



Rochdale Islamic Academy
inspire - believe - achieve
GIRLS' SCHOOL

BEHAVIOUR AND DISCIPLINE

P.0.8

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Responsible: Mehnaz Kauser

Governing Body Approved: September 2020
Approved: Mr Javaid Kashif (Chair of Governors)

STATEMENT

Discipline is an issue in which no compromise can be accepted. Islam emphasises the need for discipline as an essence to living. Based on the teachings of the Quraan and the Sunnah of the Prophet Mohammed (Peace be upon Him), students are expected to help maintain an atmosphere conducive to learning with courtesy and mutual respect, have good Islamic manners and to show care for the school and its community as basic requirements of their religious identity.

The emphasis is on promoting good conduct. This should result in the reduction and ideally the disappearance of misbehaviour.

AIMS

- To contribute to mutual respect in accordance with the Sunnah of the Prophet Mohammed (Peace be upon him)
- To encourage adherence to an agreed set of principles of behaviour, both in and out of the classroom.
- To gain the agreement and support of all staff, parents and students.
- To acknowledge academic, personal, religious and curricular achievements
- To develop a consistent pattern of rewards and sanctions which are known, understood and agreed by all.

HOUSE GROUPS

On entry to the school each student will be assigned to one of Eight houses led by a house leader. The houses will be made up of mixed ability students from years 7 to 11. This structure will help to raise standards of achievement through the students acting as peer mentors, 'buddies' and coaches to others in their tutor group.

The main aims of the houses are to:

- Create a real sense of 'Muslim sisterhood' and community atmosphere within the school
- Improve the support, care and guidance students receive about their learning
- Create opportunities for students to take on leadership roles acting as mentors, coaches and 'buddies' to others
- Help bond students across the year groups thereby removing the tensions that can sometimes exist between different years and the fear of bullying.

Through extended learning days the school will be running various activities to help give each house an identity and each student a sense of belonging and team spirit. Each house has been given a name to help reinforce this identity.

The house names have been carefully thought off and are the names of Sahaabiats. The purpose of this is to inculcate and encourage our students to be influenced by the lives/virtues of these illustrious women of Islam.

Each house leader's responsibility will be to monitor the behaviour and achievements of students in their houses. This information will be displayed on the achievement board. House leaders must make sure they actively take time to praise their students for doing well and

encourage them to do better – they could set small targets for their pupils.. for eg lets see if you can get 5 positives this week, or no negatives this week.

The school has a rewards system based on positives and negatives.
We are a positive school; hence positivity should always be our first approach and should be promoted.

POSITIVES

Teachers are to ensure that they are consistent in awarding positive points to all pupils throughout years 7 to 11. Teachers should only award positives for achievements set out in the positives sheet.

Positives should be awarded to students after accomplishing any academic or personal achievements.

Positives should be recorded in the student's planners along with the teacher's signature and date. During house group sessions the house leader is to log the positives for their group on the spreadsheet located on the shared drive.

At the end of each term the positive points will be totalled by the house group coordinator. The house with the most points will be awarded with an activity, event or reward

By the end of the year all students should have achieved 200 points to be able to go on the end of year school trip.

Furthermore at the end of the year any individual student who has achieved the most point will be given a special award in recognition of their achievements.

Rewarding achievement is a very important means of motivating students and informing parents of their child's achievements. A number of methods have been selected.

In addition to the positives system, various other methods are used by staff to reward achievement including:

- Verbal Praise
- Written comments in planner
- Positives for good work/behaviour
- Subject certificates
- Awards
- Good news postcards
- Headteacher's Award

STUDENT OF THE TERM (NOMINATED BY STAFF)

A student is nominated for this award at the end of each term. The criteria for this:

- ✓ Outstanding Behaviour
- ✓ Excellent attitude towards work
- ✓ Excellent effort
- ✓ Completes homework on time

- ✓ Respectful and courteous
- ✓ Helpful and thoughtful to others needs

The student is awarded a special award (certificate) in recognition of their achievements.

