



SAPIENCE
GIRLS ACADEMY
FAITH CULTIVATING EXCELLENCE

BEHAVIOUR POLICY

2023/24

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1. POLICY STATEMENT

Sapience Girls Academy (SGA) is dedicated to cultivating a strong culture of respect, pride, and dignity. Our whole school behaviour approach is designed to facilitate positive personal growth and development. Our multifaceted approach to behaviour management is not designed to reprimand poor behaviour as and when it occurs, but rather intends to prevent poor moral and social behaviour. Our prevention approach through mentoring and coaching facilitates the character development of our pupils, enriching our proactive culture. The principles and expectation outlined in this policy relates to excellent behaviour and positive attitudes of all members of the school, including staff and parents. This policy has been curated with reference to scientific literature, academic reports pertaining to behaviour management, behaviour systems, and the psychology of behaviour. Thus, building upon our previous behaviour policy to provide a robust, clear and coherent system accessible by staff, parents and pupils.

2. AIMS, EXPECTATIONS AND PRINCIPLES

Personal progress and character development is essential to becoming upstanding, proactive citizens of our community and society at large. The attainment of sound GCSE results does not determine good character, moral conduct and social success; therefore, SGA actively works with pupils to develop their character from the moment they join us in year 7 to year 11 as they complete their secondary education. A key component of our character development programme is behaviour management.

It is our primary aim to ensure the school is a welcoming, healthy and safe learning environment for all members of the school community. Everybody in school should feel valued and respected at all times. Therefore, all members of the school are expected to make good choices leading to positive outcomes, and avoid poor choices leading to negative consequences. Therefore, integral to our policy and school culture is 'choice'. We use the concept of choices to-

1. Prevent the negative labelling of children which may affect how they view themselves and how they are perceived by others, which may impede progress.
2. Promote the notion of responsibility and accountability through 'self-management' of behaviours whether it is positive or negative.
3. Encourage self-reflection to develop introspective and emotionally intelligent pupils, thus facilitating sound character development.
4. Positively affirm and praise pupils who make good choices to ensure their positive behaviour is valued and recognised, and is not taken for granted.
5. Develop decision making abilities of pupils by expecting pupils to make 'mature and responsible' decisions in line with culture of the school.

3. OUR SCHOOL CULTURE

A school's 'culture' is the set of norms, beliefs and practices established by the senior leaders, which is implemented and practiced by all members of the school including staff and pupils. The essence of our school culture is exhibited in figure 1. Our culture at SGA is informed by our vision and Islamic values. This behaviour policy will support the school's behaviour system to ensure the school can successfully establish and sustain a positive school's culture.



Figure 1- Our School Culture

4. HOUSE GROUPS

On entry to the school each student will be assigned to one of four houses led by a house leader. The houses will be made up of mixed ability students from years 7 to 11. This structure will help to raise standards of achievement through the students acting as peer mentors, 'buddies' and coaches to others in their house group.

The objectives of the houses are to:

- To create and instil a strong sense 'Muslim sisterhood' and positive, community atmosphere within the school
- Improve the support, care and guidance students receive with their learning
- Create opportunities for students to take on leadership roles acting as mentors, coaches and 'buddies' to others
- Help bond students across the year groups thereby removing the tensions that can sometimes exist between different years and the fear of bullying

Through extended learning days the school will be running various activities to help give each house an identity and each student a sense of belonging and team spirit. Each house has been given a name to help reinforce this identity. The house names have been carefully curated to represent the characteristics we want our students to develop. The purpose of this is to inculcate and encourage our students to be inspired by the characteristics. The houses are as follows-

HOUSE GROUP	HOUSE LEADER
Fortis- House of Strength	Miss Naaz
Amity- House of Harmony	Miss Bibi
Verus- House of Honesty	Mrs Ashraf
Erudite- House of Wisdom	Mrs Iqbal

Table 1- House groups and leaders

Each house leader's responsibility will be to monitor the behaviour and achievements of students in their houses. House leaders must make sure they actively take time to praise their students for doing well and encourage them to do better – they could set small targets for their pupils (e.g. let's see if you can get 3 merits this week, or no demerits this week).

5. ROLES, RIGHTS AND RESPONSIBILITIES

5A. PUPILS

Pupils are expected to make responsible choices, exhibit positive behaviours and treat all members of the school community with respect, kindness and integrity. In order to make responsible choices, pupils should implement three simple rules-

1. Follow routines and instructions
2. Ensure they keep their hands, feet and object to themselves
3. Use positive spoken and body language

Following instructions can include cues from the teacher for example, "3, 2, 1, Focus", this means three things-

- Stop talking
- Empty hands
- Eyes on the teacher

Pupils are expected to-

1. Respect all members of the school community
2. Treat one another with care and compassion
3. Work/learn collaboratively and cooperatively
4. Follow the school rules
5. Take accountability for their behaviour and attitudes
6. Exhibit responsible and reflective behaviours
7. Demonstrate self-management where necessary
8. Understand the impact of their words and behaviours
9. Demonstrate awareness of their emotions and actions
10. Carry themselves with confidence and pride
11. Wear the correct school uniform at all times
12. Carry the correct school equipment

13. Ensure they are trying their best in all lessons and extra-curricular activities
14. All pupils must demonstrate outstanding behaviour reflecting the SGA values

5B. STAFF

All staff at SGA have the highest expectations of pupils to make positive choices to develop their behaviour, character and relationships. Staff will embody the school's value and culture and exhibit the standard of behaviour expected by pupils, leading by example. Staff will also actively recognise and appreciate positive behaviours.

