

Al-Khair Secondary Schools

Anti-Bullying & Behaviour Policy



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1. School Ethos

We at Al-Khair Schools, are of the firm belief that, although children are generally kind and considerate to each other, there is a need to be constantly vigilant to eliminate any instances of behaviour that is upsetting or otherwise stressful to the recipient. This section forms an integral part of our behaviour policy and aims to clearly define the School's stance in relation to bullying. Also, to provide a framework that enables all staff to take a fair and consistent approach when dealing with instances of bullying.

We would like to create an environment in which students feel safe and comfortable. An environment in which we can encourage and teach our students and staff to show kindness, consideration and love towards one another, in the way that we have been commanded to by Allah and His messenger Muhammad (PBUH). There is absolutely no place for bullying in Islam and we aim to teach our children to treat all whom they come into contact with, whether they be Muslim or non-Muslim in the same way as they themselves would like to be treated.

2. Aims

This policy aims:

- To set out clearly the rights, rules and responsibilities which contribute to good behaviour and effective learning at Al-Khair School
- To set out for students, staff and parents the boundaries of acceptable behaviour in the school
- To show how good behaviour is rewarded and bad behaviour discouraged at the school
- To show how students are encouraged to develop responsibility for their behaviour and personal development
- To assist all staff in the management of behaviour
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students 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**.

All staff should be aware that safeguarding issues can manifest themselves via **peer-on-peer abuse**. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- causing physical harm
- sexual violence and sexual harassment as well as sexism
- Sexting (also known as youth produced sexual imagery) and
- Initiation/hazing type violence and rituals.

3. 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](#)
- [Use of reasonable force in schools](#)
- [Supporting Students with medical conditions at school](#)
- [Keeping Children Safe in Education 2021](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate Students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate Students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

4. Definitions

Poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Peer-on-Peer abuse
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

5. Principles

We are committed to developing a positive climate which places learning as the number one priority and realise that we do need to model and teach good behaviour. We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy. We believe that good behaviour is a prerequisite to successful teaching and learning. The behaviour policy is rooted in an ethos of rewarding good behaviour wherever possible. We view the disruption of other people's learning seriously.

At Al-Khair School we believe that:

- all students and staff are entitled to a pleasant, orderly, civilised environment which is free from verbal or physical abuse, damage to property, rudeness, defiance and disruption
- all students are regarded as being of equal value
- all students are encouraged to work for the highest possible levels of personal, social and academic achievement
- students should be treated fairly, courteously and with the respect and consideration that we expect from them
- students should be given responsibility and encouraged to respond to it
- students should be informed of what is expected of them.
- The school assumes that harmful sexual behaviour is happening either in person or offline & takes preventative and comprehensive measures to combat this through our associated policies - safeguarding, use of technology including mobile phones, staff code of conduct, equality, PSHE & RSE policies

Our expectations of students are articulated through the school website, newsletter and notices and displays around the school, and in assemblies.

Our expectations of staff are articulated through the staff code of conduct, other documentation, inset days and meetings etc.

6. Bullying

Al-Khair School is intolerant of any form of bullying, harassment or prejudice and believes that every student has the right to be an individual and to learn in a safe environment. Consequently,

we believe that bullying, in all of its many forms, is unacceptable and should be challenged promptly and appropriately wherever and whenever it occurs in school.

Bullying is defined in departmental advice published by the Dfe as:

‘Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’

Bullying is defined on the gov.uk website and states that the four key characteristics of bullying are that it is:

- Repetitive and persistent;
- Intentionally harmful;
- Involving an imbalance of power;
- Causing feels of distress, fear, loneliness or lack of confidence.

Bullying can include:

| Type of bullying | Definition |
|------------------|---|
| Emotional | <i>Being unfriendly, excluding, tormenting or leaving people out of activities on purpose, ignoring someone’s presence, not allowing them to join a group. Includes offensive notes, messages, graffiti, drawings, posters.</i> |
| Physical | <i>includes fighting, pushing, pinching, flicking, pulling hair, shoving, gesturing, standing over or invading someone’s personal space, interfering with someone’s personal property or making threats to do any of these things</i> |
| Racial | <i>Racial taunts, graffiti, gestures</i> |
| Sexual | <i>includes touching or brushing against another in a sexual manner, sexually oriented jokes, drawings or writing about someone’s body, using rude names or commenting about someone’s morals, unwanted invitations of a sexual nature, offensive questions about someone’s body and/or someone’s private life or encouraging or making others do so.</i> |

| | |
|----------------------------------|--|
| | <p>Homophobic bullying occurs where there is prejudice against lesbian, gay or bisexual or transgender people. It is a form of bullying that is particularly likely to remain secret as the victim may not wish to discuss his or her sexuality. NB The practice of ‘upskirting’ (taking a picture under someone’s clothes) is now a criminal offence (Keeping Children Safe in Education 2021)</p> |
| Direct or indirect verbal | <p>Name-calling, sarcasm, spreading rumours, teasing includes name-calling, offensive language, putting people down behind their backs, picking on people because of appearance, disease or disability, making offensive or nuisance ‘phone calls, spreading rumours, making threats.</p> |
| Discriminatory | <p>Bullying, harassment or unfair exclusion on grounds of race, nationality, sex/gender, disability, physical appearance, relationships and friendships. Racist bullying is defined as: ‘A range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national status.’ A racist incident does not necessarily constitute racist bullying.</p> |
| Cyber-bullying | <p>Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Includes the use of electronic media eg mobile phones and computers to slander, defame, spread rumours, tease, provide unwanted attention, harass and cause discomfort. Often there is potential for such electronic communication to be spread widely, and a permanent record of the bullying is likely to exist. Under certain circumstances (such as harassment and making threats) cyber bullying is a criminal activity and is illegal. In these instances, the school will follow Safeguarding procedures.</p> |
| Peer-on-Peer abuse | <p>Any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.</p> |

We believe that:

- persistent bullying and harassment can severely inhibit a child’s ability to learn effectively or a member of staff’s ability to do their job
- the negative effects of bullying and harassment can have an impact on a person for their entire life
- Our school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, including racist and homophobic bullying.

