

INSTITUTE OF ISLAMIC EDUCATION BEHAVIOUR POLICY

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1: Introduction & Aims

Educational excellence, discipline, mutual care and respect and community service are the foundations for our approaches to leading and managing learning and behaviour at the Institute.

At the core of our vision, “nurturing young people to become responsible leaders in society, for the pleasure of Allah.’ that all pupils can make outstanding progress in their learning, their personal and moral development and in their development as good citizens and leaders. For this to happen they must each have an excellent attitude to learning, incorporating regular attendance at Institute and outstanding behaviour.

We value and promote an inclusive culture where all pupils are rewarded and praised regularly, consistently and fairly and where staff take cognisance of any barriers to learning which individual pupils need to overcome to achieve progress.

The Institute operates a firm but fair and just approach, applied rigorously, robustly and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many.

As a boarding school we regard ourselves as part of one family in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.

The Institute will do everything possible to ensure every pupil succeeds; we will take tough decisions where this is needed to safeguard the learning and well-being of our pupils and in keeping with the clear expectations set out in our policies and procedures.

Behaviour is a choice and the Institute 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.

Aims

- To recognise, reward and celebrate good behaviour.
- Outline **how pupils are expected to behave**
- **Define** what we consider to be unacceptable behaviour, including bullying
- To marginalise poor behaviour by promoting good behaviour.
- To be seen as being fair and consistent in behaviour management by pupils, parents and staff.
- To involve pupils, parents, staff and governors in the creation and implementation of a consistent approach to behaviour management and improving behaviour.
- To support the mission, vision and values of the Institute

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol, Illegal drugs, Tobacco and cigarette papers
 - Stolen items
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

4. Roles and responsibilities

Roles and responsibilities

Promoting positive behaviour and good attendance is the responsibility of each individual at the Institute. We will hold all individuals to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for.

Specific roles and responsibilities include:

- defining the principles underlying the Behaviour Policy; and holding the Trustee/Governors and headteacher to account for the overall performance of the Institute in this area;
- the Trustee/Governors and headteacher in operating the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality;
- the Senior Leaders with responsibility for Pastoral Support and Pupil Well-being in monitoring all aspects of the Institute's behaviour policy and its application, to promote equality for all pupils;
- the Senior Leadership Team in ensuring they are visible around the Institute and known to pupils; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils;
- the Senior Leader assigned to lead a year group in ensuring that each and every pupil gets the personal attention they need to ensure excellent standards of behaviour and great learning;

Who is responsible for this policy?

The Trustee/Governors & SLT

The Trustee/Governors have overall responsibility for reviewing and approving the written statement of behaviour principles, the effective operation of this policy and for ensuring compliance with the relevant statutory framework. They have delegated day-to-day responsibility for operating the policy to the governors who will work with the headteacher.

The Senior Leadership Team at the Institute have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

The Headteacher

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Staff in ensuring:

- that the policy is consistently and fairly applied to all;
- Providing a personalised approach to the specific behavioural needs of particular pupil
- 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 good behaviour is recognised and praised; that poor behaviour is challenged and appropriate sanctions implemented.
- Recording behaviour incidents (see behaviour log)
- the Staff Code of Conduct is made available to all staff and they are routinely taken through this, e.g. at the start of the year and during their induction period.

Parents

- Parents and carers are expected to take responsibility for their child's attendance and their behaviour inside and outside the Institute, working in partnership with the Institute to maintain high standards of behaviour and attendance
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Pupil Code of Conduct

Pupil code of conduct and the TAQWAA values at the Institute are based around the Islamic manners and characters. The British values and protected characteristics.

Pupil Code of Conduct

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

TAQWAA Six values of the Institute (Poster Below)

The Institute sets out clear expectations of all through Codes of Conduct based upon the six values of the Institute encouraging every individual to attain TAQWAA by working on our values. The Pupil Code of Conduct, TAQWAA is modelled with the help of students and taught and retaught to pupils in all areas of the Institute. It is displayed around the Madrasah so that all pupils are clear about their responsibilities.

1. To be outstanding student at the IOIE

Have complete trust in Allah and follow the life of Nabi Muhammed (SAW). Be confident and proud of your British Muslim identity. Respect the rules and value the Vision.

2. Achieve excellence in attendance & punctuality

Arrive to lessons and for Salah on time fully prepared, focused and motivated.

3. Quality of excellence in acquiring knowledge and attaining spirituality

Aspire to raise attainment by having a positive attitude towards learning with enthusiasm, attentiveness and Duas.