Staff must prioritise rewarding and praising positive choices made by pupils to reinforce positive behaviours. Recognising good behaviours, including pupils following school rules, is essential to create positive feedback loops when applying positive reinforcement, this will increase the frequency of responsible and possible behaviour.

However, positive feedback must be intentional, specific and meaningful to have greater impact. For example, if a pupil who usually struggles with concentration manages to complete an entire lesson without distraction, instead of praising with "good job". It is more meaningful to comment, "I'm really proud of your concentration levels today, you were fantastic, keep it up!". This simple interaction can support such behaviour and increase its frequency for future lessons.

However, whilst appreciating positive behaviours, all staff must collectively monitor behaviour to prevent poor behaviours. When pupils exhibit poor choices, staff must utilise the processes outlined in this policy to sanction such behaviours and prevent them from reoccurring.

With these principles in mind, staff are expected to-

1. Embody the school's vision, values and instil the school culture
2. Lead by example through the demonstration of excellent conduct
3. Be a positive role model by demonstrating positive relationships with staff and pupils
4. The highest standards of behaviour, attendance and punctuality are modelled and actively promoted at all times
5. Treat every pupil fairly with respect, compassion and unconditional positive regard 'genuine care' and be ready to de-escalate poor behaviours in a calm manner
6. Recognise positive behaviours and praise pupils on an individual and group level, praise should be specific, meaningful and intentional
7. Follow the rewards and sanctions system, be fair and clear, always state why pupils are receiving the reward or sanction
8. Be consistent and diligent with all rewards and sanctions
9. Keep a record of behaviour management in your class management systems
10. After following the policy and procedures, seek support from the behaviour/pastoral lead
11. Support pupils to gain awareness and the ability to make better choices
12. Support pupils to understand their rights and responsibilities as citizens in our society
13. Support pupils to demonstrate British Values as they develop as upright citizens of our community

Non-teaching staff

All non-teaching staff, including teaching assistant, administrative staff, volunteers and all other adults in the school must support the school to meet its vision, aims and objectives. All staff should be proactive in rewarding positive behaviours, and sanctioning poor behaviours. All staff must seek the

support of the behaviour and pastoral lead where required, however are expected to follow the policy first.

Behaviour Lead

In addition to the staff expectations, the Behaviour Lead is responsible for the monitoring, recording and management of the behaviour department. The Behaviour Lead will conduct daily routine checks for behaviour, weekly planner checks, and will conduct all behaviour meetings. The behaviour lead will also organise sanction time, and rewards consistently to ensure all behaviour is targeted. The behaviour lead will also conduct individual termly meeting with all pupils and set SMART action plans to develop their self-management skills. As first point of intervention, the behaviour lead will conduct behaviour coaching for all pupils who receive sanctions regardless of its severity on the sanction scale. The behaviour lead is also required to communicate all positive and negative feedback with parents, and report to assessment of behaviour on the ground to the Headteacher.

SENDCO

The Special educational and or disabilities needs coordinated or (SENDCO) will ensure pupils are screened for special educational needs and or disabilities, the SENDCO must signpost support in the individual pupil passports developed for the SEN department. The SENDCO must also inform and support staff to support SEN pupils should their behaviour meet the sanction threshold.

5C. HEADTEACHER

In addition to the staff expectations, the Headteacher is expected to-

1. Support all staff members through the implementation of this policy, outlining the objectives in staff training and setting the standards of expected behaviour
2. The Headteacher will implement this policy consistently throughout the school, and will report its efficacy to the governors and director in governor and trustee meetings
3. Ensure the health, safety and welfare of all pupils in the school
4. Maintain records of behaviour management systems including rewards and sanctions
5. Maintain records and report of all serious incident including suspensions and exclusions
6. Utilise permanent exclusion upon cases of repeated or serious acts of poor behaviour
7. Ensure the safeguarding of all staff and pupils
8. Ensure the school community embodies the school's vision, values and objective through it's culture, at every level

5D. PARENTS

The school requires commitments and collaboration with parents to provide a collective support system to all pupils. Parental cooperation is imperative to the success of this behaviour policy. We aim to provide a strong support network for all pupils bridging home and school. Parent's will be informed immediately if the school has any concerns about their child's behaviour or welfare. The school will maintain transparency with parents with matters pertaining to their child.

Additionally, the school will ensure excellent communication with parents, pupils will be aware their parents have consistent communication with the school.

SGA respects and appreciates parental contribution and cooperation; however, we expect parents to-

1. Lead by example as positive role models
2. Promote positive behaviour at home in order to create consistency with home and school
3. Be aware of the school rules and support them

4. Be aware of your responsibility as a parent to guide, support and nurture your child through this critical stage of learning and development
5. Cooperate with and support the school by taking responsibility for their child's attendance, and behaviour both in and out of the school
6. Support their child's learning by taking an active role by checking their school planners, attending monthly parent meetings and parent review days
7. Support the school's decisions when applying reasonable sanctions/ consequences to deal with specific issues/incidents
8. Avoid poor, disrespectful or anti-social behaviour when speaking with members of staff (please see parent code of conduct policy for further details)
9. Understand the behaviour policy, rewards and sanctions systems to understand your child's behaviour in school
10. If parents have any concerns regarding the way their child has been treated, they should contact the behaviour/pastoral lead. If unresolved, this matter will be escalated to the Headteacher. If these discussions do not resolve the matter, a formal grievance and complaints procedure can be implemented to escalate the matter to the Governing body (please see complaints policy)

5E. THE GOVERNORS/TRUSTEES

The Governing body are responsible for outlining the guidelines discussed in this policy, they will review the effectiveness of the behaviour policy and procedures in place and make amendments when deemed necessary. The governors will support the Headteacher to implement these procedures. The Headteacher may seek the advice of the Governing body and Trustees for serious incidents, and will be held accountable by both bodies for the efficacy and efficiency of the behaviour department.

