

Behaviour Policy September 2024



**Ratified by the Trustee: 30 August 2024
Signed by the Trustee: 30 August 2024**

To be reviewed: 01 September 2026

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 2024

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Linking the ethos

The Messenger of Allah ﷺ said:

"Every one of you is a shepherd, and every one of you will be asked about his flock. A leader is a shepherd over his people, and he will be asked about them. A man is a shepherd over the members of his household, and he will be asked about them. A woman is a shepherd over the household of her husband and his children, and she will be asked about them. And the servant is a shepherd over the property of his master, and he will be asked about it. Surely, every one of you is a shepherd and every one of you will be asked about his flock."

(Sahih al-Bukhari, Sahih Muslim)

At our school, we put Allah first and the teachings of Prophet Muhammad ﷺ. We strive to perfect the characteristics of Allah Azzawajjal as humanly possible, as demonstrated by the last and final messenger ﷺ, who is the best example of the Quran and how one should live their life for ultimate success.

Abu Huraira reported: The Messenger of Allah, peace and blessings be upon him, said:

إِنَّمَا بُعِثْتُ لِأَتَمِّمَ صَالِحَ الْأَخْلَاقِ

Verily, I have only been sent to perfect righteous character.

(Musnad Ahmad 8729, Grade: Sahih)

The purpose of everything that we learn in Islam is to make us better people, better servants of Allah and better companions to humanity at large

We will deliberately instil values such as righteousness, morality, and the best ethics grounded in adaab and akhlaaq, which will become the foundations for successful learning.

As such, just as we expect our pupils to emulate the practice and mannerisms of the Prophet, we expect our teachers to host the same principles, going as far as to ask themselves, 'What would the Prophet ﷺ do?' and even say, 'what would the Prophet do'. The idea is that it seeps into all aspects from (a) wellbeing – where pupils and staff feel safe and respected; (b) behaviour – where pupils and staff realise the importance of justice, restorative justice and character development; (c) safeguarding – whereby staff and pupils realise that all aspects of positive behaviour contribute to effective practice.

Introduction

- 1. Rationale** The school needs to ensure the *safety*, security, and welfare of pupils through a fair, consistent, and systematic policy that is 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, teach them to respect the school staff and one another.
- 3. Positive Behaviour**
- The Positive Behaviour policy is based on our vision of Achievement for All and the idea 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 | <ul style="list-style-type: none"> Good class work or effort Outstanding work Positive attitude or mannerisms Good homework Honesty Good exam/test results Good attendance High number of commendations from staff Other positive behaviours inc. self-control, selflessness (see ET-Aims diagram below for further details pg.5) |
| We use these rewards | <ul style="list-style-type: none"> Verbal praise by teachers Merit marks (House points) Communication home Term/Year awards Materialistic prizes Certificates Mentions during Presentation Day(s) Achievement Celebration events |
- 5. Sanctions**
- This table illustrates the school's normal policy of applying sanctions to offences. In the behaviour policy, pupils are supported at every stage of the sanctions.

Lesson 1	3x Warnings =	1 detention	20 minutes
Lesson 2	3x Warnings =	1 detention	20 minutes
Lesson 3	3x Warnings =	1 detention	20 minutes
Lesson 4.....	3x Warnings =	1 detention	20 minutes
Detentions are after school with a member of staff supervising and advising.		Even after receiving more than three detentions in one day, the maximum detention per day is one hour.	
Regular detentions for the same or similar behaviours may lead to a report for five to ten days.		The first report is green, and it monitors a pupil's behaviour for five to ten school days. If the report is unsatisfactory, the pupil may be placed on a red report.	
Failure of the red report may result in a temporary exclusion.		After returning from an exclusion, a pupil is placed on a red or green report, only coming off the report if passed.	

6. House System Introduced in the 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 from 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 with which pupils are associated. 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 Friday 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 be done in tutor time and trialled 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 the prayer hall and fill into the houses
 - e. House leaders will be permitted to go to the hall 2 minutes prior. They will 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 x50
- 2nd place x40
- 3rd place x30

5. Subject/End of Year Awards

- Attendance awards Gold x30
- Attendance awards Silver x20
- Subject awards x12

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.
- Exclusions -25

7. Unauthorised absence/Missing Uniform – (Reception)

- -5

8. Missing Equipment – Form Tutor (PE teacher 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

Behaviour codes in the ET-Aims

All the above needs to be logged in the ET-Aims as a 'Behaviour' referral and the relevant code needs to be applied:

