



# ABU HANIFAH FOUNDATION

Excellence in Islamic Education

*“Where every child matters and every day counts”*

## **Behaviour Policy**

UPDATED 2019-20

## **1 Introduction**

1.1 Educational excellence, character development and service to communities are the foundations for our approach to leading and managing learning and behaviour at the School.

At the core of our mission is the belief that all pupils can make outstanding progress in their learning, their character development and in their development as good leaders. For this to happen, they must each have an excellent attitude to learning, incorporating regular attendance at school and outstanding behaviour.

1.2 We expect behaviour to be outstanding and for all pupils and adults to show their respect for each other and behave in a way that supports each other's learning.

1.3 We see outstanding behaviour as pupils behaving well because they know how to and because they want to, not because an adult tells them to.

1.4 Through actively promoting pupils' behaviour for learning, we develop pupils who are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

1.5 Outstanding pupil behaviour will be achieved through a culture and ethos of high expectations, excellent modelling of good behaviour and effective systems that incentivise good conduct and deter poor behaviour.

1.6 To support the aspiration of outstanding behaviour, teaching in the school must be great: outstanding teaching motivates and inspires pupils. They will want to be at the school and want to engage in learning.

1.7 The School has zero tolerance of poor behaviour and bullying. The expectations of personal behaviour must be made explicit. The School rules and the consequences of breaking them must be clear to everyone.

1.8 All pupils must be leaders and role models in behaviour as part of their responsibility as a member of the School.

1.9 All pupils and staff must respect each other's rights and accept their own responsibilities.

## **2 Aims**

2.1 To ensure that pupils feel safe in School and the emotional well-being of staff is not compromised.

2.2 To ensure that behaviour-related policies, procedures and structures are clear and used consistently by all staff.

2.3 To promote zero tolerance of vandalism, abuse and violence.

2.4 To ensure that all pupils make an exceptional contribution to a positive learning environment.

2.5 To encourage all pupils to have an excellent, enthusiastic attitude to learning, enabling lessons to proceed without interruption.

2.6 To ensure that where pupils have behavioural difficulties, these are identified early, and pupils are well supported to ensure excellent improvements over time.

2.7 To nurture pupils that are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.

2.8 To facilitate highly effective collaboration with parents and pupils to ensure that persistently disruptive behaviour is challenged and eradicated.

2.9 To support the mission, vision and values of the Foundation and its establishments.

## **3 Who is Responsible for this Policy?**

3.1 The Foundation has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or School framework. The Foundation has

delegated day-to-day responsibility for operating the policy to the Senior Leadership Team and the Principal of the school.

3.2 The Senior Leadership Team has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

### **3.3.1 Responsibilities**

3.3.2 The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos. The expectations of staff, pupils and parents/carers are outlined below.

### **3.4.1 What Pupils Can Expect from Staff**

3.4.1.1 You may expect staff and other adults in the school to:

3.4.1.2 arrive at lessons on time;

3.4.1.3 plan and deliver good to outstanding lessons which engage and motivate you to achieve;

3.4.1.4 allocate sufficient time for each task;

3.4.1.5 be enthusiastic and develop positive working relationships with you and your peers in their classes;

3.4.1.6 celebrate the success of pupils in lessons, after school activities and worship times;

3.4.1.7 encourage all pupils to contribute to the work in hand;

3.4.1.8 communicate both successes and concerns with parents;

3.4.1.9 have a well organised, attractive room;

3.4.1.10 mark or give feedback on work as soon as possible;

3.4.1.11 set homework appropriate for your age and ability;

3.4.1.12 treat you fairly and be sensitive to your feelings;

3.4.1.13 eliminate or control hazards which may cause you harm;

3.4.1.14 use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;

3.4.1.15 be approachable and listen to you at appropriate times;

3.4.1.16 always take seriously any complaints of bullying or inappropriate behaviour reported to them;

3.4.1.17 display your work;

3.4.1.18 set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;

3.4.1.19 use rewards and, where necessary, sanctions consistently;

3.4.1.20 model the behaviours you wish to see

3.4.1.21 have lessons to help you to develop good behaviour

### **3.4.2 What Staff Can Expect from Pupils**

3.4.2.1 Staff may expect pupils to:

3.4.2.2 arrive at school and at lessons on time;

