their work and their behaviour. The school Behaviour Management Policy is based on a quiet, yet firm, insistence on high standards of behaviour at all times. It should encourage students to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people at all times. It is the school's duty to keep all students safe, happy and able to learn. High standards are set in the belief that a caring but challenging school ethos generates self-respect, independence and the highest levels of

achievement. Good behaviour and discipline are essential if effective teaching and learning is to take place.

It is important for good behaviour to be recognised and rewarded. If students or groups of students are praised when it is merited then a positive climate is established in which students' self-esteem is nurtured and misbehaviour becomes by comparison, a markedly less attractive way of obtaining attention. Students should understand that bad behaviour is unacceptable and will be punished. Sanctions are needed in order for disapproval of unacceptable behaviour to be registered with the students and to protect the necessary authority of the teachers. Rewards and sanctions should be fairly and consistently applied by staff at the school but it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and that the member of staff is expected to use his/her discretion in their use.

SECTION 4 – ROLES AND RESPONSIBILITIES

Promoting positive behaviour and good attendance is the responsibility of the School community as a whole. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for. Specific roles and responsibilities include:

- **AJI Trust Board** defining the principles underlying the Behaviour Policy; and holding the principal to account for the overall performance of the school in this area.
- **The principal**, in operating the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality; to support the Pastoral Manager wherever possible in the strategic leadership, management and development of behaviour management strategies within the school; to monitor data and challenge members of staff who are not following the protocols for reporting positive and negative behaviours, also support teachers with students who are not following the behaviour expectations around school; to conduct interview with students, staff and, where possible, with parent regarding standards of behaviour; to undertake departmental reviews; to proactively encourage discussion, reflection and progress regarding behaviour management; to coordinate and quality assure the internal support provisions in school for students that require additional input with managing behaviour.
- **The Pastoral Manager with responsibility for Pastoral Support and Pupil Well-being** in monitoring all aspects of the school's behaviour policy and its application, to promote equality for all pupils; To carry out informal learning walks and lesson observations to ascertain high standards of student behaviour within each department and identifying CPD needs; to provide support, guidance and strategies to support teaching staff in managing behaviour within the departments; to co-ordinate external agency support for individuals/groups of students that require further interventions.

- The **Heads of Departments** in ensuring they are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils;
- **All staff** in ensuring:
 - That the policy is consistently and fairly applied to all;
 - That they are reflective practitioners, evaluating their own behaviour management strategies and adopting different methods to meet the needs of all learners
 - That they review the monitoring of student behaviour regularly, adapting practice where appropriate.
 - They learn from others, sharing and developing outstanding ideas and practice
 - They undertake departmental moderation and standardisation activities
 - That pupils are taught and retaught the behaviours which are conducive to learning and well-being;
 - That high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
 - That each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance;
 - That each and every pupil gets the personal attention they need to ensure excellent standards of behaviour and great learning;
 - That good behaviour is recognised and praised;
 - That poor behaviour is challenged and appropriate sanctions implemented.

Parents and Carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will be encouraged to report any instances of misbehaviour, disruption, violence or bullying.

The procedures arising from the policy will be developed by the Principal in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to all staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged and written and kept with the Management Team in the Behaviour File. (Please read the 'School Code of Conduct Policy' for details of procedures and protocols)

If an incident occurs in the classroom the initial responsibility lies with the subject teacher to deal with the incident using the sanctions outlined in this policy. If the misbehaviour is more serious or is repeated, then the subject teacher should inform the School Management Team who will become involved in dealing with the incident. The school will notify the police and other relevant bodies of incidents where it is appropriate to do so. (Please see 'Rewards and Sanctions Policy' for full details of consequences).

SECTION 5 – PRINCIPLES OF BEHAVIOUR MANAGEMENT

The school's behaviour management policy is guided by the following principles:

- All pupils have the right to learn and achieve their potential and the responsibility to let others do the same.
- All pupils and staff have the right to be safe and treated with respect at school and the responsibility to ensure others feel safe and respected.
- Good behaviour in the classroom is a prerequisite to quality learning.
- Self-discipline is fundamental to the personal and academic development of all students.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every student.
- Successful behaviour management requires a partnership where students, staff and parents share common expectations and work together to achieve them.
- To promote amongst students, self-discipline, respect for others, and proper regard for authority and positive relationships based on mutual respect.
- To encourage good behaviour and discipline on the part of all students.
- To ensure that all students understand the boundaries of acceptable behaviour at AJI.
- To ensure that all students can gain the most from their learning at the school.
- To ensure consistency of response to both positive and negative behaviour.
- To promote early intervention
- To provide a safe environment free from disruption, violence, bullying and any form of harassment.