6. CODE OF CONDUCT

The school has outlined clear expectations of all members of the school through the schools' values and code of conduct documentation. The staff code of conduct is available to all staff, and are routinely taken through this, firstly during their induction period at the start of each year, and reminded consistently through their performance management meetings.

The pupil code of conduct is outline in the pupil planner, pupils are required to read and sign this document, and are expected to abide by the school rules and cultural norms. The rewards and sanctions systems are also displayed in every classroom alongside the pupil code of conduct to reinforced this information.

The parent code of conduct is shared with all parents through pupil planners through the home-school agreement section, which is signed by parents. Parents receive a digital copy of the documents and expected to recognise their critical role in their child's learning.

7. REWARDS SYSTEM

7A. PRAISE

The most effective reward is verbal appreciation and positive affirmation, which is immediate and meaningful. A simple "fantastic work" can have an incredible impact on the self esteem of a young person. Therefore, staff are expected to firstly develop positive relationships with all pupils through positive interactions, and intentionally ensure positive experiences outweigh negative experiences. Th

recommended ratio is 7:1 which increases to 14:1 for pupils who have faced adverse childhood experiences or trauma.

To ensure the simplest reward of praise is effective it needs to be-

- Specific and link to its positive outcome “Beautiful handwriting! I’m looking forward to reading your work”
- Sincere and genuinely expressed with appropriate language and tone “You have made fantastic progress today, well done!”
- Personalised through the use of the pupil’s name “Brilliant point Aisha!”
- Consistently used in all lessons, it should be a norm for teachers to praise pupils
- Discreet and private at times when appropriate “I understand it was difficult for you to read in front of everybody today, well done for being so brave, I’m incredibly proud of you!”

Therefore, pupils should expect to receive praise for their positive behaviours, for example-

- Regular verbal praise that is specific, intentional and meaningful
- Non-verbal praise such as thumbs up, smiling, clapping
- Recognising good work completed to high standards particularly homework
- Displaying pupils work in their learning environment to appreciate their work

Praise will also be communicated with parents through phone calls and weekly messages, to cultivate a positive rapport with the home.

7B. MERITS

Pupils will receive merits each time they demonstrate SGA values. Pupils can achieve up to 7 levels of achievement. The merit system is created to increase the opportunity to receive rewards within the school, and to encourage the celebration of positive behaviour. The reward levels are determined by the number of merits students achieve. Merits can be awarded for the academic and non-academic achievements. Please see appendix to view when merits can be rewarded.

To issue a merit, the teacher will ask pupils to present their student planners. All planners contain dedicated rewards and sanction log pages. Teachers will circle the relevant letter to identify why the pupil has received the merit, they will then sign and date the relevant box.

Teachers can only issue 1-3 merits at a time. Teachers should not exceed 3 merits per reward to avoid inconsistencies between staff members. Additionally, the number of merits received should reflect the quality of work, effort, helpfulness or attitude of pupils. For example, good homework will receive 1 merit, however excellent homework may receive 2 merits.

The merits contribute to the awards outlined from level 1-7 and also play an important role in attaining additional rewards such as the house group award, headteachers award, Sapience Star award etc. The rewards system is outlined in table 2, this is displayed alongside the sanction system within each classroom and corridor, as reminders for staff and students.

7C. WHOLE SCHOOL REWARDS SYSTEM

LEVEL	MERIT	REWARD
1	30	Bronze Award certificate (End of Term assembly).
2	60	Silver Award certificate (End of Term assembly).
3	90	Gold Award certificate (End of Term assembly).
4	120	Platinum Award certificate (Prize Draw).
5	150	Diamond Award certificate (Lunch and Movie treat).
6	180	Ruby Award certificate (Free afternoon for a park picnic).
7	210	Exceptional Achievement Award certificate, SGA medal (awarded on Presentation Evening), and prizes.
Additional Rewards		
Merit postcard		Parents will receive a digital postcard every time their child achieves 5 merits in their student planner.
Attendance awards		Certificates and letter of congratulations will be awarded to pupils with 100% attendance.
Pupil of the week		Weekly postcards shared digitally with parents.
Pupil of the month		Monthly feature in pupil's corner display and SGA news shared with parents and school.
Termly Subject awards		Subject specific awards received for exceptional behaviour, work and progress in individual subjects awarded by subject teacher.
Headteacher's brunch		Monthly meetings, with exceptional pupils making excellent progress, nominated by their house leaders, pupils are invited to the Headteacher's office to share drinks and snacks.
House Award		The four-house groups, house of verus, fortis, amity and erudite will compete with one another throughout the year. The house group with the highest attendance and punctuality, lowest sanctions and highest rewards will be rewarded with an exclusive end of year trip.
Headteachers Award		The termly Headteacher's award is a prestigious award rewarded to pupils who demonstrate outstanding academic and personal progress. Two pupils, one from key stage 3 and key stage 4 will receive a certificate, headteachers badge and gift bag to celebrate their outstanding progress. Headteachers awards will also receive a medal in the annual presentation evenings.
Sapience Star		This reward will be awarded to one pupil per year group who have achieved 100% attendance, 100% punctuality and zero behaviour incidents whilst achieving the highest number of awards throughout the academic years. These pupils will also demonstrate outstanding progress in their Sapience passports (See appendix). Therefore, Sapience Star pupils will receive bespoke trophies, and medals to celebrate their achievements in the presentation evening and will be invited to an exclusive Sapience Star dinner with the SLT to celebrate their commitment and dedication to their learning.