3.4.2.3 enter the classrooms quietly;

3.4.2.4 wear full school uniform correctly;

3.4.2.5 sit where you are told to sit by the teacher or any other member of the school staff;

3.4.2.6 have equipment and books for lessons;

3.4.2.7 follow classroom rules and procedures and not disrupt the learning of other pupils;

3.4.2.8 follow instructions given by staff and other adults without arguing;

3.4.2.9 listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;

3.4.2.10 put up your hand to indicate you wish to speak;

3.4.2.11 use appropriate language;

3.4.2.12 listen to others ideas and work co-operatively;

3.4.2.13 tell the truth and learn from your mistakes;

3.4.2.14 care for the classroom and resources, respecting others' property;

3.4.2.15 value other individuals and their contributions to lessons;

3.4.2.16 lead by example creating a good role model for younger pupils in the school;

3.4.2.17 accept responsibility for your behaviour;

3.4.2.18 consider the needs of all the other people in the classroom;

3.4.2.19 use ICT in accordance with school policy;

3.4.2.20 be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;

3.4.2.21 report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);

3.4.2.22 behave appropriately when outside school;

3.4.2.23 be an ambassador for the school.

### **3.4.3 What Staff Can Expect from their Colleagues**

3.4.3.1 You may expect your colleagues and other adults in the school to:  
treat you with respect;

3.4.3.2 Work and co-operate with you for the overall good of the school community;

3.4.3.3 Respect your values and individual beliefs;

3.4.3.4 Treat all pupil and staff issues with the highest standards of confidentiality;

3.4.3.5 Offer support when appropriate;

3.4.3.6 Be aware of your job remit and respect its boundaries;

3.4.3.7 Use ICT appropriately and in accordance with the school's Acceptable Use Policy;

3.4.3.8 Be aware of and consider the possible implications for the school, colleagues and themselves when posting inappropriately on Social Network Sites.

3.4.3.9 Use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community

### **3.4.4 What Staff Can Expect from Parents**

3.4.4.1 Staff and other adults in the school may expect parents to:

3.4.4.2 treat you and your colleagues with respect; treat other parents, pupils and visitors to the school with respect; behave responsibly whilst on school premises; and ensure that their child arrives at school on time;

3.4.4.3 ensure that their child is dressed appropriately, in school uniform

3.4.4.4 ensure that their child attends school regularly and contact the school in the event of an absence or lateness;

3.4.4.5 encourage their child to achieve their very best in school;

3.4.4.6 encourage their child to have high standards of behaviour in and out of school;

3.4.4.7 support the school's policies, strategies and guidelines for behaviour;

3.4.4.8 report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;

3.4.4.9 work with school staff to help their child accept responsibility for their behaviour and actions;

3.4.4.10 inform the school of any concerns or problems that may affect the child's work or behaviour;

3.4.4.11 support their child's homework and other home-based learning activities;

3.4.4.12 support the school in its use of rewards and sanctions;

3.4.4.13 take a proportionate responsibility for the behaviour of their child;

3.4.4.14 discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;



3.4.4.15 consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;

3.4.4.16 support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset,

3.4.4.17 offend or threaten the safety of any member of the school community or bring the school into disrepute;

3.4.4.18 recognise the need for security and not create online media "on behalf" of the school without the Principal's express permission

### **3.4.5 What Parents Can Expect from Staff and other adults in the School**

3.4.5.1 You may expect staff and other adults working in the school to:

3.4.5.2 treat you with respect;

3.4.5.3 set high standards of work and behaviour for all children in their care;

3.4.5.4 encourage your child to do their best at all times;

3.4.5.5 deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;

3.4.5.6 impose sanctions consistently in accordance with this policy and the school system;

3.4.5.7 promote positive behaviour and reward such behaviour in accordance with this policy and the school system;

3.4.5.8 promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;

3.4.5.9 discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;

3.4.5.10 provide a balanced curriculum in order to meet the needs of each child;

3.4.5.11 keep you informed about general school matters, and your child's individual progress;

3.4.5.12 let you know if there are any concerns about a child's work, attendance or behaviour;

3.4.5.13 support the child's homework and other home-based learning activities;

#### **4 Strong School Leadership**

4.1 The governors at Abu Hanifah Foundation will support the Principal and Senior Leaders of the School in securing outstanding behaviour.