4. Work respectfully

Show mutual respect and tolerance to all teachers, staff, volunteers, colleagues and democratically elected student councillors.

5. Aspire to volunteer devotedly

Volunteer devotedly to perform good deeds for the pleasure of Allah.

6. Assisting others (Da'ee)

Encourage, motivate and inspire others by being an outstanding ambassador of Islam and playing an active role in the wider community.

TAQWAA six values of the Institute - Poster



Hafez Sahib Award for Excellence in TAQWAA

T	<p>To be an students outstanding at the Institute of Islamic Education</p> <p>Have complete trust in Allah and follow the life of Nabi Muhammed (SAW). Be confident and proud of your British Muslim identity. Respect the rules and value the Vision.</p>
A	<p>Achieve excellence in attendance & punctuality</p> <p>Arrive to lessons and for Salah on time fully prepared, focused and motivated.</p>
Q	<p>Quality of excellence in knowledge and spirituality</p> <p>Aspire to raise attainment by having a positive attitude towards learning with enthusiasm, attentiveness and Duas.</p>
W	<p>Work respectfully</p> <p>Show mutual respect and tolerance to all teachers, colleagues, staff, volunteers, democratically elected student councillors and the protective characteristics,</p>
A	<p>Aspire to volunteer</p> <p>Volunteer enthusiastically to perform good deeds for the pleasure of Allah.</p>
A	<p>Assisting others (Da'ee)</p> <p>Encourage, motivate and inspire others by being an outstanding ambassador of Islam and playing an active role in the wider community.</p>

Students observing the following at the Institute of Islamic Education will be rewarded with a certificate of achievement at the end of each month.

Gold, Silver or Bronze award will be given annually to the highest achievers

In conjunction with British Muslim Values Prepared with the help of School Councillors

Institute of Islamic Education South Street Savile Town DEWSBURY wf12 9ng Tel 01924 455762

Web www.jaamia.org Email school@jaamia.org

6. Rewards and sanctions

Rewards

All members of the Institute community have a responsibility for developing and sustaining a supportive ethos, fostering positive relationships, promoting respect and encouraging self confidence in our young people.

We seek to foster the climate and conditions which implicitly promote, reinforce, consolidate and reward positive aspects of behaviour.

We strive to provide an environment which will ensure a positive, successful and proactive ethos which in turn will raise standards of excellence for both pupils and staff. The most important aspect of effective praise and consequence, in motivating pupils to learn and achieve well, is to foster and maintain outstanding relationships with all pupils.

The simplest and most effective reward that our pupils can have is praise. Praise is given consistently as a routine part of each lesson to reward those pupils who show consistently high levels of effort and who achieve or exceed expected progress.

This positive approach to behaviour management means staff will take every opportunity to praise positive pupil contributions in all areas of the Institute life and we aspire to reward pupils' work and behaviour.

In order for praise to be most effective it needs to be:

- specific and linked to an achievement or action of merit;
- sincere and genuinely expressed with appropriate language and tone;
- personalised through the use of the pupil's name;
- consistently used in all lessons as a part of our teaching;
- discreet and private at times when appropriate.

Outside of lessons recognition is given for:

- service to the Institute and community;
- teamwork and representation of the Institute;
- ambition displayed by positive attitude and conduct;
- excellent levels of attendance and punctuality;
- and respect, demonstrated through courtesy and consideration to others.

The Institute has a detailed Rewards and Sanctions procedure which outlines the specific arrangements for recognising and rewarding pupils who demonstrate positive behaviours and for celebrating success.

Hafez Sahib award for Excellence in TAQWAA

- Praise
- Merit points individual/Team
- Letters or phone calls home to parents
- Special responsibilities/privileges
- End of Month Certificate
- Privileges game time, responsibilities (Internal)
- End of Year Gold, Silver or Bronze award
- Activity Reward (External)

Sanctions

The Institute has agreed standards of behaviour with students and parents because it believes that good and thoughtful behaviour is essential for effective learning. As the Institute seeks to prepare students to take their place in society it is imperative that they understand that there are consequences to transgressions.

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the Institute
- below the standard of that student
- of a consistently poor standard

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;
- be discreet and not intended or perceived as making an example of a pupil;
- 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 Institute reserves the right to use. These will be implemented consistently, openly and fairly:

- verbal reprimand;
- setting extra work or repeating unsatisfactory work;
- loss of privileges, for example, having the privilege of representing the team in withdrawn;
- missing social time at break;
- muhaasabah, including lunchtime and after-school and also, where necessary, at weekends;
- being placed on conduct or attendance report for monitoring and improving behaviour;
- For more extreme behaviour, the Institute 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 Institute premises, this includes: misbehaviour when the pupil is:

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

Muhaasabah - Detention

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 the Institute expectations may be given a **longer detention** at the end of the Madrasah day. Examples of behaviours which may lead to this sanction include:

- lack of punctuality to lessons or registration;
- misconduct in the classroom or around the Institute (e.g. lack of respect);
- persistently disrupting a lesson.

