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September 2022

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September 2024



## **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. KCSIE September 2022

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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 (House points) Communication home Year awards Materialistic prizes Positive Behaviour Certificates Mentions during Presentation Day(s) 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.

**6. House System** Introduced in academic year 2022/23, the house system incorporates a pupil-lead system to empower leadership. Within it is a set criterion for rewards that stems on a system of inner-competitiveness. Operating on a credit-system, pupils will earn house points for positive behaviour and commendable achievements. House points will quantitatively recognise pupils for their positives, and will be mirrored into a collective system contributing to the academic houses pupils are associated with. Conversely, engaging in negative behaviour and actions will result in deductions.

Pupils will compete within their houses towards an end-of-year victory to earn (a) the title of reigning house symbolised by an aesthetically appealing *cup*, retained

by the house till the end of the following academic year (or longer), (b) earn a grand prize, (c) their house names engraved onto the leader-display-board.



### House Points Scale / Expectations

#### Main Principles

- Teachers updating Thursday evenings
- Easy to assign
- Easy to understand
- Fair
- Consistent

#### Categories

##### 1. *Within Lessons*

- Best work in the class x3
- Best effort in the lesson x3
- Detentions -3
- Hifz section to give house points based upon completion of tasks. If a student completes 3 tasks they will receive 3 house points, 2 house points for 2 tasks and 1 for 1.

##### 2. *Salah times/Morning Adkhar*

- Teacher assigned for every salah time management (Line up in Houses – same positions every day)
- Students line up in houses during morning adkhar
- 7 house points for the best-performing house and 5 for the second-best house in Salah time and adkhar time.
- This will first be done in tutor time and trialed on the first day.
- The process of lining up is as follows:
  - a. Stand behind your chairs silently
  - b. Get into your houses
  - c. From the front – Dar Esa, Yusuf, Ibrahim, Musa, Sulaiman, Nuh
  - d. Walk down to prayer hall and fill into the houses
  - e. House leaders to be permitted to go to hall 2 mins prior - stand on the side and should ensure their lines are straight and there are no gaps.
  - f. No one speaks in the prayer hall

##### 3. *Around school*

- Good adab +1
- Bad adab -1

##### 4. *Competitions*

- 1st place x40
- 2nd place x30
- 3rd place x20

**5. Subject/End of Year Awards**

- Attendance awards Gold x30
- Attendance awards Silver x20
- Subject awards x35

**6. Major incidents**

- Incidents of bad adab such as maliciously throwing things, violence, out of lesson issues such as vaping, mobile phone issues etc -25.

**7. Unauthorised absence/Missing Uniform – Mw Ibrahim**

-5

**8. Missing Equipment – Form Tutor (Ustd Sulaiman for lack of PE equipment/uniform)**

- -2 for 1 item.
- -5 for more than 1 item.

All students must have the following equipment every day:

- Qur'an
- 2 black or blue pens
- 1 purple pen
- 1 pencil
- 1 calculator
- 1 protractor
- 1 ruler
- 1 rubber
- Books for lessons for the day

## **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.*"

## **House Points / Deductions**

House points or deductions are given at the discretion of the teacher, according to the prescribed points of the behaviour policy (see Points Scale). Point/deduction logs should be completed via the *Behaviour* module of the **HUBmis**.

With point systems set, the general requirement is that teachers are 75% more positive, with every instance of deduction being countered with three opportunities for praise and reward as much as possible.

## **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
- 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

## **SLANT**

Implemented and put into effective as of 2 November 2021, the SLANT (formally known as ASPIRE) has been officialised as the school's code word for efficiency, attentiveness and productivity. Requiring pupil to be undivided in their focus:

S – Sit up straight

L – Listen carefully

A – Ask and answer questions

N – Nod head

T – Track the speaker/teacher

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 SLANT 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 according to 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 (behaviour slips)
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 on 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 becomes 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

## **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. Disrespectfully raise their voice with their teachers
6. Damage property or talk ill of the school
7. Possess a smart mobile phone
8. Possess their mobile phones during school time

### *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 SLANT
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
- Termly analysis of teacher use of HUBmis to be used as a checkpoint and point of evaluation
- Restraint should be necessary and only completed by those who have been trained in acting with *reasonable force* – where there is uncertainty, such a responsibility is reserved by a

member of the SLT (specifically the Behaviour Officer) or one who is delegated such a responsibility with trust and confidence

## 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 necessary 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, teachers need to follow a step-by-step system in managing control within the class. Before following the steps, teachers should explain to the pupils that house points will be given for good behaviour, attitude and class work and a person breaking the rules risks deduction of them. The following depicts the different stages of behaviour management within a class prior.