4.2 The Principal will monitor incidents of unacceptable behaviour in School and report to Governors on the standards of behaviour as part of the School's routine self-evaluation procedures.

4.3 The Principal and the Senior Leadership Team will support all staff in maintaining good discipline and will keep staff, parents and Governors up to date with DfE guidance relating to behaviour in Schools.

4.4 Unacceptable behaviour will be dealt with promptly and effectively.

4.5 Incidents of unacceptable behaviour will be recorded on THE School Information Management System.

#### **5 Setting Expectations of Behaviour**

5.1 For a behaviour system to be successful there needs to be consistency in the approach throughout the School and clear expectations upheld by all adults working in School.

5.2 The School sets out clear and explicit expectations of all stakeholders. For staff, this is set out in the Code of Conduct for staff, which is made available to all staff and is provided within the Staff Handbook issued each year.

5.3 Expectations of pupil behaviour in School are based on the AHF values and Character chart which will be shared with the pupils.

5.6 The Values and Rules are prominently displayed around School and are in every classroom.

5.7 When dealing with incidents of poor behaviour, reference will be made to the AHF Values. Similarly, when pupils are rewarded, the Class Teacher will make clear which of the rules and values they are rewarding to help all pupils to understand what outstanding behaviour looks like in School.

5.8 In addition, the expectation of pupil behaviour at an individual level is captured in the Pupil Code of Conduct. The Code of Conduct explicitly states how pupils are expected to behave in and around School and beyond the School premises.

5.9 The critical role that parents have in ensuring their child can learn in School and develop personal responsibility for their own behaviour is captured in the Parents' Handbook, which every parent receives as part of the induction programme when their child is admitted into the School.

5.10 All paid members of staff with responsibility for pupils have the statutory authority to address pupils' unacceptable behaviour and must follow the guidance contained in the School's policy and procedures in order to ensure a consistency of approach throughout the School.

5.11 When dealing with pupils, the School believes in the importance of offering choices from a number of restricted options. This helps to de-escalate tense situations and ensures that pupils do not feel that they have lost control over their actions.

5.12 The School believes in “certainty” rather than “severity” when dealing with instances of challenging behaviour.

5.13 Disruptive or inappropriate behaviour has a cause and the long term focus is to help all pupils to have high self-esteem and behave in an appropriate way in each situation.

## **6 Classroom Management**

6.1 Strong classroom management is the key to promoting good behaviour in lessons. We expect all classrooms to have:

6.1.1 a positive tone and inspiring teaching;

6.1.2 the AHF Values displayed;

6.1.3 the Class Rules displayed;

6.1.4 the Behaviour System displayed;

6.1.5 the Pupil Code of Conduct displayed;

6.1.6 clear expectations about the amount of work that is to be completed in any particular time period;

6.1.7 work that is set at an appropriate level for each child;

6.1.8 an attractive, tidy and well-cared for environment;

6.1.9 a well-planned environment where pupils can move easily, can find resources and where respect for property is fostered;

6.1.10 a Reflection Area for pupils to use for a “time out”;

6.1.11 strategic seating arrangements for when pupils are working on the carpet or at a table.

## **7 Managing Behaviour through Rewards: Praise**

7.1 The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:

7.1.1 specific and linked to an achievement or action of merit;

7.1.2 sincere and genuinely expressed with appropriate language and tone;

7.1.3 personalised through the use of the pupil's name;

7.1.4 consistently used in all lessons as a part of our teaching;

7.1.5 discreet and private at times when appropriate.

7.2 Within the established positive learning environment, pupils should expect to receive regular praise from the adults in School for notably good behaviour in line with the Class Golden Rules, effort and work and the development of the AHF Values. Strategies used include:

7.2.1 verbal praise and encouragement;

7.2.2 non-verbal praise - e.g. thumbs up;

7.2.3 acknowledgement of good work;

7.2.4 sending pupils to a Senior Leader to share work;

7.2.5 displaying pupils' work as exemplars of good work.

7.3 Praise can also be addressed to parents through a telephone call or a letter sent home.

## **8 Managing Behaviour through Rewards: The Behaviour Points System**

8.1 Pupils will be rewarded through the Behaviour Points System; a merit based system used to re-enforce desirable behaviour.