SECTION 6 – BEHAVIOUR MANAGEMENT STRATEGIES

Behaviour is a choice and the School provides pupils with the guidance they need to learn how to make positive choices. Setting and maintaining high expectations is something we believe must be taught and retaught, consistently and fairly, and which must be revisited each and every lesson, encouraging pupils to learn the behaviours expected of them and develop good habits for learning.

Establishing, and then constantly reinforcing, firm and clear expectations mean that pupils need to make fewer choices around their conduct, ensuring the positive behaviours and expectations we consistently reinforce, soon become routine.

Students are more likely to engage in learning if staff use a range of strategies and have:

- High personal expectations of every student and make these expectations the focus of learning.
- Apply rules, routines, sanctions and rewards consistently.
- Fairly deploy a range of techniques and strategies to deal with behaviour – verbal and non – verbal.
- Deliver PSHE curriculum discussing emotional health & well – being.
- Promote Anti Bullying work.
- Hold Student Voice / Student Council.
- Provide information leaflets on noticeboards and at events.
- Staff working to the Teachers Standards that layout behaviour guidance.
- Working to the KCSIE 2021 guide.

In promoting good and improved behaviour the school has a system of recognition and reward.

Over the course of the school term all students will receive 'Praise Points' for demonstrating positive attitudes towards learning and behaviour. Every student will be kept up to-date with their running total of 'Praise Points' Students will be able to redeem their 'Praise Points' for Tuck shop vouchers and other rewards at different intervals during the term. The Class with the highest 'Praise Points' will be recognised in rewards assemblies and receive rewards at the end of the term.

Rewards include praise and positive feedback; Termly Rewards Assemblies highlighting achievement; Certificates; Post cards home; Tuck shop vouchers; Medals; Trophies; Non-uniform days; Meals of choice; Tea with the Head Teacher; Room of the month award; Weekend leave permission; Reward Trips e.g. to Blackpool and Alton Towers and much more.

However, there are occasions when school staff do need to challenge behaviours which are not conducive to learning. In order to effectively challenge and improve pupil behaviour, we actively

promote non-confrontational behaviour management.

As with the 'correct' use of praise, the use of verbal reprimand should:

- Be clearly linked to learning and conduct;
- Criticise the behaviour rather than the pupil;
- Use the language of mutual respect;
- Avoiding over reaction and confrontation;
- Undertake Restorative Justice approaches;
- Should not describe the behaviour, but direct the remedial action required;
- Delivered in a reasonable tone and at an appropriate volume;
- Be followed up by discreet praise once the remedial action has been taken by the pupil.

The following is a range of disciplinary measures which the School reserves the right to use. These will be implemented consistently, openly and fairly:

- Verbal reprimand;
- Setting extra work or repeating unsatisfactory work;
- Referral to Pastoral Manager.
- loss of privileges, for example, having the privilege of representing the school in sports events withdrawn;
- Missing social time at break;
- Detentions, including lunchtime and after-school and also, where necessary, at weekends;
- Letters to parents / carers.
- Meetings with parents / carers.
- Being placed on conduct or attendance report for monitoring and improving behaviour.
- Instigating a Pupil Behaviour Support Plan.
- Referral to external agencies.

For more extreme behaviour, the School may use internal isolation within a Reflection or Isolation Area or invoke a temporary or permanent exclusion.

Teachers also have the power to discipline a pupil for conduct outside of the school premises, this includes:

Misbehaviour when the pupil 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 pupil at the school.

Misbehaviour at any time, whether the above conditions apply or not, when behaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

The circumstances of individual pupils and their safety in relation to child protection and safeguarding will always be considered when applying any sanction. The School has a detailed **Rewards and Sanctions policy**, which outlines the specific arrangements for addressing challenging behaviour and imposing sanctions.

SECTION 7 – OUR PARTNERSHIP AGREEMENT

At AJI, we believe our students are more likely to achieve their potential if we work in a collaborative manner with all stakeholders. To this end, a Partnership Agreement is discussed and agreed with them on entry to the school. (See Appendix 1)

SECTION 8 – ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with each other, school staff, visitors and members of the local community. The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, and threatening language, intimidation, stealing other students' property, physical abuse, bullying and harassment of any kind. Break or corridor incidents are dealt with by staff members and a pastoral referral form is completed if the incident warrants.