We aim to:

- to increase awareness and to encourage students to report concerns regarding bullying
- to provide protection, support and reassurance for victims
- to develop the self-confidence and self-esteem of all students
- to develop an effective range of emotional 'self-defence' skills for all students

Bullying can take many forms and is often motivated by:

- a student's personal dislike for another
- race
- religion and culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation
- sexism or bullying of a sexual nature
- Being a young carer or child in care (looked-after child).

and

- is normally deliberately hurtful
- may be repeated, or can be a single incident
- is difficult for the bullied person to defend against

6.1. Harassment

What is harassment?

- The effects of harassment have similarities with those of bullying
- In the DCSF "Safe to Learn" document the definition is: ***'unwarranted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.'***

Note: One-off incidents, arguments, loss of control and friendship problems, while distressing, are not bullying or harassment and will be dealt with appropriately.

People who are bullied and harassed can feel:

| | |
|------------|------------------|
| unhappy | embarrassed |
| isolated | angry |
| frightened | unfairly treated |
| unsafe | confused |

People who are bullied and harassed can experience:

- difficulties in concentrating, working and sleeping
- disrupted relationships with family and friends
- difficulty with expressing emotions and sharing ideas
- loss of confidence and self-esteem
- The desire to avoid social contact.

Possible signs of bullying: There are a number of signs of which staff and parents should be aware which *may indicate* that a student is being bullied, though the presence of one or more of these is not in itself proof of bullying. The student:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes her or his usual routine
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- feels ill in the morning (or pretends to do so)
- shows reluctance to attend school
- loses equipment
- becomes aggressive, disruptive or unreasonable
- shows unexpected decline in standards of work
- exhibits obvious distress, withdrawal, depression or decline in cheerfulness accompanied by a reluctance to explain why
- starts stuttering
- attempts or threatens suicide or runs away
- cries him or herself to sleep at night or has nightmares
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully) has dinner or other monies continually "lost"
- has unexplained cuts, scratches or bruises
- comes home starving (money / lunch has been stolen)
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received.

6.2 How do we deal with bullying in our school?

Staff responsibilities

Staff (teachers and support staff) at Al-Khair School, are expected to:

- establish and maintain high standards of student behaviour in classrooms, tutor groups and round the school
- model positive relationships and attitudes for students and others
- challenge bullying behaviour when they see it in any context
- inform pastoral and/or senior staff about any incidents or reports of bullying
- record incidents in writing (see appendix 1) and pass these to the head teacher
- be receptive and sympathetic when students report bullying
- be receptive and sympathetic to parents who inform about bullying
- work appropriately on these issues in form time and within the curriculum.

6.3 Prevention of bullying

Prevention is clearly the strategy of choice. Bullying is often secret, rewarding and shameful and therefore it is difficult to deal with it after it occurs. At Al-Khair School we address prevention vigorously by a variety of techniques:

- At whole school level – through assemblies/form time/pupil voice surveys/PSHE programme when children are informed of the school's ethos and policy and the actions that will be taken to prevent bullying taking place. This time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying
- Al-Khair School recognises that there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements are in place to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents
- The Student Council and selected students has an active role in promoting positive relationships between pupils.
- Parents who believe their children are the victims of bullying are asked to share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.

6.4 Responses to victims

The school will offer a proactive, sympathetic and supportive response to students who are the victims of bullying and harassment. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- strategies to prevent further incidents

- sympathy and empathy
- counselling
- assertiveness training
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- Arrangements to monitor and review progress.

6.5 Responses to students who exhibit bullying behaviours

Al-Khair School takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way.

We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern, the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- loss of lunch/break-time privileges
- detention
- put on Report or pastoral support plan
- removal from class/group
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling/instruction in alternative ways of behaving
- adult mediation (restorative justice meeting) between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)
- Rewards/positive reinforcement for students in order to promote change and bring unacceptable behaviour under control.

6.6. Parental Involvement

We believe that an active partnership with parents is essential. Good relationships and effective communication with parents contribute greatly to the success of students in the school. Our relationship with parents is anchored in the principles of our home/school agreement.

At Al-Khair School:

- parents are involved at an early stage when a student's behaviour causes concern
- parental letters or telephone calls are dealt with promptly
- interviews are arranged quickly, and appropriate information made available

- parental requests for reports on work and/or behaviour are dealt with efficiently
- parents visiting the school without an appointment in 'emergency' situations are always able to see a member of staff
- Careful records are kept of all home-school communication.

We are firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. We recognise the important influence which parents/carers have on their children and would wish, using the school behaviour plan, to enlist their support when their child is involved in bullying – either as a victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) the school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents will be informed.