8.2 Behaviour points can be given inside and outside lessons for behaviour that demonstrates the AHF Values. Examples include:

8.2.1 completion of class and homework to an exemplary standard;

8.2.2 outstanding attitudes to learning;

8.2.3 outstanding independent learning;

8.2.4 working well with other pupils;

8.2.5 exceptional progress;

8.2.6 being helpful and courteous;

8.2.7 presentation of assemblies;

8.2.8 involvement in School events, community and charitable activities;

8.2.9 taking part in extra-curricular activities;

8.2.10 taking on leadership responsibilities

8.3 Behaviour points are recorded via the School Information Management System and pupils work towards completing Merit Charts/Walls on an annual basis. Individual pupils collect Behaviour points which, over the course of an academic year, earn certificates and trophies.

8.4 When certificates are earned they are presented as part of the weekly STAR of the Week Celebration Assembly.

## **9 Managing Behaviour through Rewards: The Nomination System**

9.1 Once a week, each Class Teacher will nominate a Class Star of the Week to receive recognition in the weekly STAR Celebration Assembly.

9.2 Every term, each Class Teacher will nominate a child to receive 'Super STAR' awards for behaviour and achievement. Pupils who receive a 'Super STAR Award' will be celebrated. This may be by way of a prominent Super Stars' display in the entrance of the School, being included in the Principal's Newsletter to parents, the parents' section of the School website etc. In addition, they will receive a 'Super STAR' badge to recognise their achievement.

## **10 Managing Behaviour through Rewards: Celebrating Attendance and Punctuality**

10.1 Certificates will be awarded for excellent levels of attendance and punctuality.

10.2 Any pupil achieving 100% attendance in a term will be rewarded with a certificate.

10.3 Any pupil achieving a 100% attendance in a whole academic year will be rewarded with a certificate and personalised trophy.

## **11 Behaviour Management and the use of Sanctions**

11.1 The following is a range of disciplinary measures which the School reserves the right to use. These will be implemented consistently, openly and fairly:

11.1.1 verbal reprimand;

11.1.2 setting extra work or repeating unsatisfactory work;

11.1.3 loss of privileges, for example, having the privilege of representing the School in sports events withdrawn;

11.1.4 missing social time at break;

11.1.5 detentions,

11.1.6 School based community service, or the imposition of a task such as picking up litter or weeding School grounds, tidying the classroom, helping to clear up the assembly room or removing graffiti;

11.1.7 being placed on conduct or attendance report for monitoring and modification instigating a Pupil Behaviour Support Plan.

11.2 For more extreme behaviour, the School may use internal isolation within a Reflection Area or invoke a temporary or permanent exclusion.

11.3 The School also has the power to discipline a pupil for conduct outside of the School premises. This includes:

11.3.1 misbehaviour when the pupil is:

11.3.1.1 taking part in any School organised or School related activity;

11.3.1.2 travelling to or from School;

11.3.1.3 wearing the School uniform;

11.3.1.4 in some other way identifiable as a pupil at the School.

11.3.2 misbehaviour at any time, whether the above conditions apply or not, when behaviours:

11.3.2.1 could have repercussions for the orderly running of the School

11.3.2.2 poses a threat to another pupil or member of the public



11.3.2.3 could adversely affect the reputation of the School.

## **12 Managing Behaviour through Sanctions: Verbal Reprimand**

12.1 The simplest form of sanction is the verbal reprimand. As with the 'correct' use of praise, the verbal reprimand should:

12.1.1 initially use positive reinforcement (praise) of others who are on task to challenge those who are not;

12.1.2 be clearly linked to learning e.g., '*(name), work quietly please, I want you to do well in your work*';

12.1.3 criticise the behaviour rather than the pupil;

12.1.4 be discreet and not intended or perceived as making an example of a pupil;

12.1.5 not describe the behaviour, but direct the remedial action required; e.g. Instead of '*You are chewing, (name)*', it is more effective to say '*Empty your mouth, (name). Thank you.*'

12.1.6 be delivered in a reasonable tone and at an appropriate volume;

12.1.7 be followed up by discreet praise once the remedial action has been taken by the pupil.