Table 2- Reward system for positive behaviour

8. SANCTIONS

8A. SANCTION RATIONALE

- All pupils have the right to learn in a focused, enriched and non-disruptive environment.
- Teachers have the right to deliver their teaching to focused pupils without disruption.
- Behaviour can be learned and rectified.
- Pupils who require additional support should receive the required support to self-regulate.
- Poor behaviour hinders social, emotional, and academic progress.
- All pupils have the right to enjoy coming to school and thrive in a positive environment.

8B. POSITIVE LEARNING CULTURE-ROUTINES

As outlined in figure 1, our school culture is focused on character building and aspirations. Therefore, a positive learning culture will enable pupils to learn in a disruption and distractions free environment. However, to instil a positive learning culture, the following norms must be adapted and implanted with consistency-

- Teachers and supporting staff will actively circulate around the classroom throughout the lesson to closely monitor pupils work, whilst allowing themselves to be available for pupils with specific needs during the lesson.
- There is no ambiguity in instructions, directions or corrections. Instructions should be positively communicated in a manner that is specific and concrete.
- Classroom routines are habitual, rigorous and well-rehearsed, the SGA class routine includes-
 - Standing up sensibly behind the seat, waiting for the teacher to enter, they will ensure their books, equipment and planners are on the desk, ready for the lesson.
 - Upon the teacher's entry to the classroom pupils must greet them with the Islamic greeting and wait for the teacher to instruct them to recite Surah Al-Fatiha.
 - The teacher will then instruct pupils to recite Surah Al-Fatiha with its translation, pupils should recite collectively, in the correct manner with utmost respect.
 - Upon seating with the permission of the teacher, pupils will begin their focused learning
 - As the lesson concludes, the teacher will instruct pupils to recite the closing dua as they tidy their desks and stand up behind their seats.
 - Once standing, pupils will be expected to clean their desk and surrounding areas.
 - Once the entire classroom is tidy, pupils will be instructed to recite Surah Asr with meaning and are expected to recite collectively and correctly.
- Classroom culture techniques to manage noise levels and disruptive behaviour during the lesson also include-
 - Teacher circulating the classroom regularly
 - Individual/group corrections
 - Positive rewards for good behaviour using merit tokens
 - Sanctions using demerits
 - Traffic light warnings
- Staff are expected to utilise least invasive correction methods as a first point of intervention to prevent disruption. For example, finger to the mouth, a shake of the head, folding arms etc and informing the pupil that their behaviour has been observed and share what is expected from them to rectify this behaviour.
- Directive questions should be utilised to redirect distracted pupils back on track without causing further disruption.

- The lessons should be rigorously planned, numerous activities should be available particularly for pupils who have completed their work before others. If the lesson flow is too slow or considered 'boring' such as listening to the teacher for 40 minutes, this is likely to generate poor behaviour.
- If pupils are off task and distracting others, they should be approached privately, at this point the question of their 'choices' should be directed to them, "Is this an appropriate choice?" the teacher should expect a reasonable answer and provide them with clear, concrete choices, "You can calm down and refocus or you can waste valuable learning time, it's your choice".

8C. POSITIVE LEARNING CULTURE- TEACHER'S EXPECTATIONS

- Teachers must ensure the classroom routine is followed rigorously and consistently
- Teachers must ensure they follow their ques, such as reminding the pupils to recite their surahs, and ensure the classroom is tidy, pupils are wearing correct uniform and are using the correct equipment.
- Teachers should ensure pupil planners and equipment is ready on the desk at the start of the lesson, pupils should not waste time finding equipment.
- Teachers should respond to pupils greeting in a positive and welcoming manner
- Excellent order must be established straightaway, pupils should complete each element of the routine in the best manner, if they demonstrate 'laziness' staff must be assertive and instruct them to repeat themselves. The routines are essential to motivating and uplifting pupils between lessons.
- Teachers should embed clear lesson routines for example, writing the date and title, noting the objectives, completing the starter activity within the first five minutes of the lesson.
- There are seating plans to maximise pupil progress during the lesson, they will be approved by the behaviour lead.
- Teachers must utilise knowledge retrieval techniques at the beginning of each lesson to support the development and long-term retention of skills, knowledge and understanding overtime.
- Teachers should take time to clearly communicate the expectations and objectives of the lesson to the pupils, including the skills and abilities expected develop during the lesson.
- All teachers are expected to become positive role models for pupils and must remind the pupils of the school culture.
- Teachers must take pride of the school environment and classroom, ensuring the classroom is litter free, organised and tidy before they leave the classroom.
- Teachers make appropriate use of this behaviour policy to consistently reward positive behaviour, and rectify poor behaviour.
- At the end of the lessons, teachers will ensure there is time to tidy up, complete the prayers and stand up quietly behind the seat as pupils wait for the next teacher.
- If routines do not demonstrate 100% compliance, the teacher will instruct the class to 'do it again' or by using the 'whole class reset button'.

