

# Normanton House School



## PUPIL DISCIPLINE AND BEHAVIOUR POLICY

<b>Approved by:</b>	[Dr Nazim Zaman ]	<b>Date:</b> March 2022
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## 1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

## 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](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

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

The ethos of Normanton House School revolves around the faith of Islam, and pupils, staff and parents are expected to reflect that fact in their behaviour at all times. The intention is to nurture children, remind adults and develop all in matters of self-discipline, self-esteem and respect for others, Muslim and non-Muslim alike. Good behaviour will prepare students to participate favourably and good-naturedly in society. Good Islamic *adab* (manners) is the duty of all Muslims and everyone attached to or involved with the school should reflect this.

Behaviour in class is judged by the extent to which the attitudes and actions of the pupils contribute to, or restrict, effective learning in the classroom and to the quality of life and functioning of the school as a caring and involved community.

Good behaviour should continue into the life outside School (evening, weekends and holidays) and the life after School leading onto going into further education and adulthood.

In line with the above principles, the school endeavours to establish and maintain an atmosphere of good discipline that is conducive to the learning environment. In this regard the following code of conduct is adopted as a broad guideline only and merely supplements the role of the teachers in maintaining discipline.

## 4. Pupil Code of Conduct

Pupils must at all times:

- Make an effort to keep their behaviour in line with the teachings of the Quran and the Sunnah of the Holy Prophet (SAW)
- Respect their teachers, elders and peers through their actions and behaviour
- Listen to and obey the instructions of teachers and elders at all times
- Treat all school property and that of other pupils with due respect

Pupils must never:

- Hurt others in any way
- Use bad or offensive language
- Act in such a way that may result in injury to themselves or others
- Cause any type of disruption in the classroom

The school will work with the students and parents to promote good behaviour and to avoid bad behaviour. Misbehaviour is also classified as acts that break the School's Behaviour Policy. The School has defined 3 levels of Misbehaviour: **Minor, Major and Gross**

### Examples of minor acts of misbehaviour include:

- Talking in the classroom when the teacher is talking
- Not doing what a teacher has asked to be done
- Disobeying school rules
- Not doing homework
- Incorrect uniform
- Chewing gum on school premises
- Bringing unnecessary items to school (e.g. Make-up, jewellery, toys)
- Pushing into lines – not involving hitting, fighting or bullying behaviour
- Throwing things in the air (not deliberately thrown at someone)
- Disrupting a class, making it difficult for the teacher to teach or other pupils to learn
- Talking about a teacher in an offensive or rude manner
- Lying or answering back to a teacher
- Using foul or insulting language not directed at any individual

### Examples of major acts of misbehaviour include:

- Talking to a teacher in a disrespectful, argumentative, rude, confrontational or intimidating manner
- Using foul language towards another pupil or about a member of staff.
- Walking away from a teacher (who is addressing the pupil)
- Bringing a mobile phone into school unless arranged with school office
- Refusing to hand something over to a teacher when asked
- Refusing to fulfil a reasonable request from a teacher
- Leaving the classroom or the school without permission
- Not attending or avoiding lessons whilst in school
- Not attending detention
- Damaging school property or property of another pupil or member of staff
- Doing any form of graffiti
- Intimidating another pupil (see anti-bullying policy)
- Faces up to another pupil in readiness for a fight
- Fighting with another pupil
- Displaying any form of racist or discriminatory behaviour
- Spreading false stories (rumours) about others and lying
- Any repeated minor misbehaviour that continues despite warnings and sanctions

## **Examples of gross acts of misbehaviour include:**

- Assault of a teacher or a pupil or anyone else in the school
- Swearing at or verbally abusing a member of staff – including mocking or obviously disrespectful language
- Bringing any hazardous item to school (e.g. matches, lighters, superglue, weapon etc.) or any item that can be used as a weapon
- Using any of the school's items or equipment as a weapon to injure someone or themselves
- Being involved in the repetitive bullying of others
- Physically fighting with other pupils causing serious harm or injury
- Throwing any dangerous object at another deliberately
- Stealing property of the school, staff or pupils
- Using a mobile phone in school for taking pictures, videos or for viewing inappropriate material
- Any repeated major misbehaviour that continues despite warnings and sanctions

This is not an exhaustive list but does show clearly the types of behaviour which are considered to be unacceptable under any circumstances.