## **13 Managing Behaviour through Sanctions: The Class Teacher Report Card System**

13.1 Where a pupil is placed on Behaviour incidents on KSM twice within a month, parents will be invited to School, a Pupil Behaviour Support Plan will be devised and a Class Teacher Report Card will be initiated. Regular meetings will take place between the Class Teacher, pupil and parents to review progress against targets set out within the Pupil Behaviour Support Plan.

13.2 In the Class Teacher Report System:

13.2.1 Parents will be invited by the Class Teacher and a Senior Leader to the School and informed of the situation and a Pupil Behaviour Support Plan will be devised.

13.2.2 The Class Teacher will record and discuss the targets with the pupil.

13.2.3 The Class Teacher will provide feedback based on the behaviour of the pupil in their lesson relative to the targets that have been set.

13.2.4 At the end of each day, the pupil will show the report card to their Class Teacher and receive instant verbal and written feedback on the day.

13.2.5 At the end of the week, the Class Teacher will discuss progress with the parents and the pupil will take the report card home and show it to their parent.

13.2.6 The minimum duration of a Class Teacher Report is two weeks. The maximum duration is one half-term.

13.3 Where a pupil is making sufficient progress towards their targets, the Class Teacher will make a decision to remove the pupil from the Plan. The Class Teacher will keep the Pupil Behaviour Support Plan updated and the Senior Leadership Team will retain the final copy.

13.4 If the pupil does not show an improvement in behaviour, the Class Teacher will ask the Link member of the Senior Leadership Team responsible for the year group to consider imposing a 'Senior Leadership Team Report'.

## **14 Managing Behaviour through Sanctions: The Senior Leadership Team Report Card System**

14.1 Pupils may be placed on Senior Leadership Team Report where the Class Teacher Report has failed to promote the expected standard of behaviour or where a behaviour is deemed sufficiently serious to warrant Senior Leadership Team monitoring.

14.2 In the 'Senior Leadership Team Report' System:

14.2.1 Parents will be invited by a Senior Leader to the School and informed of the situation and a Pupil Behaviour Support Plan will be devised.

14.2.2 The Senior Leader will record and discuss the targets with the pupil.

14.2.3 The Class Teacher will provide feedback based on the behaviour of the pupil in their lesson relative to the targets that have been set.

14.2.4 At the end of each day, the pupil will show the report to a Senior Leader and receive instant verbal and written feedback on the day.

14.2.5 At the end of the week, the Senior Leader will discuss progress with the parents and the pupil will take the report card home and show it to their parent.

14.2.6 The minimum duration of a Senior Leadership Team Report is two weeks. The maximum duration is one half-term.

14.3 Where a pupil is making sufficient progress towards their targets, the Senior Leader will make a decision to remove the pupil from the Plan. The Senior Leader will keep the Pupil Behaviour Support Plan updated and retain the final copy.

## **15 Managing Behaviour through Sanctions: Reflection and Isolation**

15.1 For serious incidents of unacceptable behaviour, or for persistently disrupting the learning environment for others, the School may decide that a pupil should be removed from their class for part of the day (first incident) or a full day (repeat incidents).

15.2 Internal isolation from the School community takes place within the Reflection area and is the preferred alternative to Fixed Term Exclusion.

15.3 Agreement for any referral to the Reflection area can only be sanctioned by the Principal. At the end of each half-term, the Principal will notify the governors of the total number of internal isolation sanctions issued.

15.4 The child will be supervised at all times by a member of staff and appropriate, challenging work will be set for the duration of the day. The child may be excluded from social interaction e.g. break time etc, but must be provided with comfort breaks and the opportunity to be outside for part of break time.

15.5 Parents will be expected to attend School for a meeting with a Senior Leader to agree a reintegration plan before they are allowed back into lessons. At this point, the child will normally be placed on a Senior Leadership Team Report and a Pupil Behaviour Support Plan will be devised (if not already in place).

15.6 Should the pupil fail to comply with expectations in the Reflection Area, they may have additional time added to the sanction or, in extreme cases, they may receive a Fixed Term Exclusion.

## **16 Managing Behaviour through Sanctions: Fixed-Term Exclusions**

16.1 Only the Principal can exclude from school. In their absence, a Vice Principal may execute this responsibility.

16.2 Prior to any decision to exclude a pupil from school, the Principal must discuss the circumstances of the exclusion with the Senior Leadership Team and gain support and approval before any decision is made.