The school communicates regularly the standards of acceptable and unacceptable behaviour to students and parents / carers through the school rules, displaying expectations for students in every classroom, school prospectus, home-school agreement, school assemblies, School Matters and individual discussions with students following incidents of poor behaviour. Staff are informed of these standards through the staff handbook, staff induction to the school and the staff training programme.

Pupils have the right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor incidents. (Please see the 'Rewards and Sanctions Policy' for more details)

SECTION 9 – BEHAVIOUR MANAGEMENT PRACTICES IN THE CLASSROOM

AJL'S 'Code of Conduct Policy' is a clear and concise set of rules for use in and out of the classroom. It helps build common standards and expectations amongst staff, pupils and parents.

Behaviour Management Team:

- Monitor standards of pupil behaviour in the School and in the Boarding.
- Discuss and agree additional standard routines.
- Ensure Classroom Respect Code is applied consistently by all staff in the Department / Faculty.
- Support staff / Housemasters who are having difficulties with particular pupils or classes.
- Liaise with the Principal if a behavioural issue becomes a cause for concern.
- Monitor Bullying and Searches made in school.

Class Teachers:

- Apply and reinforce the Respect Code.
- Establish and use basic routines e.g. entry, seating plan, taking the register and exit on the bell.
- The teacher establishes a set of rules to govern his classroom, which are clearly explained to students.
- Bring your students from the prayer hall with you.
- Staff to leave prayer hall immediately after prayer and lead all students to their class.
- Use a seating plan where appropriate.
- Share the learning objectives and learning outcomes with the students at the start of the lesson.
- Use differentiated materials as appropriate.
- No food allowed to be eaten in the classroom, unless there is a medical emergency, e.g. Diabetes.
- Students to not be removed from the classroom for misbehaving.
- Staff to never arrive late to class.
- Lateness to not be tolerated under any circumstances. All students need to produce a note for their lateness to class, if kept behind by a member of staff.
- Model the standard of courtesy expected from students.
- Address poor behaviour.
- Criticise the behaviour not the student.
- Use private rather than public reprimands.
- Use the rewards to support good behaviour.
- Use the school system of sanctions to address poor behaviour.
- Discuss students whose behaviour is causing a concern with staff at meetings in order to develop classroom management strategies.
- Carry out peer observation as a means of developing new ideas



SECTION 10 – PRAISE AND REWARDS

Praise and rewards are the cornerstone of successful behaviour management. Research findings are clear that schools, which have a strong emphasis on positive praise and rewards, are more successful at managing pupils' behaviour than those that stress sanctions. Praise and Rewards should therefore be used much more frequently than sanctions. All staff should award them consistently, fairly and regularly. When some members of a class are not co-operating fully, it is often more effective to praise those who are behaving than to threaten those causing problems. (Please see the 'Rewards and Sanctions Policy' for more details)

SECTION 11 – STUDENT BEHAVIOUR OUTSIDE OF THE SCHOOL

- Student behaviour on school outings is subject to the Behaviour Management Policy.
- Poor behaviour by students in the vicinity of the school or on the journey to or from the school, will be subject to the Behaviour Management Policy.

SECTION 12 – ADMINISTRATOR / SCHOOL MANAGEMENT TEAM

- Distribute letters/emails to Parents.
- Create lists of all detentions.

SECTION 13 – DETENTIONS

Pupils whose behaviour does not respond to informal reprimands will receive clear warnings, setting out the behaviour which is causing concern and giving the pupil time to reflect and improve their own behaviour. Should this fail to improve the behaviour causing concern and a pupil continues to misbehave, they will receive a short detention which may be carried out at break, lunchtime, or after school. Any pupil who repeatedly fails to follow school expectations may be given a longer detention at the end of the school day or on Saturdays. A detention may be given **without any warning** for any action deemed to be a C3 or above.

Any detention which takes place after school for more than 15 minutes will be carried out at the end of the following school day, unless the parents of the pupil have been contacted by school staff, in which case it may be carried out the same day.

- Detentions will be on weekdays at lunch time and after school and on Saturdays after Madrasah Class for all students.