## **Mobile phones and other electronic devices**

Students should not bring mobile phones, smartwatches or other electronic devices into school. Where students are found to be in possession of such items these will be confiscated and returned to parents/carers only. If parents/carers cannot collect the item from school before 4-30pm, the item will be kept in school safe until the following school day.

Students found to have used mobile phones or other devices to record images in school, or on their way to/from school, will be subject to disciplinary sanction. If the footage taken relates to anti-social or potentially criminal behaviour, or if images are subsequently posted on-line or shared with other students the student(s) concerned will be subject to Fixed Term Exclusion, which could become Permanent, in the most serious of cases.

The school may choose to involve the police in any incidents of such images being recorded or shared where doing so may be deemed as violating privacy and data protection rules and could be used as abuse or bullying.

## **5. Bullying**

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

## **6. Roles and responsibilities**

### **The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

### **The head teacher**

The head teacher is responsible for reviewing this behaviour policy.

The head teacher 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.

### **Staff**

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Reporting any breaches of this policy to the head teacher
- › Recording behaviour incidents (see appendix 2 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## Teachers must not:

- Use group punishment
- Humiliate
- Ridicule
- Use sarcasm
- Use work as a punishment – including lines
- Use corporal punishment
- Bully
- Use bad or offensive language
- When sanctions are applied, the reason for the sanctions should be carefully explained to the perpetrator, and the improvement in behaviour that is expected.
- Staff must encourage good behaviour rather than simply punish bad behaviour.

When issuing behaviour sanctions, account is taken of the student's age, SEND status or any specific issues affecting them. At all times, the school Safeguarding Policy will be considered when applying any disciplinary sanction.

## Investigation of Incidents

It is very rare for students to agree a single version of an incident. It is, therefore, important to follow a systematic approach in order to discover the sequence of events. Time should be taken to judge each issue on its own merits and 'blanket' punishments or judgements are discouraged.

- It is possible, at times, that incidents in school may lead to students being angry, upset or even injured. Injuries should be dealt with immediately and referred to the First Aiders, if necessary. Students who are upset should be given time to calm down before trying to investigate the incident.
- The member of staff investigating the incident should speak in a calm voice and, if necessary, keep repeating what is said quietly and firmly.
- Each person involved, whether staff or student, should be given the opportunity to produce a written account of events. Students should be separated to avoid collaboration.
- If a student has difficulty in writing their own account, or where there are a number of witnesses to the same incident, a member of staff should write the student's statement as it is told. The statement should then be read back and confirmed with the student.
- Statements should be read carefully and then checked with the student. Inconsistencies or inaccuracies should be pursued.
- When the facts of the incident have been established, the teacher should try to secure agreement from all concerned and then request additional written statements, if necessary.
- In the face of persistent denial, following a thorough and fair investigation, a decision will need to be taken having regard to the evidence available. Senior staff will provide support if required. In all investigations and decisions made, staff should make their judgements based on 'balance of probability' rather than the legal requirement of 'beyond reasonable doubt'.

## Searching and Screening of students

Staff will aim to secure the consent of students when searching or screening for items, wherever possible. School staff can search a student with their consent for any item. The law allows staff to search students without consent for 'prohibited items' such as;

- Knives and weapons
- Stolen items
- Tobacco and/or cigarette papers
- Any item likely to be used to commit an offence, cause personal injury or damage to property.
- Any item specifically banned by the school rules e.g mobile phones.

Staff have the authority to confiscate any such items, with or without the permission of the student. The school will involve the Police where certain items are found, such as weapons and/or drugs.

## Parents

□ Our aim is to work closely with parents and develop a partnership in the education process. Serious behavioural problems can occur when there is conflict between the school and parents.

□ The influence of the home is a major factor in the way children behave in school and respond to authority. We aim to keep parents well informed and ensure that they receive positive and constructive comments on their children's work and behaviour as a matter of course.

□ The school aims to create a welcoming atmosphere so parents feel able to become involved in the life of the school, and freely discuss common concerns.

