

REVIEWED:
November 2021

REVIEW DATE:
September 2022



BEHAVIOUR POLICY

DUIHS



This policy should be read in conjunction with:

1. Anti-Bullying policy
2. Exclusion policy
3. Safeguarding policy
4. Equality policy
5. Prevent plan
6. PSHE (Personal, Social and Health Education) policy
7. RSE (Relationships and Sex Education) policy
8. Mental Health and Wellbeing Policy
9. Covid-19 Action Plan and Risk Assessment
10. KCSIE September 2021

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Introduction

- 1. Rationale** The school needs to ensure the *safety*, security and welfare of pupils, through a policy that is fair, consistent, and systematic and understood by all pupils, school staff and parents.
- 2. Aims**
- To ensure the safety, security and welfare of all pupils
 - To promote high standards of work and behaviour
 - To promote the highest quality of teaching and learning
 - To promote pupils' moral development, giving them a clear sense of *right* and wrong
 - To promote pupils' social development, teaching them to respect the school staff and to respect one another.
- 3. Positive Behaviour**
- The Positive Behaviour policy is based on our vision of Achievement for All and that children respond best to praise.
- We aim to systematically praise and reward children several times more often than we blame or punish them (generally in a ratio of 3:1).
- 4. Rewards**
- | | |
|--|---|
| We give rewards for these achievements | Good class work or effort
Excellent attitude or mannerisms
Good homework
Good attitude
Good exam/test results
Good attendance
High number of commendations from staff
Other positive behaviours |
| We use these rewards | Verbal praise by teachers
Merit marks
Weekly reward activity
Letters home
Subject commendations
Year awards
Positive Behaviour Certificates
Mentions in Presentation Day
Achievement Celebration events |
- 5. Sanctions**
- This table illustrates the normal policy of the school in applying sanctions to offences. Pupils are supported at every stage of the *sanctions* in the Behaviour policy

Pandemic / Covid-19

Update: Upon return in Sep-21, due to the slowing effect of the pandemic-related rules, the school opts to follow such practices, by easing the guidance previously in effect. As such, rules that do not apply any longer are omitted and the measures that remain as optional are highlighted as *orange*.

Given the circumstances revolving around the pandemic, the school is restricted in its traditional strategy to manage behaviour. As such measures are in place to both restrict opportunities for commonly observed misbehaviour, and the manner in which corresponding meetings are conducted. Furthermore, the Covid-19 risks warrant additional practices that ensure the safety of all on-site stakeholders (see school Coronavirus guidelines) and therefore, it is to be duly noted that behaviours that jeopardise this safety net will be regarded as 'higher level' – (see below). The following list details practices that have been altered to meet the guidelines for managing social distance:

- **Class distancing to avoid direct interaction**
- Managed exit and entrance into classes
- **Masks to be worn during moments of interaction**
- **Masks to always be worn outside of class**
- No two pupils to be allowed simultaneous movement
- Misbehaviour to be managed within classes
- Irritable, dangerous or unmanageable behaviour warrants immediate extract by a senior or administrative member of staff
- **Meetings with pupils regarding behaviour to only take place in distanced and sanctioned locations**
- **Meetings are to be managed with the covering of face via mask and protection via visor**
- **Where possible, parental contact will be via means of VOIP or telephone**
- **Where unavoidable, parents/guardians attending meetings will be expected to maintain all distancing measures**

Pupil Behaviour and Conduct

The commitment to, and the firm and consistent application of, the behaviour policy will contribute to the success of it. Wherever possible we should recognise and reward positive attitudes and behaviour.

RECOGNITION

Recognise positive behaviour through regular praise, compliments, merits and du'a. E.g., "*Well done for entering the class sensibly and quietly. May Allah you for your positive attitude.*"

MERITS / DEMERITS

Merits and sanctions are given at the discretion of the teacher. They should be completed via the **HUBmis**.

It is recommended 1 merit item be given to 3 Pupils per lesson taught. 3:1 ratio: Any sanctions should be justified by three awards except in exceptional cases. For every demerit, three merits should exist as counter.