- 24 hours' notice be given to non-boarding students in writing.

Please see detention letter ([See Appendix 2](#))

SECTION 14 – BEHAVIOUR REPORTS

- Pupils are placed on report to monitor their behaviour in class, in boarding, attendance or punctuality.
- If students are persistently late, '**student monitor for lateness**' to be issued for a period of 10 days and all staff to record punctuality to classes for the whole week and sign the report card at the end of the lesson.
- If students are poorly behaved, '**student monitor for behaviour**' to be issued for a period of 10 days and all staff to record behaviour to classes for the whole week and sign the report card at the end of the lesson.
- If students are missing too many days, '**student monitor for attendance**' to be issued for a period of 10 days and all staff to record punctuality to classes for the whole week and sign the report card at the end of the lesson.

Relevant sanctions at the end of the week will be taken. Students must get their report signed at the end of each lesson and must report to School Management Team.

NOTE:

Work must be provided for detention classes by the teacher issuing the detention.

SECTION 15 - STRATEGIES

- To use a diagnostic approach when analysing pupils Incident Report Form.
- To monitor the use of Classroom Behaviour Reports and display on noticeboards.
- To refer pupils as appropriate to either Pastoral Support or Outside Agencies.
- To identify pupils at risk of failing (AROF) and to set up Pastoral Support Plans.
- To review pupils progress and keep parents and teachers informed.

SECTION 16 – PARENTS INVOLVEMENT

- Parents are contacted by phone or email if the child has been outstanding in school.
Parents are informed by phone if staff are concerned about their son's behaviour.
- Parents are requested to attend a meeting with the School Management Team if behaviour has not improved.



- Parents are informed if their son is going to be on an after school detention or a serious warning.
- Parents are called to see the Principal for an exclusion.

SECTION 17 – INTERNAL EXCLUSION

Internal exclusion/reflection/isolation from the school community is the preferred alternative to any period of fixed term exclusion. Agreement for any referral to internal isolation can only be sanctioned by a Senior Leader. They will consider the recommendation following a full investigation or when substantial evidence has been submitted to justify this course of action.

Internal exclusion may be used for the following reasons:

- to sanction a pupil who has been removed from a classroom for persistent or serious disruption or defiance;
- during an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps;
- as a result of a referral from a subject head, where behaviour in the subject has seriously disrupted the learning of others;
- for a period of reflection following an investigation into a serious incident or persistent breach of the detention and/or reporting systems.

Should a pupil be booked into isolation for one or more days:

- they will be isolated from their peers at both break and lunchtime;
- whilst in isolation the pupil will, wherever possible, follow their normal timetabled curriculum.

Should the pupil fail to comply with expectations in the isolation area, they may have additional time added to the sanction or in extreme cases, they may receive a fixed term exclusion. Parents/carers will be expected to attend school for a meeting with the SLT lead for the year group to sign a reintegration contract before the pupil is allowed back to mainstream lessons. (For more information, please see the 'Internal Exclusion' Policy)

SECTION 18 – FIXED TERM / REFLECTION TIME OR PERMANENT EXCLUSION

All exclusions will be made in line with Government Guidance and the School will have due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies and pupil referral units;
- DfE – Behaviour and Discipline in Schools;
- The Disability and Discrimination Act;
- Equality Act 2010;

- Keeping Children Safe in Education;
- Code of Practice for Special Educational Needs;
- The Children's Act (with particular reference to children in the Care of the Local Authority).

The decision to exclude will be:

- Lawful;
- Rational;
- Reasonable;
- Fair; and
- Proportionate

The Principal will exclude from school only on disciplinary grounds. In their absence, School Management Team with his authority can exclude a student from school

It is unlawful to exclude on non-disciplinary grounds such as:

- Academic attainment/ability;
- Actions of a parent;
- Failure of a pupil/parent/carer to meet specific conditions, such as, non-attendance at a reintegration meeting following an exclusion.

A full and detailed investigation will be undertaken prior to a decision to exclude (please see the School Disciplinary Investigation Policy for Use with Pupils). A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required. In deciding whether to exclude, the Principal will consider contributing factors resulting in poor behaviour. For example, bereavement, mental health issues, special educational needs or bullying. In accordance with the DfE Guidance, where a pupil is at risk of exclusion, the School will explore early intervention to address the underlying causes of pupil behaviour. This will include:

- An assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have;
- The use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour.