16.3 Before any Fixed Term Exclusion is recommended, a full investigation will have taken place. This investigation will be used to judge the need for any exclusion and whether or not it should be internal or external.

16.4 All decisions relating to exclusion will take into account the individual needs and circumstances of the pupil(s) involved.

16.5 All exclusions will be made in line with Government guidance and the School will have due regard for the implications of the following when making these decisions:

16.5.1 DfE – Exclusion from maintained schools, academies and pupil referral units;

16.5.2 DfE – Behaviour and Discipline in Schools;

16.5.3 The Disability and Discrimination Act;

16.5.4 Keeping Children Safe in Education;

16.5.5 Code of Practice for Special Educational Needs;

16.5.6 The Children’s Act (with particular reference to children in the Care of the Local Authority).

16.6 A pupil will never be placed in a situation which is detrimental to his/her health and safety as a consequence of exclusion. In school, advice on these issues can be obtained from the Designated Safeguarding Lead, who will seek clarification from the Local Authority Designated Officers, if necessary.

16.7 Government legislation states that *‘a pupil may not be fixed term, or permanently, excluded for any of the following:*

16.7.1 minor incidents e.g. low level disruption or failure to do homework;

16.7.2 lateness or truancy;

16.7.3 pregnancy;

16.7.4 breaches of school uniform and rules on appearance (e.g. jewellery/hairstyles);

16.7.5 a pupil cannot be refused admission following a fixed period of exclusion as a result of parental disengagement’.

16.8 Fixed term exclusions will be considered for **serious misbehaviour** such as:

16.8.1 actual physical violence;

16.8.2 direct verbal abuse to a member of staff;

16.8.3 failure to comply with Internal Isolation procedures;

16.8.4 placing other members of the school community at risk;

16.8.5 systematic and persistent bullying;

16.8.6 bringing materials into the school that are prohibited.

16.9 The exclusion can be for a fixed period (up to a maximum of 45 school days in any one academic year) or permanent.

16.10 A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

16.11 The behaviour of pupils outside the school can be considered as grounds for exclusion.

16.12 Pupils whose behaviour at external trips is disruptive may be excluded from the trips. In such cases, the legal requirements in relation to the exclusion, such as the Principal's duty to notify parents, still apply.

16.13 Once a decision to exclude has been reached, the Principal will, without delay, provide parents with the following information in writing:

16.13.1 the reason for the exclusion;

16.13.2 the period of the fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;

16.13.3 how any representations should be made; and

16.13.4 where there is a legal requirement for the Local Governing Body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

16.14 For exclusions of up to 5 days:

16.14.1 It is the duty of the parent to supervise their child and ensure the child is not found in a public place during school hours for the first 5 days of a Fixed Term Exclusion. This will be explained clearly to the parent at this meeting;

16.14.2 work will be sent home for the pupil for the following day, and subsequent days, if available and arrangements will be made for it to be collected, returned and marked.

16.17 Following a fixed period exclusion and prior to re-admission, parents will attend a re-integration meeting where a Pupil Support Plan will be agreed.

## **17 Managing Behaviour through Sanctions: Permanent Exclusion**

17.1 Permanent exclusion is an extremely rare occurrence and will only be considered once every effort has been made to consider an alternative course of action.

17.2 Prior to any decision to permanently exclude a pupil from school, the Principal must discuss the circumstances of the exclusion with Chief Executive of the Foundation and gain support and approval before any decision is made.

17.3 The Principal / Senior Leader deputising for the Principal, in deciding whether to permanently exclude a pupil, will take into consideration any statutory guidance published by the DfE.

17.4 A decision to permanently exclude will only be taken in relation to a serious breach or persistent breach of the Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

17.5 In the case of a one off incident of serious misbehaviour, a full investigation will have taken place prior to any decision being made.

17.6 When a permanent exclusion is issued as a result of persistent failure to comply with school expectations, this should not come as a shock, the School will be able to show extensive evidence of the interventions which have been put in place to support the pupil, including the use of a Pupil Support Plan.

## **18 Managing Behaviour through Sanctions: Appeal against Exclusion**

18.1 Parents have the right to ask for the Governing Body to consider the exclusion of their child if they feel he/she has been treated unfairly.