7. Rewarding positive behaviour

The vital importance of creating a positive atmosphere characterised by praise and encouragement is recognised by numerous formal and informal means including:

| Category | Merits | Examples | Rewards |
|----------|--------------------------------------|---|---|
| 1 | 1 | <ul style="list-style-type: none"> - Excellent work in class - Excellent homework - Excellent contribution in class - Excellent effort | <ul style="list-style-type: none"> • informal praise from staff |
| 2 | 2 (or above at teacher's discretion) | <ul style="list-style-type: none"> - Helping out (<i>inside or outside of the classroom</i>) - Islamic ambassador (<i>showing Islamic conduct in a variety of ways</i>) - Going above and beyond (could apply to various things) - Showing good leadership - Helping in open evenings - Excellent improvement - Outstanding exam results | <ul style="list-style-type: none"> • Celebration Assemblies • informal verbal praise • Lunch with the Head teacher or other member of staff • work put on display • congratulations in the newsletter • letters and postcards home reports • written comments recorded on SIMs |

8. Poor Behaviour 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 students to be engaged
- Display the Student Expectations in every classroom
- Develop a positive relationship with students, which may include:
- Greeting students in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Creating and maintaining a calm, orderly ethos is important to us. We believe that effective learning cannot take place without it. We therefore place a strong emphasis on respect, courtesy and personal responsibility.

This has at its core, these principles:

Before:

- Set out expectations
- Model the behaviour and language you expect

After:

- Give students choices, rather than box them into a corner

We use a behavioural system around the key terms:

Warning – Change – Sanction

First Warning: indicates behaviour that needs addressing.

Change: is a second warning which may also be accompanied by a change within the classroom e.g. change of seats. If the poor behaviour continues in a lesson, a **Sanction** will be issued - in line with an escalation chart (see sanctions chart below).

Sanctions:

| Category | Examples | Demerits | Further consequences |
|----------|---|--|---|
| 1 | <ul style="list-style-type: none"> - Chatting in class - Chatting during salah time - Calling across the classroom - Failure to bring equipment - Dropping litter - Chewing gum / eating - Poor attitude - Wearing incorrect uniform - Failure to do homework - Noisiness outside of class - Not lining up properly - Disputing a decision by the teacher | <p>1</p> <p><i>(alongside further sanctions depending on the severity of the action)</i></p> | <ul style="list-style-type: none"> - 1 to 1 after class with teacher to reflect on behaviour - Communication with form teacher / head of discipline / parents |

| | | | |
|---|--|---|--|
| 2 | <ul style="list-style-type: none"> - Consistently failing to do homework - Continual failure to correct behaviour <u>after demerit given</u> - 10 min late to lesson - Refusal to work - Temper tantrum - Ignoring a teacher's instructions - Dissent - Not handing in phone - Consistently late to salah | 2 <i>(alongside further sanctions depending on the severity of the action)</i> | <ul style="list-style-type: none"> - lunch time detention - letter home - 1 to 1 after class with teacher to reflect on behaviour - Communication with form teacher / head of discipline / parents |
| 3 | <ul style="list-style-type: none"> - Swearing - Verbal assault - Physical assault - Racism - Bullying - Behaving in a discriminatory manner based upon others' gender, religion or belief or sexual orientation - Disrespect towards a teacher | 5 <i>(Further sanctions must be accompanied in a category 3 incident)</i> | <ul style="list-style-type: none"> - Sent to head/pastoral head - letter home - Phone call home - Suspension - Expulsion |

9. Referring Concerns to other Staff

As a general principle, we expect staff to deal with behaviour issues themselves. This is based on extensive evidence that where problems are managed within the classroom, overall discipline is better.

We use AIMS to enable Tutors to be kept informed. In cases of serious misbehaviour, underachievement or defiance – the issue may be referred to the Head Teacher/pastoral staff. Senior leadership team becomes involved when a student's behaviour is beginning to reach a level of concern which may lead to exclusion (temporary or permanent). The Headteacher makes all

decisions regarding temporary or permanent exclusions. In her absence, the SLT takes this decision led by the assistant to the head.

10. School Sanctions

When necessary, we use a range of sanctions. Decisions about discipline/sanctions are based on the precise circumstances of an incident and what led up to it. The list should therefore be read as a guide rather than a definitive summary of sanctions.

As an underlying principle we consider a student’s behaviour on the way to and from home to be as much a matter of our jurisdiction as their behaviour when on the school site. Students are expected to represent the good name of the school in the community.

Students who do not attend a given detention will be referred to the Head Teacher’s office.

11. Indicative Summary of Sanctions

| AREA OF CONCERN | OUR RESPONSE – all incidents recorded of SIMs |
|---|---|
| Talking in the first five minutes (five min rule) | <ul style="list-style-type: none"> ● Talk to them ● verbal reminder ● after school 30 min detention |
| Non-uniform including jewellery | <ul style="list-style-type: none"> ● Talk to them ● Confiscate item and place with form tutor for collection at the end of the day ● For persistence, items will have to be collected by parents |
| Uniform | <ul style="list-style-type: none"> ● Contact parents - inform them ● Students will be sent home if not wearing correct uniform. |
| Racial abuse | <ul style="list-style-type: none"> ● Internal or external exclusion, depending on context ● Parents informed |
| Physical violence | <ul style="list-style-type: none"> ● Internal or external exclusion, depending on context ● Parents informed |
| Mobile phone (other electronic devices) visible within the school building | <ul style="list-style-type: none"> ● All mobile phones are to be collected by Form tutors at the beginning of the school day. If pupils are found to have such a device on their person, it will be confiscated, this will be for up to one academic term. ● Parents informed |