When considering Fixed Term / Reflection Time or Permanent Exclusion, account will be taken of the personal circumstances of the student. **Exclusion will be used:**

- Where the initial incident is considered so serious that no other sanction is deemed suitable. e.g. assault, bullying, carrying anything that could be conceived to be a weapon or drug related incident.

- Where all other sanctions have been tried and it is felt there is no other alternative route.

Prior to a decision to exclude a pupil, the Principal will seek advice and guidance from the Trust's Admissions and Exclusions Team. In addition, the decision to permanently exclude requires approval from the Chief Executive of the Trust. In all cases of suspension or permanent exclusion the parents are invited in to the school to discuss the incident and to work with the school in ensuring that any sanction is fully understood by the pupil and where appropriate what additional supports or guidance are needed. All suspensions or permanent exclusions are followed up by a letter from the Head outlining the nature of the offence and detailing the suspension.

SECTION 19 – DECIDING WHETHER TO EXCLUDE A STUDENT

- Only the Head teacher or, in his absence the School Management Team with his authority can exclude a student from school
- The decision to exclude a student is a matter of judgement for the Head Teacher who will take into account the impact of the misconduct on the life of the school. This may include behaviour on or off the school premises which opposes the standards of behaviour expected by the school.

SECTION 20 – BEFORE MAKING A DECISION TO EXCLUDE

Before making a decision to exclude. The Head teacher will:

- Consider all the relevant facts and evidence available to support the allegations made, taking into account the school's behaviour and equal opportunities policies.
- Allow the student to give his version of events.
- Check whether the incident may have been provoked.

SECTION 21 – REINTERGRATION

- The Head teacher/School Management Team will meet with the student and his parent(s) when returning from a Fixed Term Exclusion / Reflection Time.
- An agreement will be made between the school and the pupil.

SECTION 22 – MANAGED MOVE

A managed move will be considered for a pupil at risk of exclusion, where appropriate. Managed move involves the transfer of a pupil who may be at risk of an exclusion to another school. This is voluntary and can only be triggered if there is agreement from both schools and the parent /carer. This is usually arranged via the fair access protocol.

SECTION 23 – PERMANENT EXCLUSION

Permanent exclusion is a sanction of last resort and will be used sparingly. A pupil is liable to expulsion if it is proved beyond reasonable doubt, that the pupil has committed a very grave breach of discipline, or a serious criminal offence, or a wilful act calculated to cause serious damage to the School, its community or any of its members. Expulsion is reserved for the most serious breaches. Formal expulsion implies that the pupil's name will be expunged from the roll of the School and reference to the facts and circumstances will be made in response to every request for a reference. If a decision is taken to exclude a pupil permanently, in the letter to parents the appeals process is mentioned and a copy of the school's Complaints and Grievance Procedures enclosed.

Prior to a decision to permanently exclude a pupil, the Principal will seek advice and guidance from the Trust's Admissions and Exclusions Team. **The decision to permanently exclude requires approval from the Chief Executive of the Trust.**

A decision to permanently exclude should **only** be taken:

'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 school'.

In accordance with the school's policies on these issues pupils might expect to be suspended or permanently excluded for incidents relating to alcohol, drugs, vandalism, theft, bullying, acts of aggression, the endangerment of other pupils or staff or a persistent unwillingness to accept the expectations of the school. This list is not exhaustive and the school treats every individual and every incident on its own merits bringing to bear the widest possible context and an understanding of the pastoral and disciplinary needs of the school and the best interests of the pupil.

Parents may be required to remove a pupil permanently from the School if, after consultation with the parents and, if appropriate, the pupil, the Head teacher is of the opinion that, by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or if the parents have treated the School or

members of its staff or any member of the School community unreasonably. In addition, for a serious breach of school discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the School Community, the pupil may be required to leave permanently.

SECTION 24 – PROCEDURES FOR EXCLUDING A PUPIL - INFORMING PARENTS

The School will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay. The exclusion letter will note the following:

- If exclusion is fixed or permanent;
- If fixed period, duration of the exclusion;
- Reasons for the exclusion;
- Right to make representation to the Governing Body and how the pupil may be involved with this;
- Contact details for making representations to the Governing Body and where there is a legal requirement for the Governing Body to meet, that parents have a right to attend the meeting, to be represented at the meeting and to bring a friend;
- Arrangements made by the school for the pupil's education for 1st 5 days of the exclusion including setting and marking of work with parents having responsibility for ensuring work sent home is completed by pupil and returned to school.
- Where alternative provision is arranged, then information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision;
- Dates the excluded pupil must not be present in a public place during school hours; and
- Sources for free and impartial advice.