De-merit counts are to be limited to a -1 point for any sanction. To justify this, it should be a measure of misconduct rather than a subject qualitative judgement. To supplement the applicability of such a scheme, recordable misbehaviour is to immediately initiate (a) detention sequence, (b) behaviour management/tarbiyah where it is escalatory, (c) appropriate action depending on severity of the reported demeanour.

REWARDS

Consider the rewards for these categories (see HUB for further guidance):

Weekly top Merit achievers

Top achievers over the half-term/term

100% attendance and punctuality

Minimal sanctions over the term

Outstanding Pupils per year group

Best in class (Morning section)

Most praised

Pupil's choice

Pupil of the week/month/term

Certificates/Gifts

Parental Contact, Award Ceremonies and Celebration Events

As part of the celebrative practices, publicly adorning pupils is a common practice within the school and will be observed in six sanctioned ways:

- In-class praise by awarding specialist
- Award and praise in weekly assembly – as necessary
- Letter of commendation and/or electronic communication of commendation
- Praise through newsletter where the adorned behaviour is exceptionally worthy of recognition
- In-house award ceremonies at the end of each term in assembly
- Nominated and accepted attendance to public celebration events to receive plaques, certificates and/or medals

ASPIRE

Implemented and put into effective as of 2 November 2021, the ASPIRE has been officialised as the school's code word for efficiency, attentiveness and productivity. Requiring peoples to be undivided in their focus, the A in ASPIRE, demands pupils to fold their ARMS or have them by the side if standing; S necessitates silence in the moment of its declaration; P requires pupils to PAY attention; I rejects the opportunity for INTERRUPTION; R sets pupils up to RECEIVE instructions; and E is the stage of EXAMINATION when the teacher will determine the class' readiness.

Teachers are required to use this code word in all aspects of behaviour management; from standing pupils in a line to demanding their focus in class.

DETENTIONS

As a gesture of supplementation to strengthen the intentions of the coded ASPIRE methodology, the detention system has been revised to allow teachers to assign them at will - given all parameters are fulfilled as designed in the *stages of classification*. To avoid overlapping and excessive detention counts, for each case of challenged misdemeanour, a teacher may log a detention and the following steps

Stages of Detention

1. Stages of classification followed through in any challenge of misbehavior
2. Detention is logged on the system: unlogged detentions will not be sanctioned
3. Any sanctioned detention will constitute 20mins per pupil with a maximum of an hour in a day
4. Where a single, 20-minute detention is given, this will not need to be communicated to parents
5. Where a double, or triple (40+) detention is given, this will be communicated in advance
6. Where the detention requires a day's notice, the detention will be administered in the following school day
7. Multiple detentions may lead to intervention, parental communication and warnings or exclusions depending on severity of reasons leading up to detentions
8. PLEASE NOTE: It is at the teacher's discretion to remove detentions if early redemption become apparent. However, in the case where a double (or triple) detention is given, this can only be retracted if communicated in advance to avoid complications in parents' schedules

It is to be noted that a detention sanction for an after-school session does not quantify break-time detentions, and teachers, ensuring fairness and opportunity for recuperation, retain the right to independently host them

Pupil Code of Conduct

The key to the successful implementation of sanctions is firmness, fairness and consistency. Sometimes a quiet word before the lesson with some pupils will have a greater effect. Often clear instructions will reduce negative behaviour.

Attire expectations:

Dress Code:

1. White Kalidar Kurta / Jubbah / Thoub - long down to half of the shin with a Darul Uloom badge on the pocket
2. White Silwar (trousers)
3. Black colour socks
4. White Topi (Hat)
5. White turban (optional and recommended)
6. Black fleece/jumper/cardigan (optional)
7. Black blazer - with a Darul Uloom badge on it

Items unacceptable in the school:

1. Any type of jewellery
2. Trousers additional or dissimilar to a [2] white salwar
3. Designer tops and jumpers
4. Mobile phones in classes

Stationery

All Pupils must bring the following stationary with them to the school every day:

1. Black and Blue Pen
2. Purple pen (provided)
3. Ruler
4. Geometry Set
5. Calculator
6. Rubber
7. Pencil & Sharpener
8. Dictionary

Conduct:

Pupils should never:

1. Swear
2. Be rude to staff or fellow Pupils in any way
3. Talk back to the teacher
4. Disobey the teacher
5. Raise their voice with the teacher
6. Damage property or talk ill of the school
7. Use their mobile phone during school time
8. Shave or trim their beard

Pupil should always:

1. Show respect to their teachers
2. Communicate their concerns and grievances in an appropriate manner
3. Keep the school clean
4. Observe the Sunnah as much as possible – the example of the Prophet Muhammad (peace be upon him)
5. Be kind to fellow Pupils
6. Be prompt for classes
7. Show dedication for knowledge
8. Address their teachers with the titular identifier 'Ustaadh'
9. Wear clothing according to the Sunnah of the Prophet (peace be upon him)
10. Complete their homework
11. After lesson, ensure that class room is tidy & clean
12. Always wear the correct uniform
13. Always bring the correct stationary

Classroom Expectations:

1. **When entry to class is required, pupils should line up outside and ASPIRE**
2. They should have ALL of their equipment required for that lesson thereafter, ready to learn
3. Once they enter their classrooms they should stand behind their seats
4. They should begin by giving salaam as a class
5. Pupils will be expected to maintain their focus for the lesson by abstaining from communicating with other pupils without permission
6. Pupils should raise their hands if they wish to speak – at no point should they shout out
7. Pupils should always remain seated – if they wish to leave their seats for any reason, they must attain permission from the teacher in-charge
8. To leave the classroom pupils must receive permission from their teacher
9. Only one pupil will typically be allowed to leave the classroom at a time
10. All tasks must be completed to the best of one's ability
11. All benches/chairs must be arranged in an orderly manner according to the class's proper arrangement
12. The class should be left clean and tidy
13. Pupils will leave the class in an orderly fashion

Online Classroom Expectations:

1. Pupils should enter a classroom assigned by their host (teacher) via Zoom or Google Meets – teacher discretion
2. They should remain muted and refrain from conversations in the chat until the teacher deems it necessary or after the register
3. If instructed to do so, Pupils are required to open their cameras and mics
4. Pupils should be in correct school uniform
5. Pupils will maintain focus by abstaining from communication with other Pupils without permission
6. Pupils will select the 'raise a hand' function if they wish to comment
7. Pupils should remain in the meeting at all times unless asked to leave – where network is an issue, they should note this in the chat upon return
8. To leave for a valid reason, Pupils should comment in the chat and await the teacher's approval
9. Valid reasons include emergencies of personal and medical nature, toilet and other reasons teachers discretionally allow

Summary of Staff Conduct Pertaining to Rights of Pupils and Effective Management

The school recognises a strong correlation between the impact of teacher's treatment of a child and his behaviour. It also recognises a correlation between effective teaching and positive behaviour in classes. The following list is a non-exhaustive expectation upon teachers to maintain a positive learning environment, and thus ensue praiseworthy behaviour:

- Lessons are to be planned to ensure a degree of enjoyability and/or interest
- Lessons should be planned to accommodate all diversities of learners
- Rewards are proportionate and host equal opportunities to all learners
- Sanctions are proportionate and relevant to the misdemeanour
- Policy is followed to issue warnings
- Pupils are given opportunity to redeem
- Pupils are aware of the reasons behind their sanctions
- Pupils are never humiliated
- A fair opportunity is given for redemption and/or explanation
- Treatment of pupils are exempt from factors of historical incidence/personality and/or favouritism
- Teachers model the appropriate behaviour including attendance and punctuality and the appropriate actions in failure
- Teachers refrain from arrogance and are willing to accept flaws and mistakes
- Teachers maintain all manners of professionalism at all times including those relevant to the Teachers' Standards
- Half-termly analysis of teacher use of HUB to be used as a checkpoint and point of evaluation

Severity, Stages of Classification, Steps to Managing Behaviour and Exclusions

Darul Uloom rules and expectations should be made clear to all the Pupils by reminding them every lesson. This can be done vocally, by pointing to a poster with the set of rules present or by asking a Pupil to remind everyone. Also, a reminder can take place when a rule is broken.

After all the Pupils clearly understand the rules, you need to follow a step-by-step system in controlling the class. Before following the steps, explain to the pupils that merits will be given for good behaviour, attitude and class work and a person breaking the rules will not be given a merit (discuss the values and perks of attaining merits).