<input type="checkbox"/> BEF + Best effort in class (Juhd)	<input type="checkbox"/> OUTS + Outstanding work in class (A'malun Jayidoon)
<input type="checkbox"/> HONS + Honesty (As-Sidq)	<input type="checkbox"/> SLFC + Self-control (Tamalik al-Nafs)
<input type="checkbox"/> BRVE + Bravery (Shajaea)	<input type="checkbox"/> DEDC + Dedication (Tafaan/Takrys)
<input type="checkbox"/> RESL + Resilience (Murunah)	<input type="checkbox"/> POTH + Preferring others over oneself ('Gayriy)
<input type="checkbox"/> SFEC + Striving for Excellence (al-Sa'ey lil-Tamayyuz)	<input type="checkbox"/> GNRS + Generosity (Karim-sakhiy)
<input type="checkbox"/> RTTE + Respect to teachers/elders (al-Ihtiraam)	<input type="checkbox"/> ASWT + Reliance upon Allah (Tawaqqul)
<input type="checkbox"/> COMP + Competition	<input type="checkbox"/> CERT + Certificates
<input type="checkbox"/> KDHB - Dishonesty (Kadhab)	<input type="checkbox"/> LSFC - Lacks self-control (Himji)
<input type="checkbox"/> CWRD - Cowardly actions (Jabaan)	<input type="checkbox"/> LDDED - Lacks dedication (Gayr mamlu')
<input type="checkbox"/> SELF - Selfish actions ('Anaani)	<input type="checkbox"/> KSWL - Lack of effort (Kasuwl)
<input type="checkbox"/> ACGR - Acts of greed (Ja'shia)	<input type="checkbox"/> DSRS - Disrespectful behaviour (Aistihtar)
<input type="checkbox"/> MJRI - Major incident e.g. fighting or swearing	<input type="checkbox"/> EXCL - Exclusion
<input type="checkbox"/> LATE - Late	<input type="checkbox"/> UNAB - Unauthorised absence
<input type="checkbox"/> INUN - Incorrect / Missing uniform	<input type="checkbox"/> MEQU - Missing equipment
<input type="checkbox"/> CDPU - Classroom disruption	<input type="checkbox"/> ADHK A Adhkar
<input type="checkbox"/> HMWK - Homework failure	

Pupil Behaviour and Conduct

Commitment to a firm and consistent application of the behaviour policy will contribute to its success. 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 reward you for your positive attitude."

House Points / Deductions

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

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 ET-AIMS for further guidance):

- Weekly top Merit achievers
- Weekly 'Golden Ticket' equating to 10 house points
- 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

Golden Ticket

Golden Tickets were introduced in September 2024/25 to improve the pleasure attained from praise and reward. They are a rare prize earned by one student each week by each teacher by a pupil who makes the most noticeable effort, improvement or achievement during the week in question.

Each ticket holds 10 house points and a cash-in opportunity for a prize. For example, by earning a certain number of Golden Tickets, students can cash in for a remote-controlled car, a calligraphy set, a paintbrush set, etc. Prizes will change and vary.



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 the assembly
- Nominated and accepted attendance to public celebration events to receive plaques, certificates and/or medals

SLANT

Implemented as of 2 November 2021, the SLANT has been officialised as the school's code for efficiency, attentiveness and productivity. Requiring pupil to be undivided in their focus:

S – Sit up straight

L – Listen carefully

A – Arms folded

N – Never interrupt

T – Track the speaker/teacher

Teachers must use this code word in all aspects of behaviour management, from standing pupils in a line to demanding their focus in class: “5 sitting up straight...4 listen carefully...3...2...1...SLANT!”

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 that all parameters are fulfilled as designed in the *classification stages*. 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 misbehaviour
2. Detention is logged on the system: unlogged detentions will not be sanctioned (behaviour slips)
3. Any detention will constitute 20 minutes 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 the 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 host them independently.

Pupil Code of Conduct

The key to successfully implementing sanctions is firmness, fairness, and consistency. Sometimes, a quiet word before the lesson with some pupils will have a greater effect. Clear instructions will often reduce negative behaviour. All pupils and their parents/guardians will have signed in compliance with the policy during their application phase and again during their induction.

Uniform expectations:

Dress Code:

1. White Jubbah / Thobe with collar
2. White trousers / Salwar/ Izhar
3. White Hat
4. Black blazer
5. Black School Jumper (recommended)
6. Black Plain Joggers (PE)
7. White Plain Polo T-shirt (PE)

Haircut:

1. Neat and clean haircut
2. Equal length;
 - Long hair, differences in length, unkempt hair, fades, and short backs or sides are not permissible;
 - If a student has a zero on the sides, they must also have a zero on the top;
 - The maximum hair length allowed is six on the top and six on the sides.