Parents are expected to:

- 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

## 7. Rewards and sanctions

### Rewards

It is essential that children are rewarded appropriately. The exact system used in the classroom will be up to the teacher. However, the following are all useful methods of acknowledging good behaviour:

- Smile
- Congratulations
- Certificates
- Stickers / Stars
- Credits/Merits
- Table points
- Verbal / Written Praise
- Dua for Child
- End of term parties / prizes / appreciation days

### Teachers are encouraged to:

- Reward in front of peers
- Inform parents of good achievements or behaviour
- Make children proud of their achievements
- Put children's names on work
- Show consistency and fairness

### Informal Sanctions

Most examples of minor acts of misbehaviour can be dealt with by the class teacher/ member of staff and the child. The sanctions used might include:

- Look of disapproval (Give them a stern look with a straight face), Gesture of disapproval (e.g. asymmetrical body, hands on the hips, frown), Verbal disapproval, **do not shout** (e.g. do you think what you're doing is right? I think you know what you're doing is wrong, so stop it.)
- Withholding attention
- Reprimand / reminder of school rule being broken and choices of behaviour
- Reminder of appropriate behaviour and warning of possible consequence
- Discussion with child at appropriate time e.g. end of lesson
- "Time-out/cooling off" period elsewhere in classroom
- "Time-out" outside classroom (always with another member of staff)
- Loss of part or whole of playtime – time to reflect/discuss/write about the problem behaviour

If the above sanctions are not working and a child persists in behaving inappropriately, a more formal procedure will be employed. It should only be necessary in cases of persistent poor behaviour or an incident of a serious nature e.g. aggression/violence, bullying etc. In such cases the behaviour will be dealt with as major misbehaviour.

It is vital that when used staff, parents and pupils work collaboratively and support one another to achieve success for the child. Children will be actively involved in the process at a level appropriate to their age and/or understanding. The school council will be one platform for discussion of behaviour expectations in the school.



## Formal Sanctions

### Major Misbehaviour

Major misbehaviours as outlined above will be brought to the attention of the Head Teacher.

- For major misbehaviours, **an incident report form must be completed** and a statement will be required from the pupil.
- All staff, students and parents will be informed of the procedure
- Parents will be involved at an early stage. The school will aim to work with the parents in order to rectify the negative behaviour. If no improvement is noticed then further sanctions may be carried out
- Support from staff will be offered to the individual to work towards positive behaviours
- All staff must keep accurate and detailed records of incidents on the Incident Report and keep any evidence

The following sanctions *may be* used in cases of **major misbehaviour**. The exact nature of the sanctions to be applied will be agreed between the director, the head teacher and any staff involved after consideration of the full written accounts and any investigation report.

#### 1. Contact with parents

The school will do this when informal procedures (as previously described) are not having any effect on the situation. Parents may also be contacted after one-off incidents of a more serious nature e.g. fighting, hurting another child, bullying, stealing.

Parents will be asked to discuss the situation with their child and support the school in its expectation of appropriate behaviour. Senior members of staff such as the Head teacher will be informed of the concerns raised.

Regular meetings between the member of staff and parents might be arranged to monitor the situation. A behaviour plan may be drawn up between the member of staff, the pupil and the parent. This could be a home-school book or a behaviour report sheet and counselling.

#### 2. Students 'On Report'

Where there is general concern over a student's behaviour in several subjects/lessons, or where a student is disrupting lessons regularly in one subject area, the student concerned can be placed on report to the class teacher. Discussions around placing a student on report should be had, initially, with the class teacher and Head Teacher. This sanction may also be agreed to be used after misbehaviour which has led to parents' meetings.

#### 3. After School Detention

After school detentions may be issued by any teacher after discussion with the head teacher when a student, from Year 4 and above, reaches a threshold of negative points or their behaviour is deemed bad enough in any incident. Where an after school detention is issued, this should be done at least 24 hours in advance.

The issuing of detentions to students is not negotiable by students and/or parents and parental consent is not required to detain a student after school hours, as long as the 24 hours' notice has been given. If there are any concerns or issues resulting from the issuing of an after school detention, the member of staff concerned should consult the Head Teacher.

The threshold for detentions are:

- 10 incidents of minor misbehaviours per half term: 30 minutes detention
- 1 major misbehaviour incident: 30 minutes detention

#### 4. Fixed Term Exclusion

Students involved in serious breaches of school discipline, either in a specific incident or over time, may be issued with a Fixed-Term Exclusion. Incidents likely to lead to Fixed Term Exclusion could include persistent major misbehaviour.