A detention may be given without any warning for:

- failure to attend a previously issued detention;
- serious misconduct;
- swearing at anybody or rudeness to staff;
- fighting or threatening violence;
- truancy from lessons;
- graffiti or vandalism of any property;
- failing a behaviour report;
- undermining the ethos or reputation of the Institute.

Any detention given to local students which takes place after Madrasah/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 the Institute staff, in which case it may be carried out the same day.

Report system

When general concerns about the progress or attitude of a pupil have been raised or a pupil has exceeded a trigger for negative behaviours, they will be placed on monitoring reports. Pupils may also be placed on a monitoring report for concerns around punctuality to lessons or when truancy is a concern.

Hafez Sahib Award for Excellence in TAQWAA Flowchart

Remind ↓	T	To be an outstanding students at the Institute of Islamic Education Have complete trust in Allah and follow the life of Nabi Muhammed (SAW). Be confident and proud of your British Muslim identity . Respect the rules and value the Vision.	T	Praise ↓
Caution ↓	A	Achieve excellence in attendance & punctuality Arrive to lessons and for Salah on time fully prepared, focused and motivated.	A	Tagwaa point Green Sheet ↓
Referral Red Sheet ↓	Q	Quality of excellence in knowledge and spirituality Aspire to raise attainment by having a positive attitude towards learning with enthusiasm, attentiveness and <u>Duas</u> .	Q	End of Month Tagwaa Certificate ↓
Referral Low <i>Deduct point - <u>Muhaasabah</u></i> ↓	W	Work respectfully Show mutual respect and tolerance to all teachers, colleagues, staff, volunteers, democratically elected student councillors and the protective characteristics.	W	Game time PC PS4 Snooker ↓
Referral Med/Reoccurring <i>Deduct point - Detention</i> ↓	A	Aspire to volunteer Volunteer enthusiastically to perform good deeds for the pleasure of Allah.	A	End of Year Gold Silver Bronze Award ↓
Referral High/Reoccurring <i>Deduct point & Detention MLT incident report Telephone or Letter Suspension or Exclusion</i>	A	Assisting others (<u>Da'ee</u>) Encourage, motivate and inspire others by being an outstanding ambassador of Islam and playing an active role in the wider community .	A	End of Year Activity reward external

Students achieving all areas of TAQWAA at the Institute will be rewarded with a certificate of achievement at the end of each month.

Gold, Silver or Bronze awards will be given annually to the highest achievers

In conjunction with British Muslim Values Prepared with the help of School Councillors

Strategies the institute adopts to promote good behaviour & rewards

Merit slip

Hafez Sahib Award for Excellence in TAQWAA

Institute of Islamic Education TAQWAA Progress Positive Sheet

Name of Student	Year	Date
Subject	Period	Teacher's Initial
T	To be outstanding at the Institute of Islamic Education <ul style="list-style-type: none"> ○ Have complete trust in Allah ○ Follow the life of Nabi Muhammed (SAW) ○ Be confident and proud of your British Muslim identity ○ Respect the rules of the Institute ○ Value the Vision 	
A	Achieve excellence in attendance & punctuality <ul style="list-style-type: none"> ○ Arrive to lessons on time ○ Arrive for Salah on time ○ Fully prepared ○ Focused and motivated 	
Q	Quality of excellence in knowledge and spirituality <ul style="list-style-type: none"> ○ Aspire to raise attainment ○ Having a positive attitude towards learning ○ Enthusiasm, ○ Attentiveness ○ Duas 	
W	Work respectfully Show mutual respect and tolerance to, <ul style="list-style-type: none"> ○ Teachers ○ Institute Staff and Volunteers ○ Colleagues and democratically elected student councillors 	
A	Aspire to volunteer (for the pleasure of Allah) <ul style="list-style-type: none"> ○ Volunteer enthusiastically ○ Perform good deeds 	
A	Assisting others (Daa'i) <ul style="list-style-type: none"> ○ Encourage, ○ Motivate and inspire ○ Be an outstanding ambassador of Islam ○ Play an active role in the wider community. 	
Comments		
Office Use	<ul style="list-style-type: none"> ○ Taqwa points ○ Praise ○ Incentive/Reward 	<ul style="list-style-type: none"> ○ Phone call to parents ○ Letter to parent ○ MLT (Acknowledge)

However, there are occasions when staff 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.