GOOD NEWS POSTCARDS

Postcards sent home to parents (at the end of the term) acknowledging ongoing effort and achievement.

ATTENDANCE CERTIFICATES

These are awarded for full attendance to individual students at the end of each term. Good attendance is important in all stages in the pupil's school career.

SANCTIONS

Students have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of school rules.

Inappropriate behaviour/failure to produce adequate work should **initially be tackled by the class teacher**. Before sanctions are applied, check the appropriateness of the work for the individual. Work that is too challenging or too easy can lead to inappropriate behaviour.

An appropriate sanction is one which is designed to put matters right and encourages better behaviour in future. It is inappropriate to punish the whole group for the misdemeanours of a few, or to impose a sanction which is designed to humiliate a student or students.

Whatever sanctions are applied, the teacher should act quickly and decisively, leaving the student in no doubt as to why they are being punished. As far as possible staff should try and deal with situations themselves to show that they are in control, before resorting to outside help.

SANCTIONS FOR CLASSROOM BASED MISDEMEANOURS

There are six levels to the sanctions used within the 'Behaviour for Learning' system. It is anticipated that the majority of students will spend their time operating within the rewards framework. Even students whose performances are deemed to be unsatisfactory are rarely expected to move beyond LEVEL THREE.

It is essential that all students, parents and staff understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable behaviour and encourage each student to rejoin the road to achievement.

Each member of staff must operate within the framework **CONSISTENTLY**. We will not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we operate within a logical and well-planned structure.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate “follow-up” strategy with each child’s case being viewed in an individual sense. This is the key area of flexibility.

LEVEL ONE:

A. LEVEL ONE – (FIRST WARNING).

It is anticipated that many students will receive the occasional FORMAL (VERBAL) WARNING, after an initial informal warning, during their time with us. Hopefully, as students mature and become more self disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The **FORMAL (VERBAL) WARNING**, for BEHAVIOUR in lessons, though **not** recorded in the student planner, has two clear purposes:

(i) to indicate to students that they have done/doing something which is unacceptable; Students must clearly understand the fact that they have received each warning and that the words „**FORMAL WARNING’ must be used by the member of staff.** At this point the teacher should record **B** in their own register.

This FORMAL WARNING must not be given as a blanket warning to the whole class.

B. LEVEL ONE –(FIRST WARNING) HOMEWORK AND ORGANISATION - RECORDED

The **first** failure in terms of homework, lateness (either for lessons or registration) or without equipment will result in the teacher **RECORDING** either **H, L** or **E** in their register and in the ‘Recorded section of the Student Planner. (The latter serves as an ‘aide-memoire’ for the student and alerts the Form Tutor to the situation). These warnings are valid for the whole year – they are not wiped clean at the end of a half term.

The **second** failure in terms of homework, equipment and lateness (either for lessons or registration) will result in a **WRITTEN COMMENT** in the ‘Concerns section of the Student Planner and the teacher recording **H, L** or **E** in their register.

LEVEL TWO – (SECOND WARNING) - One Negative, written comment in planner AND PRIVATE DETENTION

A student who continues to behave unacceptably despite being given a FORMAL (VERBAL) WARNING is moved to LEVEL TWO and receives a SECOND WARNING. This must be **WRITTEN** in the ‘Concerns’ section of the appropriate page of the Student Planner with a brief comment followed by clear staff initials. Staff must also record a **B, H, L** or **E** in their own register as a record of the nature of the misdemeanour. Subject detention for break or lunchtime issued at this stage.

LEVEL THREE – SECOND WRITTEN COMMENT, NEGATIVE ISSUED AND MOVED TO ISOLATION TABLE

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a LEVEL ONE and a LEVEL TWO such behaviour always results in the student moving to LEVEL THREE.