Step 1 – When a pupil breaks a rule, he should be asked, “what rule did you just break?” If the pupil is unsure then clearly clarify the broken rule or ask another pupil to clarify it.

Step 2 – After the pupil clearly understands his mistake, write his name on the board. Explain this is his first warning/consequence.

Step 3 – If the pupil persists by breaking another rule, then remind him again that breaking a rule will result in another warning/consequence.

Step 4 – If the pupil continues to break the rules, then write x2 (times two) next to his name. Explain to him that this is the second warning/consequence. At this point the pupil should be moved away to the front/back of the class away from others.

Step 5 – If after moving the pupil further rules are broken, write x3 (times three) next to his name and write a statement of behaviour into the HUB behaviour referral system. The teacher has the option to also sanction a detention at this stage.

Where intervention is required, in cases where pupils' behaviour is becoming incessantly apparent, they may be subject to Tarbiyah sessions, which are arranged by Behaviour Officer and will usually take place during the third break on Monday and Friday.

At no point can a pupil be sent to the office for misbehaviour. All teachers must refrain from using any abusive language and intimidation. Teachers must show professionalism, a caring attitude and always remember they are models for the pupils. If there is an extremely serious matter where a pupil cannot remain in the class, then the Senior Leadership must be informed and permission must be obtained to send the pupil out. Teachers should always remain calm and controlled in any given situation. Follow the steps above to ensure consistent quality control.

In summary, the following outlines the overall process leading that may result in exclusion. Further details and strategies regarding exclusion are accessible through the school's Exclusion Policy:

1. *Warnings*: Can be dealt with in classes by practitioners but large amounts will escalate the 'stage of classification' (a system optimised through the HUB that quantifies the immensity of misbehaviour and identifies them according to five stages – 1 = minor disruption, 2 = caution, 3 = early intervention required, 4 = parental meeting advised, 5 = severe intervention / report / discussion of suitability for attendance at the school)
2. *HUB sanctions/referrals*: Behaviour referrals are to be reported via the HUBmis and should only be recorded if all measures of fairness have been applied. Behaviour referrals are those that observe defiance, disturbance, disruption and all broadness of harm. They are separate from RTL referrals, which quantify actions that demonstrate laziness in work and a weak attitude to learning.
3. *Behaviour Officer Interventions/mentorship/Wellbeing support*: The Behaviour Officer will observe referrals and direct contact of issues by teachers (and pupils or parents where relevant) to intervene with pupils and in more intense cases of misbehaviour create a behaviour strategy/plan. Where the behaviour is linked to mental pressures or issues related to wellbeing, pupils will be referred to the Wellbeing Officer.

4. *Tarbiyah / Detention:* Detentions will be conducted by the Behaviour Officer (or a delegate). The Behaviour Officer or SLT may challenge the detention if it is deemed unfair or non-adherent to the *stages of classification*. Tarbiyah sessions will usually take place during break times during two of the five school days, with the Behaviour Officer or a member of staff sanctioned by him to offer a mentored approach to rehabilitation and redemption
5. *Parental Contact:* Parents can follow their child's rewards and sanctions through the HUBmis. Where behaviour or failure is deplorable or needs immediate call to attention, parents will be informed of it through the school's administration
6. *Green Report:* Where poor behaviour is unacceptable or in the event that a child was temporarily excluded, the rehabilitation process will justify a 'Green Behaviour Report Card' report for a minimum 10 school days, during which pupils will be monitored closely in all periods of their timetable. The report must be signed by parents on a daily basis. Failure or loss of report may warrant a renewal of the process. Further failure will warrant parental contact and possibility of escalation to a red report. If 'higher level incidences' occur during this time, it may lead to an exclusion – the duration or permanence relying on the severity of the incident
7. *Red Report:* Where behaviour is continuously unacceptable or in the event that a child was temporarily excluded for a second time, the rehabilitation process will justify a 'Red Behaviour Report Card' for a minimum 10 school days. It is regarded as a final warning and further failure will usually trigger the exclusion process. If 'higher level incidences' occur during this time, it will most usually lead to a permanent exclusion.
8. *Exclusion:* Further details available via Exclusions Policy. The aforementioned principals and the behaviour policy as a whole imply the parameters that pupils are to be adherent to, the failure of which will lead to process of exclusion.