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| Attitude / rudeness | <ul style="list-style-type: none"> ● Talk to them; show them how they should be speaking ● In some cases, students may be withdrawn from breaks, lunchtimes or lessons. |
| Eating/Chewing gum in classroom | <ul style="list-style-type: none"> ● Talk to them ● verbal reminder |
| Repeated poor behaviour in classroom Repeated or more serious instances of above | <ul style="list-style-type: none"> ● Talk to them ● Referral to Subject Leaders ● Subject detention ● Behaviour card to monitor progress ● Parents informed ● Referral to Senior Leadership Team ● Internal exclusion |
| Swearing with intent at member of staff | <ul style="list-style-type: none"> ● Talk to them ● Letter of apology expected ● Internal or external depending on circumstances ● Behaviour Card to monitor progress |
| Vandalism | <ul style="list-style-type: none"> ● Talk to them ● Pay for damage ● Community service around school ● Serious damage may result in internal or external exclusion |

HEALTH & SAFETY ISSUES

| AREA OF CONCERN | OUR RESPONSE – all incidents recorded on SIMS |
|---|---|
| Smoking - first offence | <ul style="list-style-type: none"> ● Parents informed ● Sent home ● Internal or external exclusion, as appropriate |
| Illegal substances – bringing into school or using in school time | Fixed term exclusion, depending on context For a repeat offence, a longer fixed term or permanent exclusion may be considered depending on circumstances |
| Illegal substances – supplying to others during school time, or on the way to or from school | Permanent exclusion Referral |

| | |
|---|--|
| Damage/carelessness around site | <ul style="list-style-type: none"> ● Parents informed ● Community service ● Possible removal of breaks and lunchtimes |
| Bringing onto/having possession of a dangerous item on the premises (e.g. BB gun, knife) | Item confiscated and returned either to parents or to the police External exclusion which may become permanent Referral |
| Truancy (including over break and lunchtimes) | Attendance report card Removal of breaks and lunchtimes |
| Truancy repeated | Internal Suspension |
| Physical violence | Internal or external exclusion, depending on context |

12. Illegal Substances

Al-Khair School operates, an agreed policy relating to drugs. The bringing into school of any harmful substances is not allowed, and students are reminded of this through the school website, announcements in assemblies, and other documentation. The possession of any illegal substances in school will result in a fixed term exclusion

A second offence or any form of passing on such substances to other students, during school time, or on the way to and from school, whether for payment or otherwise, usually results in permanent exclusion.

13. Internal Suspension

There are two types of internal suspension used:

- i) Withdrawal of a student from normal schooling in an emergency, following a serious incident or while a situation is being investigated. Supervision is provided by pastoral staff and members of the Leadership Team.
- ii) 'Formal' internal suspension - an organised sanction used after serious problems. This is one step away from formal exclusion from school. Students are timetabled to work in the Meeting Room for a full or part day. Appropriate work is set, and students are supervised. They lose breaks and lunchtimes. Parents are informed.

For internal exclusion beyond one day, parents are required to come into school for a formal reintegration meeting at which all parties will agree with a strategy outlining next steps of behaviour, monitoring and support.

14. Exclusion from School

Statement of intent

At Al-Khair School, we understand that good behaviour and discipline is essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the school recognises that the exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy or Parent Contract. Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils will only be used as a means of last resort.

The school has created this policy to provide clarity on when the school's right to exclude a pupil may be exercised, and to ensure that our procedures are fair and promote natural justice. This policy does not apply to instances when a pupil must leave the school due to non-payment of fees or withdrawal by their parents.

Legal framework

This policy has due regard to the related statutory legislation including, but not limited to, the following:

- Education Act 2002
- Education and Inspections Act 2006
- Education Act 1996
- The Education (Independent School Standards) Regulations 2014
- The European Convention on Human Rights (ECHR)
- Equality Act 2010
- This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2018) 'Mental health and behaviour in schools'
 - This policy will be implemented in conjunction with the following school policies and procedures:
 - Parent Contract
 - Behavioural Policy
 - Anti-Bullying Policy
 - Pupil Code of Conduct
 - Special Educational Needs and Disabilities (SEND) Policy
 - Child Protection and Safeguarding Policy
 - Roles and responsibilities

The LA is responsible for:

- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the school.
- Reviewing and reassessing pupils' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.

The governing board is responsible for:

- In conjunction with the headteacher, ensuring arrangements are in place to allow for a prompt review of all permanent exclusions, where necessary.
- Considering written representations from parents about exclusions within seven working days of receiving notice.

- Where an exclusion would result in a pupil missing an examination or test, considering the exclusion before this date.
- Considering whether it would be appropriate for a pupil to be permitted onto the school premises to sit the examination or test.
- In relation to exclusions of pupils who are sitting their GCSE exams, considering whether it would be appropriate for a pupil to be permitted onto the school premises to sit the examination or test as a private candidate.

The headteacher is responsible for:

- Applying the civil standard of proof when establishing the facts in relation to an exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the exclusion process, as outlined in the SEND Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, bullying or has a mental health issue.

Considering what extra support may be needed to identify and address the needs of individual pupils, particularly pupils:

- With SEND
- Who are eligible for FSM
- Who are LAC
- From certain ethnic groups
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Arranging and attending a disciplinary meeting with the pupil and their parents.
- Determining whether a pupil will be excluded on disciplinary grounds.
- Ensuring any decision to exclude is lawful, rational, reasonable, fair, and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following an exclusion.
- Notifying a pupil's parents without delay where the decision is taken to exclude the pupil.
- Notifying the LA within 24 hours of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.
- Organising suitable work for excluded pupils where necessary.
- Considering problems, e.g. safeguarding concerns, that may be caused by a temporary exclusion, e.g. inadequate supervision of the pupil during the exclusion.

Grounds for exclusion

The school will only exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy have failed to be successful.