This sanction can only be applied by the Head teacher or Director. Staff should not threaten to use this as a sanction without consulting the Head teacher.

## Gross Misbehaviour

Gross Misbehaviour will not be tolerated and could result in fixed term or **permanent exclusion** applied immediately without warning. In extreme cases outside authorities may be contacted without parents' approval if deemed necessary (e.g. where safeguarding or legal requirements would be necessary)

Sanctions for gross misbehaviour will be decided upon by the director after consultation with the head teacher and trustees. Parents will be informed of any decision by arranging a meeting with the director and head teacher and provision of a written report of the incident/misbehaviour involved which will outline how the school has implemented its policies.

## Further Guidance

### Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to the school safeguarding policy for more information.

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### Malicious allegations

Where a pupil makes an allegation against a member of staff or other pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy and policy for dealing with allegations against staff more information on responding to allegations of abuse against staff or other pupils.

## 8. 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 with Salam in the morning/at the start of lessons
  - Reinforcing Islamic etiquette and norms throughout the day
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption

### 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 used in a way that maintains the safety and dignity of all concerned
- › Be recorded and reported to parents (see appendix 3 for a behaviour log)

Physical contact between staff and pupils other than that mentioned above is **to be avoided at all times**.

### De-escalation tactics

If a student is becoming agitated, but their behaviour is not placing them or others at an imminent threat of physical harm, school staff should employ targeted de-escalation tactics to prevent behaviours from further escalation and to address the cause of the escalation. Some recognised de-escalation strategies include:

- using active listening techniques (LEAPS - listen, empathise, ask questions, paraphrase and summarise actions for moving forward)
- acknowledging the student's underlying or expressed emotion (anger/distress)
- keeping verbal instructions simple and minimal, using a calm tone of voice and clear, adopting a non-threatening body stance and body language (open, relaxed with hands down)
- allowing adequate personal space
- distracting the student from the source of any anger or distress by discussing another topic they are interested in
- going to an alternative space with the student that is less stimulating or removes access to the triggers.

When attempting to de-escalate a student's behaviour, staff members should observe whether the student's agitation is diminishing or if the behaviour is continuing to escalate. If it appears the behaviour is escalating to the point that it is placing the student or others at an imminent threat of physical harm or danger, the staff member present will need to move from a de-escalation approach to incident intervention.

## **Mental health**

We understand that mental health is a real issue and can affect the behaviour of children. We work as a school to understand mental health triggers and behaviours and respond effectively where needed and undertake early intervention.

## **9. Training**

Our staff are provided with training on managing behaviour, as part of their induction process and through ongoing CPD training.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed annually. At each review, the policy will be approved by the head teacher.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Staff Code of Conduct

## Appendix 1: Written statement of behaviour principles

- Behavioural norms expected in our school will always spring from the belief system of Islam and pupils and parents will consistently be reminded of this foundation of the school's vision
- 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 ethos of Normanton House School is based on the faith of Islam, and pupils, staff and parents are expected to reflect that fact in their behaviour at all times. The intention is to nurture children, remind adults and develop all in matters of self-discipline, self-esteem and respect for others, Muslim and non-Muslim alike. Good behaviour will prepare students to participate favourably and good-naturedly in society. Good Islamic *adab* (manners) is the duty of all Muslims and everyone attached to or involved with the school should reflect this, *insha'Allah* (God Willing).

Behaviour in class is judged by the extent to which the attitudes and actions of the pupils contribute to, or restrict, effective learning in the classroom and to the quality of life and functioning of the school as a caring and involved community.

Good behaviour should continue into the life outside School (evening, weekends and holidays) and the life after School leading onto going into further education and adulthood.

The governing board also emphasises that violence or threatening / malicious behaviour will not be tolerated in any circumstances.

Negative behaviour will be tackled early and appropriately. It is important to let the pupils know that the behaviour policy is a serious one and that it will be implemented on occurrences of bad behaviour

Recognising the importance of the school-parent-pupil relationship, the role of parents in providing *tarbiyyah* in the home environment cannot be over emphasised. Parents are, therefore, expected to set appropriate standards of behaviour in keeping with the Quran and the Sunnah of the Holy Prophet (sallallahualaihiwasalam).



## Appendix 2: Misbehaviour incident log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	