Health, Wellbeing and Emotional Intelligence

As part of the pedagogical and CPD requirement, staff are regularly advised and trained to be observant emotionally. Linked to KCSIE September 2021, this requirement necessitates a child-centred approach to managing behaviour. Thus, behaviour concerns are to be assessed and/or sanctioned according to individual needs and actions. Staff are obliged to assess based on circumstances and the following non-exhaustive list details what teachers should train and condition to be aware of. The list correlates with DfE's Teachers' Standards read in parallel with the KCSIE September 2021 and Safeguarding expectations upon staff.

- Notice physical blemishes or changes e.g. black eyes, bruises and even dramatic changes to celebrated appearances including styles and lengths of hair
- Notice emotional withdrawal
- Be weary of resentful attitude or hateful conversations – more so when it is uncharacteristic
- Awareness of signs of grief
- Unprecedented volatility or aggression
- Fear of peers
- Stuttering or struggling voices
- Awareness of medical conditions and/or special needs requirements
- Change in work ethic or habits
- Change in language use

Zero-tolerance / Anti-Bullying

The school fixates upon its Islamic ethos and therefore is more forceful in its approach to reject harm to all stakeholders on an emotional, physical, mental or cyber level. Detailed in the Anti-Bullying Policy, the school treats all acts of unregretful unhumanitarian behaviours, especially those that are intolerant according to the Protected Characteristics in the Equality Act 2010 as warranting dismissal from the school.

Maintaining the Islamic Ethos: Salaah

The most important event within the school/madrassa is Salaah. The status of Salaah needs to be recognised by all the Pupils.

- When pupils enter the hall for Salaah there should be an expectation of silence and this will be strictly enforced for staff and pupils
- When pupils are being brought to Salaah the teacher should accompany them into the hall.
- Pupils should be seated in rows beginning from the right in tashahud position ensuring there are no gaps between them.
- Pupils should be reminded to read durood-sharif and tasbih whilst awaiting the Salaah
- For those pupils requiring wudhu once all classes have sat in the rows for Salaah those requiring wudhu will line up to be escorted by the allocated teacher(s) to the main wudhu area downstairs.
- Teachers must be at their designated posts and they must pray in the pupils hall with them
- Wudhu should be done in silence and as quickly as possible

Higher Level Incidence

Incidents that are deemed *higher level* or *serious* involve those that disregard GDPR, Safeguarding, Health and Safety, and are also those that can be deemed criminal. Examples include the following:

- All and any threats to safeguarding
- Illicit and unwarranted recording/capture of images or videos
- Carrying illegal items such as weapons or illegal/illegally held substances
- Bullying and harm: emotional, physical, mental, sexual, psychological, etc.
- Anti-social behaviour
- Theft

Where Pupils are found guilty of the above behaviours it will prompt a thorough investigation by the SLT and/or behaviour officer. In conducting such investigations DUIS holds the right to examine Pupils' belongings including a mobile phone and its contents should there be reason to consider the use of it in the investigated circumstance. DfE's guidance on 'Searching, Screening and Confiscation' will clarify such rights.

If found charged with any of the above behaviours (or similar), depending on the severity and impact, it will precedent appropriate consequences and can result in permanent exclusion. Where behaviour is threatening to others, and/or criminal, it will be reported to relevant authorities including the police. The school recognises its obligation to notify such incidences and actions with urgency and haste, understanding that we are not obliged to negotiate the reporting with parents/guardians.

Management, coordination and implementation

Management and coordination:

Azharul Islam (DSL, CPO, Prevent Lead)

Azmol Ali / Mw Ibrahim (Deputy DSL)

Azmol Ali (Anti-Bullying Co-ordinator / Behaviour Officer)

Junaid Usman (Wellbeing Officer)

Role of the Behaviour Officer

1. The Officer in charge of behaviour is Azmol Ali
2. All incidents and concerns are to be reported to him
3. On a weekly basis he will evaluate the behaviour and use it to train and support better management in classrooms and outside it
4. He will host behaviour management sessions (tarbiyah) and detentions