The following examples of pupil behaviour may underline the school's decision to exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
- Any incident which breaches the law
- Persistent and severe bullying
- Verbal and physical abuse

- Constant and repeated disruption
- Damage to property and vandalism
- Cheating, including plagiarism
- A single, serious and major incident, e.g. physical assault on another individual leading to injury

The following examples of parental behaviour may underline the school's decision to exclude a pupil:

- Breaching the Parent Contract
- Any action which brings the school into disrepute
- Causing serious or repeated disruption on school premises
- Behaving aggressively or threateningly towards school staff, including via social media or electronic communication

The above list is not intended to be exhaustive and it will remain at the discretion of the headteacher to determine if exclusion is an appropriate disciplinary action in response to an incident or series of incidents.

Pupils can be excluded on a fixed-period basis, i.e. up to 45 school days within an academic year, or permanently. Similarly, pupils can be permanently excluded following a fixed-period exclusion, where further evidence is presented. **A reintegration form will be completed upon their return (see appendix 6)**

In all cases, the headteacher will decide which exclusion period a pupil will be subject to, depending on what the circumstances warrant.

The headteacher will decide if an offence warrants police involvement if there is a belief criminal activity may have taken place.

The headteacher's power to exclude

- Only the headteacher has the power to exclude a pupil from the school, which is derived from the Parent Contract, and they will decide whether this is on a fixed-period or permanent basis.
- The headteacher is able to exclude pupils from the premises where their behaviour is disruptive during lunchtime. All lunchtime exclusions will be counted as half of a school day.
- The headteacher is able to consider a pupil's disruptive behaviour outside of the school premises as grounds for exclusion, in accordance with the school's Behaviour Policy.
- Any decision made to exclude a pupil will be lawful, proportionate, and fair, with respect to the school's wider legal duties, including the ECHR.
- All exclusions will be formally recorded on the pupil information system.
- When sending a pupil home following an exclusion, the headteacher will ensure that they exercise their duty of care at all times and will always inform the pupil's parents.
- The headteacher will apply the civil standard of proof when responding to the facts relating to an exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.
- At all times, the headteacher will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, disability, and will not increase the severity of a pupil's exclusion on these protected characteristics.
- The use of internal exclusion, where a pupil is separated from other pupils as a disciplinary action, will not be registered as a formal exclusion and the pupil will not be sent home from school.
- The headteacher will not use the threat of exclusion as a means of instructing parents to remove their child from the premises.

Factors to consider when excluding a pupil

An exclusion will only be imposed instantly if there is believed to be an immediate threat to the safety of staff and pupils in the school or the pupil themselves.

When considering the exclusion of a pupil, the headteacher will:

- Ensure an appropriate investigation and evidence-recording process is carried out.
- Allow the pupil the opportunity to present their case, accompanied by a member of staff or a parent if requested.
- Give adequate consideration to contributing factors that are identified after a case of poor behaviour has occurred, e.g. the pupil's SEND, or if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
- The headteacher will consider what extra support may be available for vulnerable pupil groups, e.g. pupils with SEND, whose exclusion rates are higher, to reduce their risk of exclusion.
- The headteacher will consider avoiding permanently excluding LAC, pupils with Social, Emotional and Mental Health (SEMH) issues and pupils with an EHC plan.
- Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response outlined in the school's Behaviour Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then exclusion may be considered.
- In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before the graduated response process has been completed.
- Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.
- The headteacher will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.
- Duty to inform parents
- The headteacher will inform the parents of a pupil under investigation for an incident that may result in exclusion as soon as is reasonably practical.
- When a decision is made to exclude a pupil, the headteacher will immediately inform the parents, in person or by telephone, of the period of the exclusion and the reasons behind this.

The headteacher will inform the pupil's parents via written communication of the following:

- The reason(s) for the exclusion
- The details of the incident(s) that led to the exclusion
- The length of the fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent
- The arrangements to allow the pupil to work at home, where appropriate
- The pupil's rights to enter the school premises during the exclusion
- Their right to raise any representations about the exclusion to the governing board, including where a deadline applies, how the pupil will be involved in this and how the representations will be made
- If the headteacher has decided to exclude the pupil for a further fixed period following their original exclusion, or to permanently exclude them, they will notify the pupil's parents without delay and issue them with a new exclusion notice.

If a pupil with SEND has been excluded, the headteacher will ensure that:

- Any alternative provision is arranged in consultation with the pupil's parents, who can request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's parents.

Disciplinary meeting:

- The headteacher will decide if a disciplinary meeting is required to address breaches of the school's Behaviour Policy or Parent Contract where exclusion is considered necessary.
- The pupil and their parents will be requested to attend the disciplinary meeting and they will be provided with the opportunity to provide their views of the complaints made.
- A member of staff will be chosen by the pupil to accompany them in the meeting if requested.
- At the meeting, the headteacher will ensure the following documents are available:
 - A statement detailing the incident(s) and complaints against the pupil
 - The report compiled as part of the investigation
 - Any relevant correspondence, e.g. written statements
 - Relevant documents from the pupil's school file
 - A copy of this policy
- The headteacher will not be required to share confidential information, or the identities of pupils or others who have provided information that has formed part of the evidence against a pupil, with parents.
- The headteacher will decide based on the evidence presented at the meeting and representations made by and on behalf of the pupil whether further investigation is needed, or whether the complaint has been proved or disproved on the balance of probability.
- If the complaint is proved, the headteacher will inform the pupil and their parents of the possible disciplinary actions and a decision will be given within 24 hours.
- If the pupil's parents request a review by the governing board, the pupil will remain suspended until the governing board has concluded the process.