SECTION 25 – ADDITIONAL SUPPORT

The School is mindful that how a child behaves can be a sign of underlying abuse. Staff are trained to look out for changes in behaviour which could include: a child who is withdrawn and unable to make friends; a child who is unable to concentrate in class; a child who may become disruptive and/or aggressive in class. In such cases any emotional/behavioural difficulties will be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult. We may take the decision to refer to an outside agency for additional emotional support where this is needed. Any action will be taken in line with the Safeguarding (Child Protection) Policy.

Personalised approach to pupils with additional needs and/or SEND

All recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:



- Social, Emotional, and Mental Health Needs (**SEMH**) and/or;
- Adverse Childhood Experiences (**ACE**).
- Special Educational Needs (**SEN**) and Disabilities (**SEND**)

Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g. delayed development leading to difficulties following instructions.

Teachers within the school will be aware of the content of a Personal Support Plan (PSP) for any pupil whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions. Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.

SECTION 26 – HEALTH AND SAFETY

Rules – It is important to recognise that the boys are ultimately responsible for their own safety and must treat any situation in school with respect. At any time, hazards may exist and it is each boy's duty to have this in mind during the school day. There are particular areas where hazards are more clearly evident than others. Places such as PE areas, ICT and Science are good examples. Throughout the school, Health and Safety warnings and notices are posted. Boys also have the issues explained to them at various times in the year. It is important that all this information is absorbed and adhered to in the interest of the safety of the community. Please remember not to block corridors or fire exits with your bags.

SECTION 27 – EQUALITY AND SAFEGUARDING ISSUES

Equality: The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this. Any other protected characteristics affecting the pupil will also be considered.

Child protection: Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer

significant harm, the School's Safeguarding & Child Protection procedures will be followed.

Malicious allegations against staff: Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head teacher, in consultation with the management team will consider whether to take disciplinary action in accordance with this policy. Where a parent has made a deliberately invented or malicious allegation, the Head teacher, in consultation with the SLT, will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably and compromised the requirement for mutual trust and confidence. In accordance with the DfE's guidance Keeping children safe in education, the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

SECTION 28 – USE OF REASONABLE FORCE

The DfE's guidance Keeping Children Safe in Education (September 2021) and Use of Reasonable Force (July 2013) allows teachers, and other persons who are authorised by the Principal to have control or charge of pupils, **to use such force as is reasonable** in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

'Application of Force'

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- holding
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds but **'using no more force than needed'**.

(KCSIE 2021. Point 103)

In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing him to do so would risk his safety or the safety of others. In addition, reasonable force may be used to conduct a search for a "prohibited item" (see Screening, Searching and Confiscation Policy'). In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

Staff should always avoid touching or holding a pupil in any way that might be considered indecent. Where a member of staff has had to use force to restrain a pupil the incident should be reported in the usual way (using the Pupil Information Form) and the Head teacher or the School Management Team alerted immediately and the student's parents will be informed.

Force will never be used as a form of punishment.

SECTION 29 – SCREENING, SEARCHING AND CONFISCATION

Any searches for and confiscation of prohibited items will be made in accordance with the DfE's guidance Searching, Screening and Confiscation (January 2018) and the School's 'Screening, Searching and Confiscation Policy'.

Staff should have the training to undertake actions and incidents must be recorded