*Stage 1* – Teachers are advised during the earliest stages of lessons to express reminders of expectations.

*Stage 2* – Where intentional failure to meet expectations becomes apparent, teachers are required to give up to three warnings to each pupil – ideally by listing the sanctions on the board as a visual representation. Opportunities for redemption should be clarified and no pupil should be unaware of reasons for sanctions. Different strategies are also advised, including having a swift conversation with the pupil outside of the classroom, understanding the reasons for the pupil(s) acting inappropriately, moving the pupil to a different location or seat.

*Stage 3* – If the pupil persists in ignoring/breaking rules, the pupil is to be informed of the consequences. Pupils should be aware that it will be logged on the HUBmis, additionally resulting in a loss of house points, potentially reported personally to parent(s), may result in detentions and where there is consistency of misbehaviour in the pupil's record, it can lead to higher-level consequences with the SLT.

Teachers are to refer to safeguarding expectations where behaviour appears out of the ordinary.

At no point can a pupil be sent to the office for misbehaviour, nor should pupils be sent out of the class except for the reason of having an isolated reprimand or conversation. All teachers must refrain from using any abusive language and intimidation. Teachers must show professionalism, a caring attitude and always remember they are role 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 HUBmis 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 incidents 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 either a delegate on a specific rota or is at the discretion of the subject practitioners to independently operate. The Behaviour Officer(s) or SLT may challenge detentions if it is deemed unfair or non-adherent to the *stages of classification*.
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 wary 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

### Physical Restraint

1. The school's priority is *prevention* – by being vigilant, present and aware, teachers are responsible for de-escalating situations where they begin to rise or retain a positive environment to engage pupils in purposeful activities and learning
2. Where matters escalate and an emergency situation does occur, teachers, according to The Education and Inspections Act 2006, can use 'such force as is reasonable' to prevent a pupil where there is a likelihood of (a) committing an offence, (b) causing intended injury or harm to

property, themselves or others, (c) causing offensive or extreme disruption to the harmony of the school environment

3. The school recognizes and subjects its staff to training that ensures the degree of necessary 'force' is proportionate to the consequences it is being used to prevent and the minimum required to achieve the preventative and desired effect
4. Staff should evaluate if force is needed and the level of intensity the force requires, judging appropriately to avoid further injury or harm
5. Restraint *WILL NOT* be used as a punishment, only a means to prevent issues listed in point (2) in this section
6. Restraint *WILL NOT* lead to injury; teachers will avoid acts of violence – or perceivable violence, including, for example, punches, kicks, grapples around the neck area, etc.
7. Where possible, right to restraint will be sought from parents/guardians of pupils
8. The school understands parents may complain about the use of force or restraint, and the school will effectively document any such incidents to aid in effective investigation – particularly those that will need to be referred to Safeguarding
9. Staff complained against have the right to lawfully guard themselves just as pupils and their parents are entitled to make a fair complaint

### **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 immense 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.
- From there, House Captains will usher pupils to the right House lines.
- Pupils should be seated in rows beginning from the left ensuring there are no gaps between them
- For those pupils requiring wudhu, once all pupils have sat in the rows for Salaah those requiring wudhu will line up to be escorted by an allocated teacher(s) to the closest available wudhu area
- Teachers associated with any class according to the timetable must be at their designated posts and they must pray in the pupil 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)

Hasnain Ali (House Manager / Behaviour Officer)

Junaid Usman (Wellbeing Officer)

## Role of the Behaviour Officer

1. The Officers in charge of behaviour are Azmol Ali and Hasnain Ali
2. Officers will monitor referrals through HUBmis and urgent incidents will be reported to them with urgency
3. On a weekly basis behaviour will be evaluated and used to train and support better management in classrooms and outside it
4. Behaviour management sessions will be effectively conducted on a weekly basis by an *Officer* and/or members of the SLT