Reviewing exclusions

The governing board will consider any representations made by the pupil's parents in regard to exclusions that are received in writing within three working days of notification – representations made after the deadline will be considered only at the discretion of the headteacher.

- The parents' representation will state the basis on which they are seeking a review and the resolution they want.
- The governing board will decide if a review is warranted based on the representation – a simple disagreement with the headteacher's decision will not typically be considered sufficient grounds for a review.
- The headteacher will ensure appropriate arrangements are in place for the review if the pupil has SEND or the parents have any disabilities that necessitate additional facilities or adjustments.
- When a review is granted, the governing board will select a three-member panel.
- The members of the panel will not have prior knowledge of the details of the case or be familiar with the pupil or their parents.
- The pupil's parents will be notified before the review of the chosen members for the panel, and the governing board will consider any objections raised.
- The review will take place within 10 working days of submission of the parents' representations during term time.

- The chair of the panel will decide if new information provided by either side is allowed to be considered.
- The panel will examine the evidence provided by both sides and the representations made and will decide if the original decision stands or whether the headteacher should reconsider their decision with recommendations made, e.g. to reduce the severity of the punishment.
- A review meeting is a private procedure and all those involved will keep the proceedings confidential, subject to law.
- In attendance at the review meeting will be the members of the panel, an appointed clerk, the headteacher, the pupil and their parents, and any relevant staff member requested by the pupil or their parents agreed upon by the headteacher.
- The procedures of the review meeting will be informal, fair and follow the requirements of natural justice.

Reaching a decision

- The panel will consider how the decision was reached and if the facts of the case were sufficiently proved – the civil standard of proof will apply.
- The panel will decide if the disciplinary action was proportionate to the complaints made against the pupil.
- The pupil and their parents will be informed that if they are unhappy with the procedure of the review, they should raise their concern to the chair of the panel at the time and ask the clerk to note their concern.
- Once all issues have been considered, the panel will reach its decision and make its recommendations, which will be communicated in writing, with justifications, to the headteacher and the pupil's parents by the chair of the panel within three working days of the meeting.
- The headteacher will respond to the recommendations within 24 hours of notification. This decision will be final.
- The headteacher will consult with the pupil's parents before determining the leaving status of the excluded pupil, in line with the Parent Contract, and any additional arrangements, e.g. the form of reference which will be supplied for the pupil.

Monitoring and review

This policy will be reviewed annually by the headteacher in conjunction with the governing board.

The next scheduled review date for this policy is dated.

All members of staff will be required to familiarise themselves with this policy as part of their induction programme.

15. Detention

There are two types of detention in operation at Al-Khair:

1. Break & Lunchtime detention – as part of **Warning-Change-Sanction** – Behaviour System
2. After school detention.

Subject teachers/leaders may use 'catch-up' at lunchtime to support students' learning.

16. Report Cards & Pastoral support Plans

1. Pupils will be placed upon Report due to either an accumulation of demerits (more than 10 in 2 weeks) or due to trying to manage a particular challenging behaviour (this discretionary report will be after consultation with the head teacher during a formal review meeting where the behaviour is deemed significant enough to warrant immediate intervention).
2. If the Report is due to an accumulation of demerits the pupil will be placed upon report for 3 weeks or until the end of year. The report card will be signed by form tutors and parents daily. After three weeks the Yellow Report card will be submitted to the Headteacher by the pupil and the head teacher will discuss the progress made with the pupil and file the completed cards.
3. If the pupil has failed to show satisfactory progress, he/she will be placed on a **Pastoral Support Plan** for a further three weeks or until the end of the academic year.
4. After completion of the Pastoral Support Plan the pupil will either marked as successfully completing the program at the last review meeting or go on to Red Report for a further three weeks.
5. If the pupil does not show significant improvement after being placed on Red Report card after three weeks, they will be suspended for 1-3 days.
6. During the suspension the pupil will receive work home, be expected to complete work set on SMHW & write a reflection journal. He/she will have a meeting with the Headteacher before resuming classes.
7. Three suspensions following a similar process will place the pupil at risk of permanent exclusion. In this case an exclusion review meeting will be called with representation from the pupil, parents, form tutor, pastoral lead and the Headteacher.
8. The decision to exclude will be made with recourse to UK best practice & legislation: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf.
9. If the decision to exclude is made, then the GB & Croydon Council will be notified.

17. Community Service in School

In some cases, an effective form of punishment is for the student to perform a useful task in the school for a certain number of hours over a period of time. This has proved constructive and positive particularly when allied to some form of guidance/feedback for the student which helps boost her/his self-esteem.

Supervised tasks might include:

- litter duty
- assisting in the Library
- assisting the caretaking staff

During community service the pupils' health and safety will be the highest priority and not compromised.

18. Uniform

Students are expected to conform to the school uniform requirements as described on the school website. All staff are expected to encourage students to be well presented. Unless there are medical reasons, students are not allowed to attend lessons if they are not wearing proper uniform.

Parents will be contacted to bring in relevant items to school. Where uniform problems become a matter of defiance, the student is internally excluded, and parents informed until the matter has been resolved.

In the Summer term students are allowed to remove their blazers when walking in the corridors as long as they do not replace them with another item of clothing.

19. Attendance

Tutors are responsible for marking the electronic register (SIMs) at the start of the morning and at the end of the day during form time. An attendance officer inputs any lateness/sick holidays/doctor's appointments into a database so that attendance patterns can be analysed and monitored. Parents may be asked to a school meeting with the Headteacher if there are ongoing concerns about attendance, lateness or truancy. (See [School's Attendance Policy](#)).