In most cases students will be moved to the isolation table in another area of the room as the first part of the sanction.

Teachers may like to plan for such situations and decide, in advance, how they may wish to allow for this in their teaching rooms. A further comment from the teacher must be placed in the Student Planner. This is the SECOND WRITTEN COMMENT and, as with guidance for previous levels, the teacher should record **B** in their register.

After the lesson the student should be kept back and counselled briefly about their behaviour.

At this stage Behaviour Manager should be notified in writing.

The first three levels are very much seen as classroom-based strategies. The Behaviour Manager (BM) could be kept informed of action taken at any time during the first three stages. However once a student reaches LEVEL FOUR the Behaviour Manager and Headteacher must be involved.

LEVEL FOUR – (FOURTH WARNING) – COMMENT IN PLANNER, AFTER SCHOOL DETENTION, BEHAVIOUR MANAGER INFORMED

At this point the classroom teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage (Level 1, Level 2 and Level 3).

Alternatively, it may be that a student behaves in such an unacceptable way e.g. Disrespect, verbal abuse, talking not following instructions that the teacher chooses to move straight to LEVEL FOUR. Though there is always the possibility of this occurring, best practice demonstrates the importance of working through the levels in a cumulative manner whenever possible.

A student who has reached LEVEL FOUR is likely to have caused very considerable disruption and inconvenience. The subject teacher would write a THIRD WRITTEN COMMENT in the Student Planner under the section 'cause for concern' and notify the behaviour manager and the Headteacher.

LEVEL FIVE – SCHOOL REPORT

At this point, it may be that a student behaves in such an unacceptable way. (e.g. assault, verbal abuse, Bullying consistently misbehaving) that the Behaviour Manager and Headteacher choose to move straight to LEVEL FIVE.

The Behaviour Manager or Headteacher will place the student on School Report and direct communication will be made with parents to advise them of this. Parents will also receive information regarding the School Contract process.

School Contracts can be specific in aim, to monitor the circumstances which caused the LEVEL 5 sanction (e.g. a School Contract targeting behaviour or attendance). Such tailored contracts focus both pupil and staff on the issues involved with that individual pupil. All pupils on School Contract sign a Pupil Declaration, which clearly explains the reasons for, and conditions of, the School Contract.

Parents will be notified by the B M OR HEADTEACHER, and will be required to sign the contract on a daily basis.

Contracts, in the first instance, will be monitored by the BEHAVIOUR MANAGER.

Each time the School Contract is broken the student receives a School Detention. The School Contract is broken when a pupil receives a level four or “forgets” to get the School Contract signed in a five day period, or by a combination of both. Once the School Contract has been broken on **two** occasions in a five day period, the student will be internally excluded in school for a short fixed term period, the duration of which will be decided by the B M. At this stage the parents will be called in for a meeting with the B M and HEAD TEACHER.

Students will normally remain on School Contract for a period of THREE CONSECUTIVE weeks. Each time the School Contract is broken the three week period begins again. There may be some flexibility in the length of contracts, at the discretion of the B M or the Headteacher. Less serious misdemeanours committed by students who are on School Contract are placed in the appropriate section of the Student Planner.

An up to date ‘on School Contract’ list will be displayed in the Staff Room by the B M.

LEVEL SIX – INTERNAL EXCLUSION

Students who persistently break their contracts and for whom Internal Exclusion is not effective (in Internal Exclusion more than twice in a half term) or who commit a particularly serious misdemeanor can expect to find themselves at LEVEL SEVEN.

Staff will be notified of students attending internal exclusion will be expected to provide ample work for the student.

On re-entry to the classroom, after isolation a meeting between the student, her parents/guardians and the Head will take place, a student may be placed on an agreed contract for an appropriate time, where her behaviour is monitored closely to ensure that it is acceptable.

The control of temporary or permanent exclusion is entirely in the hands of the Head and the Trustees.