Review slip

Hafez Sahib Award for Excellence in TAQWAA

Institute of Islamic Education TAQWAA Progress Review Sheet

Name of Student	Year	Date	
Subject	Period	Teacher's Initial	
T	Try your best to be outstanding at the Institute of Islamic Education <ul style="list-style-type: none"> ○ Have complete trust in Allah ○ Follow the life of Nabi Muhammed (SAW) ○ Be confident and proud of your British Muslim identity ○ Respect the rules of the Institute ○ Value the Vision 		<u>Comments</u>
A	Achieve excellence in attendance & punctuality <ul style="list-style-type: none"> ○ Arrive to lessons on time ○ Arrive for Salah on time ○ Fully prepared ○ Focused and motivated 		<u>Comments</u>
Q	Quality of excellence in knowledge and spirituality <ul style="list-style-type: none"> ○ Aspire to raise attainment ○ Having a positive attitude towards learning ○ Enthusiasm, ○ Attentiveness ○ Duas 		<u>Comments</u>
W	Work respectfully Show mutual respect and tolerance to, <ul style="list-style-type: none"> ○ Teachers ○ Institute Staff and Volunteers ○ Colleagues and democratically elected student councillors 		<u>Comments</u>
A	Aspire to volunteer (for the pleasure of Allah) <ul style="list-style-type: none"> ○ Volunteer enthusiastically ○ Perform good deeds 		<u>Comments</u>
A	Assisting others (Daa'i) <ul style="list-style-type: none"> ○ Encourage, ○ Motivate and inspire ○ Be an outstanding ambassador of Islam ○ Play an active role in the wider community. 		<u>Comments</u>
Comments			
Office Use	<ul style="list-style-type: none"> ○ Praise – student - parent ○ TAQWAA points 		<ul style="list-style-type: none"> ○ Muhasabah (Mon Tuwr) ○ Detention (Afternoon) 30/60 mins ○ MLT

Off-site behaviour

See appendix 4 for sample letters to parents about their child's behaviour.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Internal isolation

We may use the isolation room or the most convenient room for this purpose in response to serious or persistent breaches of this policy. Pupils may be sent to the isolation room or the most convenient room for this purpose during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also sent to the isolation room/Other room.

Internal isolation from the Institute 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 Isolation 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 faculty or 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 will be expected to attend the Institute for a meeting with the SLT lead sign a contract before the pupil is allowed back to mainstream lessons.

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.

7. Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

10. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

11. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

13. Training

Our staff are provided with training on managing behaviour, including advice on use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Trustees/governing board. At each review, the policy will be approved by the headteacher.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

16. Written statement of behaviour principles

behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing board/Trustees annually.

IOIE Institute Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____ Institute name _____

Date of incident _____ Time of incident _____

Ethnic origin of victim _____ Ethnic origin of perpetrator _____

Indicate type of incident – please tick

Verbal		Physical	
Name-calling		Kicking	
Taunting		Hitting	
Mocking		Punching	
Making offensive comments		Pushing	
Teasing		Pinching	
Other (please state)		Other (please state)	
Emotional		Cyber	
Offensive graffiti		Offensive text messages	
Excluding from group		Offensive e-mails	
Spreading rumours		Sending degrading images	
Being forced to do something against own will		Other (please state)	
Taking possessions/money			
Other (please state)			

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance Disability Home circumstances
 Gender Race/ethnic origin Medical condition
 Religion Sexuality

Brief description of incident

Action taken.....

Did the incident lead to the perpetrator(s) being excluded? yes/no

Have you had contact with the victim's parent/carer? yes/no

Have you had contact with the perpetrator's parent/carer? yes/no

Have you reported this incident to any other agencies? yes/no

If 'yes' which agencies?

Signed _____ Designation _____

Return to _____ (Mohamed Aswat)

IOIE Institute General Incident Form

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Time the incident took place?	
Where did the incident take place?	
What happened?	
Who was involved?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents,):	
What actions were taken, including any sanctions?	

Office Use:	<input type="checkbox"/> Caution/TAQWAA point deduction <input type="checkbox"/> Muhasabah <input type="checkbox"/> Detention	
	Refer to MLT:	<input type="checkbox"/> Meeting with Tutor <input type="checkbox"/> Phone call to parents <input type="checkbox"/> Letter home <input type="checkbox"/> Meeting with parents <input type="checkbox"/> Other - Please state below

Other Reasons:

Letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave. _____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date.....