20. Roles and responsibilities

20.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (see appendix 1).

The governing body will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

20.2 The Head teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head teacher will also approve this 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.

20.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents of SIMs, as required by our policy.

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

20.4 Parents

Parents are expected to:

- Support their child in adhering to the Student 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.

21. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all Students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

22. Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or walking/on the bus on the way to or from school.

23. Malicious Allegations

Where a student, parent or carer makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head teacher will discipline the student in accordance with this policy and refer to the Governing Body in the case of the parent/carers.

Please refer to our Child protection & Safeguarding policy and Staff Code of Conduct as well as the policy for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

24. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents and logged in SIMs.

25. Confiscation

Any prohibited items (listed in Section 16) found in a student's possession will be confiscated.

These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students (or their parents) after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

29. Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's Learning Mentor Coordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

31. Staff Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development throughout the year.

32. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governing Body every three years or sooner if statutory requirements change. At each review, the policy will be approved by the Headteacher and Governing Body. The written statement of behaviour principles (See Appendix 1) will be reviewed and approved by the Governing Body annually or if Statutory requirements change.

33. Links with other policies

This behaviour policy is linked to the following [policies on the school website](#):

- Child protection & Safeguarding policy
- Attendance Policy

Appendix 1: Written Statement of Behaviour Principles

- 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 Senior Management Team also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Bullying Report Form

Bullying report form

Location/event: _____

Date of incident: _____

Time of incident: _____

| | | | |
|--|--|---|--|
| Type of behaviour displayed/experienced: (please tick) | | | |
| Isolation/being ignored Or left out | | Possessions/kit taken or damaged | |
| Physical/being hit or hurt | | Forced into actions against will/hazing | |
| Verbal (name-calling, taunting, mocking, threatening) | | Written | |
| Cyber (on-line, social media, email, text, posting photos/videos) | | Spreading rumours | |
| Other (please specify) | | | |

Names of individuals involved:

| | | Gender | Age | Role* |
|---|--|--------|-----|-------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

*role: v victim p perpetrator an associate b bystander

| | |
|-------------------------------------|--|
| Where did bullying behaviour occur? | |
|-------------------------------------|--|

| | | | |
|---|--|--------------------|--|
| Are there indications that the behaviour was related to any of the following: | | | |
| General appearance/body image | | Race/ethnic origin | |
| Disability/SEN | | Sexual orientation | |
| Gender/sexism/homophobia/transphobia | | Home circumstances | |
| Religion | | Class performance | |

Brief summary of the behaviour:

Action taken

Overall (include details if incident referred on):

With each individual involved (noted on page 1):

In "action taken", include any sanctions, exclusions, parental involvement, or involvement with external agencies

| | |
|--------------------|-------|
| Form completed by: | Date: |
|--------------------|-------|

Appendix 3: Your Voice Matters



Your Voice Matters

| | |
|---|--|
| Name | |
| Date | |
| I would like you to know that | |
| It would help me if you could | |
| I will help myself by | |
| Any other comments or suggestions for us? | |

Appendix 4: Report & Reflection Cards

Report Card Parent Information

What is a report card?

A report card is a document that helps a senior member of staff track a pupil's progress in his/her lessons on a daily basis.

Why is my child on report?

Your child has been placed on report because concerns have been raised regarding his/her academic performance or self-management.

What is my child expected to do with the card?

It has been made clear to your child that it is his/her responsibility to present this report card to the subject teacher at the end of every lesson, who will grade and sign it accordingly. At the end of the day, he/she must then take it to the form tutor who is responsible for monitoring his/her progress, who will check and sign it at the end of each day. Your child will take the report card home, where you will be expected to review, comment/query (if applicable), sign and give back to your child who will return it to the senior member of staff responsible.

What happens if my child fails to show any progress whilst on report?

Once placed on the **Yellow Report Card** your child is given three weeks to demonstrate improvement in those areas that he has shown significant weakness in. **If there is no progress whatsoever, then he/she will be placed on the Pastoral Support Plan for three weeks and another meeting will be arranged. If after the end of this period he/she your child has failed to improve, then he/she will be placed on the Red Report for three weeks which may lead to suspension.** There will be, in some cases, legitimate reasons for a child failing to make progress over this long period of time and the school will naturally take all factors into consideration before making any decisions.

What can I do to help my child?

Read the report carefully when your child brings it home and discuss what went well and what did not. Help and encourage your child to think about the reasons why he/she might be graded poorly in certain aspects of the report and what solutions can be implemented in resolving the poor grade(s).

Al-Khair School Daily Report Card

Pupil Name: Year Group: Monitored By: (Form tutor) Date:

| | Subject | Prepared for lesson (Y/N) | Following teacher's instructions | Focus during tasks | Persevering when stuck | Teacher sign |
|-----------------------|---------|---------------------------|----------------------------------|--------------------|------------------------|--------------------|
| Period 1 | | | | | | |
| Period 2 | | | | | | |
| Period 3 | | | | | | |
| Period 4 | | | | | | |
| Period 5 | | | | | | |
| Period 6 | | | | | | |
| Period 7 | | | | | | |
| Form tutor's Comments | | | | | | FT's Signature |
| Parent's Comments | | | | | | Parent's Signature |

Please complete the boxes using the following grades: **A** – Good; **B** – Satisfactory; **C** – Unsatisfactory; **D**

Please write 'NA' where the box is 'Not Applicable'