18.2 The Governing Body of the School has the responsibility to consider parents' representation about any exclusion.

18.3 All witness statements (anonymised) and supporting evidence will be shared with the parents/carers.

18.4 Parents/carers also have a right to complain through the School's complaints procedure.

18.5 In the case of a fixed term exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the Governing Body will consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

18.6 If applied for by parents within the legal time frame, the Foundation will arrange for an Independent Review Panel Hearing to review the decision of the Governing Body not to reinstate a permanently excluded pupil.

## **19 Sanctions Overview**

19.1 A single course of action will not be appropriate for all pupils all the time. It should be remembered that pupils at the School range from just 4 years to 15 years and therefore sanctions should be age and developmentally appropriate.



19.2 Sanctions issued will be proportionate to the severity and frequency of unacceptable behaviour. The following table provides an overview of typical behaviours and appropriate sanctions.

19.3 The School will use its discretion when imposing sanctions, as not all may be appropriate or effective for every pupil.

## **20 Recording Behaviour in School**

20.1 When a pupil is awarded a Behaviour point, or is Star of The Week, becomes a half-termly Super Star, or completes a STAR Merit Card/Wall, this is entered onto their personal record by the Class Teacher via KSM (where possible, the teacher will identify the behaviours being rewarded and recognised).

20.2 When a pupil is issued with a Class Teacher or Senior Leadership Team Report Cards, moved to internal isolation, or is issued with a Fixed Term Exclusion, this is entered onto their personal record by the Class Teacher or Senior Leader via School Management System.

## **21 Behaviour Risk Register**

21.1 At the end of each half-term, using data from School Management System, each child will be assigned a category for behaviour - together with achievement and attendance. This will inform a graduated and personalised approach to intervention and ensure a positive and proactive approach to managing behaviour, achievement and attendance from the outset.

21.2 In the Behaviour Risk Register, which will underpin the management of behaviour strategies and inform a range of interventions, all learners in the School from Reception to Year 5 will be categorised into one of four levels:

21.2.1 **Category 1** – Pupils who demonstrate excellent behaviour.

21.2.2 **Category 2** – Pupils who have been placed on Class Teacher Report in the last half-term.

21.2.3 **Category 3** – Pupils who have been placed on Senior Leadership Team Report in the last half-term.

21.2.4 **Category 4** – Pupils who have failed to improve behaviour on the Senior Leadership Team Report and are at critical risk of exclusion or have been excluded within the last half-term.

21.2.5 All learners in the school from Year 6 and above will be categorised into one of five categories:

21.2.6 Category 1 – Exemplary;

21.2.7 Category 2 - Intermittent disruptive;

21.2.8 Category 3 - Frequently disruptive;

21.2.9 Category 4 - Seriously disruptive;

21.2.10 Category 5 - Violent and abusive (including those at critical risk of exclusion).

21.3 The Principal will monitor behaviour logs on the School Management System on a regular basis and will report to governors on a termly basis. From the regular scrutiny of behaviour incidents, the Principal, or nominated Senior Leader, will update the Behaviour Risk Register as necessary.

21.4 Pupils in Categories 3 and 4 will attend half-termly 'Pastoral Review Meetings' accompanied by their parents, with a Senior Leader or a Class Teacher.

## **22 Behaviour Strategies and Teaching of Good Behaviour (including Anti-Bullying)**

22.1 As a School, it is part of our core mission to encourage pupils to grow as individuals. An important element of this is personal growth, and pupils are encouraged at all times to reflect on the core, AHF values and how their behaviour reflects these values. Over time, they are given opportunities to develop aspects of their personality in order to develop each of the values as they increase in maturity.

22.2 Strategies are put in place to tackle low level disruption in class. These include: sharing with pupils why it is important to behave well, based on the AHF values and Class Golden Rules; how to regulate their own behaviour and to "lengthen the fuse" when things are not going well; making good choices about who to sit with and where to sit.

22.3 Where incidents occur pupils will be given time to calm down before being given an opportunity to reflect on what happened, before speaking with an adult to discuss any incident.

22.4 Pupils will always be expected to, and provided with an opportunity to, set right what has gone wrong if this involved upsetting someone else or damaging somebody's property.