A temporary or permanent exclusion can be imposed by the Head or Behaviour Manager for either an accumulation of incidents or a one-off serious offence in line with the school’s ‘Behaviour for Learning’ system. Examples of such one off offences may include an unprovoked

assault on another student, possession of a mobile phone or any other unauthorized material, theft or abuse to a member of staff.

An up to date 'Temporary/Permanent Exclusion' list will be displayed in the Staff Room.

CORPORAL PUNISHMENT

Corporal punishments of all kinds are specifically and unequivocally banned at Rochdale Islamic Academy

Staff are strongly advised to have no physical contact with pupils unless they are using minimum force for purposes of restraint, to prevent injury or damage (please refer to the school's Restraint Policy).

SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND SCHOOL

The sanctions system for these misdemeanours operates at six stages. All members of staff need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' sanction they can expect to receive actually is whilst also being in a position to understand what the maximum sanction might be (see Sanctions Pyramids).

Refusal to follow staff instructions is a good example. It might be that the incident is so minor that the member of staff concerned simply gives a verbal warning.

Alternatively, the situation could be so serious and confrontational that the teacher concerned needs to refer this to the relevant form tutor who, with the approval of the BM, decides that a period of Internal Exclusion is the most appropriate sanction.

PLANNER COMMENT

It is essential that staff combine firmness with an acceptance that many young people will occasionally make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules.

BFL AROUND SCHOOL

There are warnings for misbehaviour around school Students at the minimum would receive level 2 for the following;

- Running or shouting in school (if a student continues to run and not stop to give their name.
- Pushing another student.
- Being late to lessons/registration by more than five minutes.
- Eating/drinking in the corridors.
- Wearing a coat indoors.
- No hoodies are allowed in school

NEGATIVES

In addition to the warnings for misbehaviour, negatives will be issued to students for poor conduct. Teachers are to ensure that they give out negatives only for the reasons set out in the negative sheet and that they are not handed out for minor things as this will undermine the whole system. Teachers should also realise that it will take a while for students to get used to the new system and should be a bit lenient at the beginning until you feel pupils have had enough warning.

Negatives are to be recorded by teachers on the back page of the student merit card and a record should be kept by the class teacher. House leaders should monitor the negatives for their house members and reprimand any students persistently being given negatives.

Negatives will be given to pupils when they receive first, second and third warning.

Negatives can also be given for the following reasons:

Being disrespectful
Wearing Make-up
Answering back
Not having planner
Any negative deed
Any un-Islamic deed
Speaking in a language other than English in class
Speaking inappropriately to a friend
Incorrect Uniform
Getting a Level 1
Using foul language
No Homework

When students receive negatives consistently then there will be further consequences i e;

5 negatives Form tutor will be notified

10 negatives Parents will be notified via a phone call

15 negatives Parents will be called in for meeting

20 negatives student will be put on report

25 negatives student will be in isolation for 1 day

Any student's who receives more than 20 negatives in a term will not be allowed to partake in their houses award, should their house win at the end of the term.

Any student receiving excessive amount of negatives will not be able to go on school trip or any school excursions during the term.

LATENESS TO SCHOOL

Lateness to school is dealt with by the Attendance officer as the attendance Policy states

BULLYING

As members of Rochdale Islamic Academy students are expected to be courteous and polite to others at all times. The school has zero-tolerance on bullying; any student found to be bullying will be dealt with in accordance with the anti bullying policy. All cases of bullying will be thoroughly investigated, parents will be informed and bullies may be excluded from school (see school Anti-Bullying policy).

VIOLENCE

Students found to be violent either towards another student or a member of staff will be immediately excluded from school. Parents will be notified immediately and will be asked to pick their child up from school.

MONITORING AND EVALUATION

The Behaviour Manager and the Rewards coordinator will monitor the effectiveness of this policy and report to the Headteacher. The policy will be reviewed in June 2020.