8D. MISBEHAVIOUR

Students who exhibit poor behaviour will receive reasonable and proportionate consequences. School leaders, staff and pupils work together to create a respectful environment where poor social behaviour such as bullying, peer on peer abuse, discrimination, violation of the protected characteristics will not be tolerated. If such matters occur, they are dealt with immediately and

effectively by the school staff and prevent further escalation. In cases of persistent and severe misbehaviours, this may result in suspensions or permanent exclusions if the behaviour meets the suspension or permanent exclusion criteria. Misbehaviour is outlined below.

MISBEHAVIOUR- Pupils should receive an appropriate sanction from the sanctions pyramid if they exhibit the following misbehaviours (this is not an exhaustive list, staff should use their professional judgment to deal with behaviour concerns within the classroom)
Arriving 2 or more minutes late to class without a reasonable explanation
Disrupting the classroom routine before, during and after lessons
Answering back when challenged or questioned
Aggressive or threatening behaviour towards peers
Aggressive or threatening behaviour towards teachers
Bringing the school into disrepute online
Bringing the school into disrepute through poor social behaviour on school trips, visits, walking to and from school, during breaktimes, during PE lessons etc (pupils are representatives of the school whilst wearing the school uniform)
Verbal bullying
Physical bullying
Calling out in class without raising their hand
Chewing gum in school
Eating in class
Consuming fizzy/energy drinks
Cheating in quizzes/ tests/ exams
Online/ cyber-bullying
Damaging or misusing school property/ books/ equipment
Damaging or misusing peers or teachers' equipment/ property
Dangerous play during break time such as climbing walls/fences/jumping from high ground/aggressive play with peers
Dangerous or unsafe behaviours
Low-level disruption within the classroom- talking during lesson, out of seat, moving seats
Disruption in prayers or acts of faith
Failure to behave sensibly around the school-running in corridors, shouting in or outside classrooms, loitering
Boisterous and inappropriate behaviour
Persistent answering back with a rude, unpleasant, sarcastic tone
Name calling pupils or teachers
Leaving the classroom without permission
Slumping in chairs, expressing boredom, sleeping in class, head on the desk
Littering in the classroom and around the school
Littering the bathrooms- blocking toilets, sinks etc
Failure to attend sanctions such as detentions
Failure to complete homework or assignments
Lack of effort and concentration in the classroom
Incorrect uniform, footwear, PE Kit
Incorrect equipment for lessons or activity (books, pens, pencils, calculator, ruler, rubber etc)
Wearing makeup or jewellery
Incorrect hijab without pin or cap
Carrying mobile phone or other electronic devices in school
Possessing alcohol, cigarettes, vapes and other banned substances in school
Failure to speak to peers with respect
Failure to speak to staff and leaders with respect
Failure to speak to visitors, supply staff and volunteers with respect
Graffiti within, outside or around school
Physical fighting, threatening or behaving violently and aggressively
Islamophobic language or behaviour
Racist language or behaviour

Discriminatory language or behaviour
Homophobic language or behaviour
Sexist or misogynistic language or behaviour
Poor manners
Refusal to follow instructions from staff
Walking away from a member of staff without permission
Walking into staff spaces without permission or unsupervised (Office, staffroom, kitchen etc)
Talking over staff members
Challenging or threatening staff members
Untidy work
Poor appearance (dirty uniform, messy hijab, open buttons, walking without blazer)
Rude and obscene language
Swearing and cursing
Theft or bringing in stolen items
Missing lessons deliberately
Using headphones/ Bluetooth devices
Failure to represent school appropriately on trips and visits
Deliberately breaking school rules
Deliberately ignoring instructions
Deliberately hiding in school (locking themselves in the bathroom, hiding in the sick bay etc)
Poor attitude to learning and behaviour
Deliberately distracting others and jeopardising their peers learning
SERIOUS OFFENCES
Theft
Vandalism
Premeditated or disproportionate violence towards another
Possession of a weapon (permanent exclusion)
Behaviour that endangers the safety of others
Persistent bullying
Cyberbullying and use of abusive language on online apps and platforms
Foul and abusive language directed at staff
Cheating in examinations or homework
Persistent repetition of minor misbehaviour over a concerted period of time and failure to respond to interventions
Smoking on the school site, or to and from school
Failure to attend detention
Persistently disrupting the learning of others
Challenging the authority of the school
Acting in a manner which causes damage to the school and its pupils' reputation
Possession, supply or use of a banned substance (permanent exclusion)

Table 3- Pupil misbehaviour and serious offences

8E. DEALING WITH MISBEHAVIOUR

How staff members deal with behaviour is crucial to the social development of pupils. Teachers must exhibit great care and consideration with their choice of words and approach to rectify poor behaviour. It is important that teachers recognise the impact of their approach and methods to control and manage behaviour effectively.