Appendix 5: National Contacts

Childline

Telephone number 0800 1111 (Open
24 hours a day) www.childline.org.uk

NSPCC

Telephone number 0808 800 5000
A registered charity dedicated to stopping cruelty to children
www.nspcc.org.uk

Kidscape

Telephone number 020 7730 3300
(Parent support to be available from spring 2016) www.kidscape.org.uk

Familylives

Telephone number 0808 800 2222
<http://www.familylives.org.uk/>
(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday
10.00am-3.00pm)

BBC Bullying Survival Guide

<http://www.bbc.co.uk/schools/parents/bullying/>

Bullying Online

www.bullying.co.uk

Helpline: 0808 800 2222

A registered charity, which contains advice for both parents and students

List of organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

The Anti-Bullying Alliance (ABA): brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector

The Diana award: anti-bullying ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Big Award: the bullying intervention group (big) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: includes best practice guidance for practitioners 2011

Cyber-bullying and online safety

Childnet International: specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by child exploitation and online protection (CEOP) for children and young people, parents, carers and teachers.

The UK council for child internet safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting'.

LGBT

Barnardos: through its LGBTQ hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

Each: (educational action challenging homophobia): provides a national Freephone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. Metro charity: an equality and diversity charity, providing health, community and youth services across London, the south east, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity proud trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering training and events, campaigns, undertaking research and creating resources.

Schools out: offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: an LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Send

MENCAP: represents people with learning disabilities, with specific advice and information for people who work with children and young people.

CHANGING FACES: provide online resources and training to schools on bullying because of physical difference.

Mental health

Minded: provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE ASSOCIATION – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: runs a schools project to teach young people about Anne Frank and the holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Tell Mama: measuring anti-muslim attacks (mama) allows people from across England to report any form of anti-muslim abuse, mama can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

Ending violence against women and girls (EVAW): a guide for schools. This guide from the end violence against women coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse. **(Girl's School)**

Disrespect No Body: a home office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Appendix 6: Reintegration after fixed period exclusion form

Date of meeting:

People present:

PUPIL DETAILS

Pupil's name:

Address:

Date of birth:

Year group/tutor:

Name of parent/guardian:

Contact details:

Is the pupil in care? Yes/no

Is the pupil subject to a child protection plan? Yes/no

Is the pupil identified as having special educational needs (SEN)? Yes/no

If yes, please give details:

DETAILS OF EXCLUSION

**Date of exclusion:
excluded:**

Date of return to school:

Total number of days

Reason for exclusion:

REVIEW OF CURRENT ATTENDANCE

| | |
|---|---|
| <p>Attendance this term</p> <p>Number of days absent:</p> <p>Attendance (%):</p> | <p>Attendance this year</p> <p>Number of days absent:</p> <p>Attendance (%):</p> |
|---|---|

REVIEW OF ACADEMIC PROGRESS

| Subject: | Target grade: | Current grade: | Comments: |
|----------|---------------|----------------|-----------|
| | | | |

TARGETS FOR BEHAVIOUR AND LEARNING

| Area for development | Current score (0-10); 0=never, 10=always | Target score (0-10) 0=never, 10=always | How will we achieve this? | Timescale/review date |
|----------------------------|--|--|---|-----------------------|
| e.g. Come prepared to work | 3 | 5 | Arrive on time Bring pen and other equipment | 3 weeks from meeting |

Other actions agreed

Restorative meeting Pupil on report Additional SEN support Other (please specify)

Signed pupil: _____ Signed Parent/guardian: _____

Signed school: _____

Behaviour policy: coronavirus addendum

(Updated on 21st Jan 2021)

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents, and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their child follows the new procedures that have been put in place. Parents should contact Mr Ahmed Jeddo Pastoral lead of Boys School at ahmed.jeddo@alkhairschool.org.uk & Ms Fatima Mamache Pastoral Lead of Girls School at Fatima.mamche@alkhairschool.org.uk. if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Please see updated daily routines for full details sent on 3rd March 2021

- Altered routines for arriving or leaving the school
- Hygiene, such as handwashing and sanitising
- Who pupils can socialise with at school, including at lunch and break times
- Moving around the school (e.g. one-way systems, out of bounds areas, queuing)
- Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Telling an adult if they are experiencing symptoms of coronavirus
- Sharing any school equipment or frequently used items such as pencils or pens (see updated official guidance on this in the link above)
- Breaks or play times, including where children may or may not play
- Use of toilets
- Not to cough or spit at or towards any other person

2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will reward this under our rewards system we have.

However, if pupils fail to follow these rules, we will deal with rule-breaking under our sanctions system e.g. verbal warnings, making calls home or internal suspensions.

2.3 Changed rules

Until further notice, we will alter the following school rules:

- Expectations for attendance – See addendum policy section
- Expectations for uniform - Pupils who are attending school in person must wear uniform and follow normal school rules on uniform as set out in policy. If pupils cannot wear their full uniform, parents should contact school office via email at secondary@alkhairschool.org.uk.

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact school office via email at secondary@alkhairschool.org.uk if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

such as:

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

During live lessons, pupils are expected to behave appropriately by:

such as:

- Being on time
- Having books and stationery ready before class begins
- Muting their microphone on/off when asked
- Turning off/on their camera when asked
- Maintaining eye contact when asked
- Raising their hand using chat directly with teacher to ask questions
- Refraining from eating or drinking during the live lesson unless given permission by their teacher

- Following our dress code
- Not disrupting the lesson for others for example, by messaging about something other than schoolwork

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will get in touch with parents and see if there's any issues we can help them address.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum per term during term time by the head teacher. At every review, it will be approved by the governing board.