Items unacceptable in the school:

1. Any jewellery
2. Hoodies, Scarf, Shorts and Caps
3. Non-prescription sunglasses.
4. Trousers additional or dissimilar to a [2] white salwar
5. Designer tops and jumpers
6. Inappropriate or offensive logos/graphics on any clothing items

Conduct:

Pupils should never:

1. Swear
2. Be rude to staff or fellow pupils in any way
3. Disobey and disrespect the teacher
4. Disrespectfully raise their voice with their teachers
5. Damage property or talk ill of the school
6. Possess a smart mobile device for the duration of their education at the school

Pupil should always:

1. Respect the values and ethos of the school.
2. Show respect to their teachers.
3. Address their teachers with the titular identifier 'Ustaadh'.
4. Appropriately communicate their concerns and grievances.
5. Care for the school environment and the environment around the school.
6. Ensure that the classroom is tidy and clean after each lesson.
7. Dress in the correct uniform for school, including on all trips. Appropriate dressing includes an equal-length haircut.
8. Be kind to fellow pupils.

9. Be prompt for classes.
10. Show dedication to knowledge.
11. Complete their homework.
12. Always bring the necessary stationery and equipment daily, including the correct kit for PE.
13. Observe the Sunnah as much as possible—the example of the Prophet Muhammad (peace be upon him)."

Classroom Expectations

1. When entry to class is required, pupils should line up outside and enter when instructed in silence
2. The teacher is to instruct pupils to complete a 'Do Now' task, where pupils complete the task in silence
3. As the teacher calls SLANT, all pupils must comply
4. They should have ALL of their equipment required for that lesson thereafter, ready to learn
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 following a seating plan if present – 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

Staff Conduct about Rights of Pupils and Effective Management

The school recognises a strong correlation between the impact of a 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 ensure 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 for all learners
- Sanctions are proportionate and relevant to the misdemeanour
- Policy is followed to issue warnings
- Pupils are given the 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 is 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 ET-AIMS 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 responsibility is reserved by a member

of the SLT (specifically the Behaviour Officer) or one who has 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 of every necessary lesson. This can be done vocally by pointing to a poster with the set of rules present or 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 must follow a step-by-step system to manage 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 from 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 must 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 the reasons for sanctions. Different strategies are also advised, including having a swift conversation with the pupil outside of the classroom, understanding why the pupil(s) is acting inappropriately, and moving the pupil to a different location or seat.

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

Teachers should 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 abusive language and intimidation. Teachers must show professionalism and a caring attitude and always remember that they are role models for the pupils. If there is a severe 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.

The following outlines the overall process 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 ET-AIMS 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. *AIMS sanctions/referrals*: Behaviour incidents will be reported via the ET-AIMS and should only be recorded if all fairness measures have been applied. Behaviour referrals observe defiance, disturbance, and all broadness of harm. They are separate from RTL referrals, which quantify actions demonstrating laziness at work and a weak attitude toward learning.
3. *Behaviour Officer Interventions/mentorship/Well-being 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 at the discretion of the subject practitioners to operate independently. The Behaviour Officer(s) or SLT may challenge detentions if they are deemed unfair or non-adherent to the *stages of classification*.
5. *Parental Contact:* Parents can follow their child's rewards and sanctions through the ET-AIMS. Where behaviour or failure is deplorable or needs an immediate call to attention, parents will be informed of it through the school's administration
6. *Green Report:* Where poor behaviour is unacceptable or if a child was temporarily excluded, the rehabilitation process will justify a 'Green Behaviour Report Card' report for a minimum of 10 school days, during which pupils will be monitored closely in all periods of their timetable. The report must be signed by parents daily. Failure or loss of the report may warrant a renewal of the process. Further failure will warrant parental contact and possibly escalate 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 if a child was temporarily excluded for a second time, the rehabilitation process will justify a 'Red Behaviour Report Card' for a minimum of 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:* The Exclusions Policy provides further details. The aforementioned principles and the behaviour policy as a whole imply the parameters that pupils are to adhere to, the failure of which will lead to exclusion.

Health, Wellbeing and Emotional Intelligence

As part of the pedagogical and CPD requirements, staff are regularly advised and trained to be observant emotionally. Linked to KCSIE September 2024, this requirement necessitates a child-centred approach to managing behaviour. Thus, behaviour concerns must 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 be trained in and conditions to be aware of. The list correlates with DfE's Teachers' Standards, which read parallel with the KCSIE September 2024 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 attitudes 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 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 recognises 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, the 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 having 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 intolerance, according to the Protected Characteristics in the Equality Act 2010, as warranting dismissal from the school.

Maintaining the Islamic Ethos: Salaah

Salaah is the most important event within the school or madrassa. All the pupils need to recognise its immense status.

- 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 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 deemed higher level or serious involve those disregarding GDPR, Safeguarding, Health and Safety and can also 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, DUIHS holds the right to examine pupils' belongings, including a mobile phone and its contents, should there be reason to consider using 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 result in 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 parents and guardians of such incidents 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 Officers in charge of behaviour are: Azmol Ali
2. Officers will monitor referrals through ET-AIMS, and urgent incidents will be reported to them urgently
3. Every week, 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 weekly by an *Officer* and/or members of the SLT