- The teacher criticises the poor behaviour, not the pupil
- The teacher does not label or target pupils
- The teacher considers the choice of words used to manage behaviour
- Teachers avoid raising their voices easily, shouting is not part of our school culture, voices should be raised in only very serious incidents, persistent shouting reduces the impact of a

raised voice or harsh tone, and instead creates a negative and toxic environment, pupils should not be accustomed to shouting

- Teachers speak respectfully and expect the highest standards of respect from pupils
- Teachers use non-verbal signals to rectify behaviour to avoid interrupting the flow of the lesson
- Teachers utilise private, one-to-one reprimands to correct behaviour rather than embarrass pupils publicly for low level disruptions
- Teachers use clear instructions and statements to correct misbehaviour “We do not leave our seats without permission”, this creates a collective responsibility in the classroom
- Following verbal and non-verbal warnings, if misbehaviour persists, it is crucial the appropriate sanctions are followed through, this sets the standards for what is expected.
- Whole class punishment should be avoided to discipline the minority
- Collective punishment can be utilised for groups of misbehaving pupils (collective school service)
- When reprimanding pupils, teachers are firm, assertive and neutral in tone, teachers must not bargain or plead with pupils to behave
- Pupils will be provided with opportunity to rectify behaviour and are expected to utilise these opportunities
- Teachers make appropriate adjustments when necessary to support SEND learners, the SENCO will inform staff regarding suitable arrangements for behaviour concerns in their individual pupil passports
- All pupils undergo extensive behaviour coaching, personal development coaching and regular pastoral support to identify concerns very early, concerns will be shared with staff during weekly staff briefings, teachers must make appropriate arrangements
- Pupils are taught key social skills, moral values, British and Islamic values through our extensive PSHCE and SMSC curriculums, assemblies and coaching sessions. Pupils learn that bullying, causing harm, abuse, discrimination and other harmful behaviours towards others will not be tolerated at SGA. Pupils are aware that they can approach staff if they have any concerns. Pupils will develop positive mindsets and behaviours through the whole school enrichment, SMSC, academic and Islamic curriculum and will learn to observe and embody SGA values.

8F. DISCIPLINARY SYSTEM

Students have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of school rules. Inappropriate behaviour/failure to produce adequate work should initially be tackled by the class teacher. Before sanctions are applied, check the appropriateness of the work for the individual. Work that is too challenging or too easy can lead to inappropriate behaviour.

An appropriate sanction is one which is designed to put matters right and encourages better behaviour in future. It is inappropriate to punish the whole group for the misdemeanours of a few, or to impose a sanction which is designed to humiliate a student or students. When imposing sanctions, the teacher should act quickly and decisively, leaving the student in no doubt as to why they are being punished. We encourage our staff to try and deal with situations themselves to demonstrate that they are in control, and set the precedence within the classroom, before resorting to external support.

LEVEL	INTERVENTION	DEMERITS	SANCTION APPLICABLE
1	Classroom interventions	0	Teacher uses verbal warning to highlight the misbehaviour (private or public).
2		1	Teachers issue demerit in student planner if pupil misbehaviour persists following the verbal warning.
3		2	If misbehaviour persists following the demerit, the Pupil will receive another demerit and will be moved to the isolation table for the entire day within the classroom, parents will receive a text message.
4	Behaviour lead intervention	5	If behaviour persists following isolation, Lunchtime or Afterschool detention will be issued. Lunchtime detentions- Community service Afterschool detentions- Silent Lines Parents will receive a phone call when their child receives a detention.
5		10	Upon receiving 10 demerits, the Behaviour lead will initiate personalised behaviour coaching and will issue a behaviour report card.
6	Headteacher intervention	15	Upon receiving 15 demerits, the Headteacher will meet parents to share concerns, pupils will be isolated outside the Headteachers office.
7		20	Upon receiving 20 demerits pupils risk losing their place at SGA with the possibility of temporary suspension, or permanent exclusion.

Table 4- Sanction system

8G. UTILISING THE SANCTIONS SYSTEM EFFECTIVELY

There are seven sanction levels used within the ‘Behaviour for Learning’ system (see appendix 2). It is anticipated that the majority of students will spend their time operating within the rewards framework. Even students whose performances are deemed to be unsatisfactory are rarely expected to move beyond **LEVEL THREE**. It is essential that all students, parents, and staff understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable behaviour and encourage each student to make steady progress with positive behaviour.

Each member of staff must operate within the framework **CONSISTENTLY** in order to ensure the behaviour structure is impactful and successful. It is essential staff respect and abide by the systems set, to ensure students understand and abide by the rules with the utmost respect. The Senior Leadership Team emphasises the importance of consistency, when a particular misdemeanour takes place an identified sanction or range of sanctions must follow in accordance with the behaviour policy. However, the identified sanction is not open to negotiation or debate.

Staff should avoid the following to prevent compromising the behaviour system-

- Ignoring the sanctions outlined and utilising sanctions that are not part of this policy
- Ignoring the levels system and issuing sanctions that are not proportionate to the misbehaviour, such as issuing a detention for low level disruption without prior warning, level 1-3 must be followed before issuing a detention
- If a staff member feels a student requires an afterschool or lunchtime detention, they must not provide students with multiple demerits to reach the number required to sit a detention.

This would be considered as compromising the behaviour system. If staff feel they are struggling to reach an appropriate conclusion or sanction, they must consult the behaviour coordinators who will provide an appropriate plan of action.

8H. THE METHODOLOGY

1. LEVEL ONE

- If low level disruption takes place during the lesson time, staff should be quick and assertive to rectify this to prevent escalation.
- Staff should use non-verbal cues to make pupils aware their behaviour is disruptive.
- If misbehaviour persists staff must issue a clear warning to the pupil which highlights the behaviour and outlines the consequences if this behaviour persists.
- The verbal warning should be discussed one to one with the pupil, for example approaching the pupils directly or taking the pupil aside “Maryam, this is your first warning, you must make a choice to improve your behaviour or receive a demerit”
- Staff can utilise the language of choice guide (see appendix) to better navigate levels 1-3

2. LEVEL TWO

- A student who continues to behave unacceptably despite being given a formal verbal warning is moved to level two, and receives a demerit.
- The demerit is not a warning it is a sanction, 5 demerits result in automatic afterschool detentions or community service sanctions.