22.5 Pupils will, through an extensive programme be taught that no one has the right to hurt anybody else by hitting or kicking them, calling names, spreading rumours about them or anything else (including the use of social media) that is intended to cause upset or harm. Through this programme of study pupils will be clear what is meant by the term bullying, that it is not tolerated at the School, and how to access support if it is encountered. They will also learn in more detail about the behaviours that characterise the various STAR values, and how to grow and develop these.

22.6 Pupils will be made aware that any repetition or pattern of unkind behaviour will be treated as bullying. Bullying is not tolerated. Incidents will be dealt with in line with the AHF Anti-Bullying Policy. Incidents will always be investigated fully and, where there is indisputable evidence that bullying has occurred, sanctions will be agreed alongside a support strategy for all pupils involved. Parents will always be notified and involved.

## **23 Trips and Visits**

23.1 When taking part in educational visits, including those with a residential element, pupils will be expected to display the very highest standards of behaviour and good manners, with an emphasis on displaying the AHF values and Class Golden Rules, as representatives of the School.

23.2 As part of the preparation for the trip, explicit expectations will be made clear to both the pupils taking part, and their parents. This will include the circumstances under which a child may be removed from, or prevented from taking part in the planned trip.

23.3 As part of the formal risk assessment for the trip, the Principal will evaluate the Behaviour Risk Register and evaluate whether any recent behaviour constitutes an unreasonable risk to other pupils, or staff, and what steps will be taken to mitigate the identified risks. In extreme cases, this may mean a pupil not taking part in a planned trip. In these cases, parents will be informed of the alternative provision that will be made for the child in School.

## **24 Staff Development and Support**

24.1 The Principal will ensure that staff are kept up to date with relevant DfE publications and guidance around managing behaviour.

24.2 The School will provide training for staff around the specific needs of pupils on Pupil Behaviour Support Plans and with specific additional needs. This will form part of a package of intervention for any child on a Pupil Behaviour Support Plan.

24.3 It is the Principal's responsibility to support staff, particularly where there is a child with challenging behaviour in their class. This can be done by offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

## **25 Additional Support**

25.1 The School is mindful that how a child behaves can be a sign of underlying abuse. Staff are trained to look out for changes in behaviour which could include: a child who is withdrawn and unable to make friends; a child who is unable to concentrate in class; a child who may become disruptive and/or aggressive in class.

25.2 In such cases any emotional/behavioural difficulties will be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult. We may take the decision to refer to an outside agency for additional emotional support where this is needed.

25.3 Any action will be taken in line with the AHF Safeguarding (Child Protection) Policy.

## **26 Liaison with Parents and Other Agencies**

26.1 Working with parents is an important part of supporting pupils with their behaviour. The School therefore makes sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low level nature.

26.2 Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The School acknowledges the importance of home-school partnerships. This is strongly promoted through the School's Home-School Agreement, which parents must sign when their child takes up a place at the School.

26.3 The School works with a number of agencies which are available to support pupils and families with behaviour either at home or School, or both.

## **27 Allegations against Staff**

27.1 If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:

27.1.1 behaved in a way that has harmed a child, or may have harmed a child;

27.1.2 possibly committed a criminal offence against or related to a child; or

27.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies) then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children Board (see AHF Safeguarding (Child Protection) Policy for further information).

27.2 Pupils who are found to have made malicious allegations are likely to have breached the Behaviour Policy. The School will therefore consider whether to apply an appropriate

sanction, which could include a Fixed Term or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## **28 Use of Reasonable Force**

28.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

28.2 The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

28.3 Full guidance can be found in the Trust Use of Reasonable Force Policy.

## **29 Powers of Search and Confiscation**

29.1 The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

29.2 The School also holds the power to search without consent for "prohibited items" including:

29.2.1 knives and weapons;

29.2.2 alcohol;

29.2.3 illegal drugs;

29.2.4 stolen items;

29.2.5 tobacco and cigarette papers;

29.2.6 fireworks;

29.2.7 pornographic images;

29.2.8 any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;

29.2.9 any item banned by the school rules which has been identified in the rules as an item which may be searched for.

29.3 Weapons and knives and extreme or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.

### **30 Monitoring, Evaluation and Review**

30.1 The policy will be promoted and implemented at AHF School.

30.2 The governors will monitor the operation and effectiveness of arrangements referred to in this policy.

30.3 The governors will review this policy every two years in consultation with the SLT.