APPENDIX 1: OUR PARTNERSHIP AGREEMENT

As a School, We will...	As a Parent / Carer, I will...	As a Pupil, I Will...
<p>Provide a safe and secure environment that promotes the Islamic sense of identity through all that we do. Develop in each pupil Islamic values that instil in them a positive approach to their learning, personal development and a caring attitude towards the school, local, national and international community.</p> <p>Support our pupils to uphold the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance to those with different faiths and beliefs.</p> <p>Encourage excellent levels of attendance and punctuality and reward these achievements.</p> <p>Insist that school uniform is worn correctly at all times. Tell students what is needed for all lessons.</p> <p>Offer a broad and balanced curriculum of the highest quality that meets the needs of every pupil and ensure our teaching is carefully planned so that it meets the specific needs and ability of your son.</p> <p>Provide an inclusive education that ensures equality of access for all our pupils.</p> <p>Encourage the highest expectations of all our pupils so that they can achieve their full potential as a valued member of the school community.</p> <p>Ensure that work is assessed regularly and that pupils receive feedback that shows what they have done well and what they need to do next to improve.</p> <p>Insist on a high standard of Behaviour from all students. Follow our Behaviour Management Policy and Respect Code.</p> <p>Organise and deliver pupil mentoring, intervention and</p>	<p>Respect the Islamic ethos of the school and work hard to foster it in my son's life.</p> <p>Promote fundamental British values and reject all forms of radicalisation and extremism.</p> <p>Adhere to all school policies and procedures.</p> <p>Support the school's efforts by encouraging the best possible standards for my son.</p> <p>Ensure my son attends school every day and arrives on time.</p> <p>Ensure my son attends all additional sessions, even when arranged beyond the school day, to support their learning.</p> <p>Ensure all medical appointments are kept outside school time unless urgent.</p> <p>Ensure my son arrives to school with the correct equipment and dressed in the school uniform.</p> <p>Take an interest and support the work of my child. Support the schools' Homework Policy and ensure my child completes Homework.</p> <p>Attend all parent evenings, meetings and events organised by the school.</p>	<p>Respect the Islamic ethos of the school and work hard to foster it in my life.</p> <p>Demonstrate at all times the values held in high regard by our beloved Prophet Muhammad sallallahu alayhi wasallam.</p> <p>Promote fundamental British values and reject all forms of radicalisation and extremism.</p> <p>Adhere to all school policies and procedures.</p> <p>Aim for the best possible standards in my work, both at school and at home.</p> <p>Attend school every day and arrive on time.</p> <p>Attend all additional sessions, even when these are arranged beyond the school day in order to support my learning.</p> <p>Arrive to school with the correct equipment and dressed in the school uniform.</p> <p>Listen to my teachers. Work hard and show that I am willing to learn. complete my work and hand it in on time.</p> <p>Take good care of the school environment and the local</p>



<p>revision sessions where we feel this is needed to enable your son to achieve the best possible outcomes.</p> <p>Arrange parent evenings and send reports home which inform you clearly about your son's progress, attendance and punctuality. Inform parents of any worries or concerns where necessary.</p> <p>Support your son to overcome any challenges he may face that hinders learning and personal development.</p> <p>Inform you of events and enrichment opportunities provided by the school</p> <p>Communicate between home and school through text messages, emails, letters, newsletters, website and general meetings. Contact you as soon as there are any concerns about your son.</p>	<p>Read letters, emails, text messages from the school. Ensure that my child attends external examination.</p> <p>Support the school's standards of behaviour. And encourage my child to have high standards of behaviour at all times.</p> <p>Encourage my son to take part in all enrichment opportunities provided by the school.</p> <p>Contact the school if I have any concerns about my son's progress or welfare.</p>	<p>community.</p> <p>Behave well and follow the School Respect Code and School Behaviour Policy and ensure that the school is a pleasant environment to work in.</p> <p>take all letters and communications home and hand it over to my parents.</p> <p>Ensure that I use the internet safely so that it does not bring harm to me or to others.</p> <p>Find out what enrichment opportunities are open to me.</p> <p>let a member of staff know if I have any worries.</p>
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Parent's / Carer's Signature		Date	
Student's Signature		Date	
Sign on behalf of the School		Date	

APPENDIX 2

FORM 2: DETENTION LETTER

Date			
To the Parent / Guardian of			
Year Group			
Your son has been assigned detention on	Date		Time
Reason for Detention			

We appreciate your support and request you to sign this letter and return it with your son.

Signature		SLT / PASTORAL TEAM
Signature		PARENT / GUARDIAN

TO BE FILLED OUT BY PARENT / GUARDIAN	
My son will walk home on the day of the detention	
I (Parent / Guardian) will arrange transportation	
I will like to discuss this further with you. Please contact me on	



FOR OFFICIAL USE ONLY		
Date letter returned		
Detention attended?	Yes	No
Further detention needed?	Yes	No
Signature of Supervisor		

Name of School	Al Jamiatul Islamiyah
Address	Willows Lane, Bolton, BL3 4HF, UK.
Telephone Number	01204 62622
Email Address	info@boltondarululoom.org.uk