3. LEVEL THREE

- If misbehaviour persists a third time, a second demerit will be issued and the pupil will be moved to the isolation table.
- Pupils will not be allowed to engage with the rest of the class during isolation which includes break and lunchtime.
- Pupils will remain in this seat until the end of the day, they cannot go back to their seats between lessons even if their behaviour improves in other lessons.
- Parents will receive a text message informing them that their child has reached level 3 and has been isolated within the classroom.

4. LEVEL FOUR

- If misbehaviour persists during isolation, staff can issue lunchtime or afterschool detentions as they deem appropriate.
- Lunchtime detentions will involve community service.
- Afterschool detentions will take place for one hour after school hours.
- To issue a detention, staff should share with the pupil that they have received a detention, and must then inform the behaviour lead.
- The behaviour lead will make phone call to parents to inform them their child has received a detention and share the reasons why.
- Alternatively, it may be that a student behaves in such an unacceptable way. e.g. Disrespect, verbal abuse, aggressive behaviour etc that the teacher chooses to move straight to LEVEL FOUR. Though there is always the possibility of this occurring, best practice demonstrates the importance of working through the levels in a cumulative manner whenever possible.
- A student who has reached LEVEL FOUR is likely to have caused very considerable disruption and inconvenience.

5. LEVEL FIVE

- If pupils receive 10 demerits, or if their behaviour persists following their detention, the behaviour lead will take an assertive approach to target this behaviour.
- The pupil will be invited to the pastoral office to receive behaviour coaching from the behaviour lead, which will be bespoke to meet the needs of the pupil and will result in creating action plans to improve behaviour.
- The behaviour lead will also inform pupils that they have been placed on report, and all staff members will provide scores for each lesson.
- Report reviews will take place every morning, pupils must hand in their report to be checked by for any discrepancies, who will then inform the behaviour lead.
- The behaviour lead will also call parents to inform them that their child has been placed on report, they must also sign this report everyday and monitor their behaviour at home.
- All staff will be notified when a pupil is placed on report and it is their responsibility to ensure they sign the pupils report every lesson.

6. LEVEL SIX

- Students who persistently breach their behaviour coaching contracts or commit a particularly serious misdemeanour can expect to find themselves at level six.
- Pupils will be isolated from 1-3 days outside the Headteachers office.
- Staff will be notified of students attending isolation and will be expected to provide work for the student and ensure the pupil is completing their tasks at the end of every lesson to ensure no learning time is lost.
- The Headteacher will also invite the child's parents to have serious discussion about behaviour, expectations and the future of their daughter.

7. LEVEL SEVEN

- Pupils receiving 20 demerits or committing serious incidents, may find themselves facing suspension or exclusion.
- The decision for suspension or expulsion is at the discretion of the Headteacher and Governing body.
- A temporary suspension or permanent exclusion can be imposed by the Headteacher or Behaviour Lead for either an accumulation of incidents or a one-off serious offence in line with the school's behaviour system.
- Examples of such one-off offences may include an unprovoked assault on another student, possession of a mobile phone or any other unauthorized material, theft, or abuse to a member of staff damage to school property or an accumulation of sanctions (in the case of damage parents will have to pay for repair).

8I. BEHAVIOUR APPROACH TO PUPILS WITH ADDITIONAL NEEDS AND OR SEND

SGA recognises that children may experience various changes or stages which may impact their ability to access learning, manage themselves and their behaviour in comparison to their peers. Therefore, they may require additional provision to feel supported, such provision are a result of

- Adverse Childhood Experiences (ACE)
- Social, Emotional, and Mental health needs (SEMH)
- Special Educational Needs (SEN) and disabilities (SEND)

Staff receive training to support pupils with SEMH, SEND or suffering from ACE. Staff are trained to be vigilant and understand that they should follow a graduated response shared in the SEND policy, if they recognise behaviours that suggest a pupil may have an undiagnosed need. In such cases-

- A specialist assessment will be carried out to establish a clear analysis of pupils needs
- Personal student passports will be developed, which will outline bespoke action plans to support the individual pupils
- Regular and consistent reviews will take place to assess progress and identify changes

Pupils with social, emotional and mental health needs experience severe difficulties in managing their behaviour and emotions, hence may exhibit inappropriate responses and reactions to situations. Adverse childhood experiences are traumatic experiences which may have detrimental impact on the learning and development of a child, for example, delayed social development, difficulty following social cues and building relationships.

The SEND coordinator will work closely with the pupil and will liaise with external agencies where required such as educational psychologist to determine a suitable support plan, which will be outlined in their bespoke student passports. This will be shared with teachers, who will be able to recognise when pupils with learning difficulties or special needs are exhibiting challenging behaviour. Therefore, although all pupils are subject to following the sanction system, when applying behaviour sanctions, teachers are mindful of possible adjustments that need to be made.

For example, if a pupil is diagnosed with ADHD, and persistently presents challenging behaviour such as struggling to follow instructions, fidgeting or leaving their seats. In such cases sanctions will not rectify this issue. Teachers will recognise this is not intentional misbehaviour, therefore instead of applying the sanction system, the SENDCO will develop a support plan to mitigate the effect on the child's learning. Such as providing the pupil with a fidget spinner, or fidget gadget that can mitigate their hyperactivity and prevent distraction. The pupil may be provided with a time out card, this way instead of distracting the class when they lose interest or struggle to stay seated, they can choose to utilise the card only twice during a lesson, and determine their own break time, this break will be timed for 2 minutes only. This allows the pupil to take a mental break, leave the stimulated classroom, and return when feeling calmer and ready to work.

Additionally, when tracking behaviour concerns, the behaviour lead is responsible to investigate and consider if the misbehaviour indicates if the child is suffering or likely to suffer from significant harm if there is a possibility of unmet educational or special needs. If the behaviour lead feels there are underlying issues resulting in misbehaviour, the school will consider multi-agency assessments.

8J. RECORDING BEHAVIOUR

- All behaviour incidences resulting in rewards or sanctions are recorded in the behaviour system log and pupil passports.
- This log is monitored consistently by the admin, behaviour, pastoral, attendance lead and the Headteacher to identify areas of strengths and concerns resulting in early intervention through behaviour coaching to prevent reoccurring misbehaviours.
- The behaviour log will inform the rewards received by pupils based on their merit count.
- The behaviour log will also inform the leading house group for positive behaviours.
- The sanctions log will inform the sanctions received by pupils based on the level of the pupil and severity of the misbehaviour.

8K. LATENESS TO SCHOOL

- We expect 100% punctuality from pupils, arriving to school on time, sets the tone for the remainder of the day, and ensures no learning time is lost.
- If a pupil arrives late to school, they will receive a 30-minute after school detention on the same day.
- Parents and carers will be notified of the detention on the same day.
- If punctuality concerns persist, parents will receive phone calls from the attendance lead.
- If pupil punctuality falls below 95%, parents will be invited to school to speak with the attendance lead who will devise an action plan to prevent pupil lateness.

8L. FAILURE TO MEET DEADLINES

- If pupils fail to meet deadlines for homework, assignments or extra-curricular activities, teachers will issue a detention.
- In the first instance a lunchtime detention will be organised, the pupil will have the opportunity to use this time to complete their homework.
- If this reoccurs, the standard, one hour afterschool detention will be issued and pupils will be expected to complete their homework before the detention.
- Parents will receive one week's notice for longer detentions.

8M. SUSPENSIONS (FIXED TERM EXCLUSIONS)

- A suspension is a fixed term exclusion for a specific period time.
- Suspensions should be used sparingly in instances of severe, persistent misbehaviour or the accumulation of demerits and detentions.
- Upon suspension, parents will receive a phone call and letter detailing the reasons and action plan for the suspensions.
- Suspensions can take place for a minimum of half a day and maximum three days.
- Upon the pupil's return to school, they must be accompanied by their parents to discuss the behaviour action plan moving forward.
- Pupils may then receive a behaviour report to monitor their behaviour as they return to the classroom.
- During suspensions pupils are expected to complete the work assigned for them and to upload their work online to Google classroom, where teachers can ensure they are not missing learning time.

8N. PERMANENT EXCLUSIONS

- Permanent exclusion is a harsh sanction used sparingly as a last resort.
- The decision to exclude a pupil permanently should only be take in response to a serious or persistent breach of this policy, with consideration that the pupil's presence in school would result in serious harm to the education and welfare of other pupils in the school.
- Upon exclusion, the local authority will be immediately informed.
- All exclusions will be in line with Government guidance, SGA will take into consideration the legislation detailed before making a decision to exclude a pupil. The decision to exclude will be a unanimous agreement of the senior leadership team, who will ensure the sanction is proportionate, fair, rationale, reasonable and lawful.

Legislation and guidance-

- DfE – Exclusion from maintained schools, academies, and pupil referral units
 - DfE – Behaviour and Discipline in Schools
 - The Disability and Discrimination Act
 - Equality Act 2010
 - Keeping Children Safe in Education
 - Code of Practice for Special Educational Need
 - The Children’s Act (with particular reference to children in the Care of the Local Authority)
- The leadership team will ensure thorough and detailed investigation take place prior to reaching the decision to exclude.
 - The Headteacher will consider mitigating factors and extenuating circumstances contribution to the poor behaviour such as bullying, special educational needs, mental health concerns and bereavement.
 - Following DfE guidance, when a pupil is at risk of exclusion, the school will explore avenues for early intervention to identify underlying causes of the poor behaviour. A review of the pupil passports will take place if the pupil has any special needs or disabilities, to inform a review of their support system. The school will also consider a multi-agency assessment for persistent misbehaviour that is disruptive and aggressive.
 - Before finalising the decision to exclude a pupil, the Headteacher will consult with the Governing body and trustees.
 - Once authorised, parents will be invited to the school for a face-to-face meeting.
 - Upon exclusion parents will receive an official letter from the school stating the type of exclusion the child has received (fixed term or permanent), the details and reasons for exclusion, and the next steps parents should take to ensure smooth transition.

80. POSITIVE HANDLING

- In cases where pupils commit a violent/aggressive offence resulting in harming themselves, peers, staff or damaging property, members of staff have the authority to use reasonable force to main order and discipline.
- The Senior Leadership may also use positive handling during search and confiscation to search for prohibited or banned items.

8P. SEARCH AND CONFISCATION

- Staff members have the authority to confiscate, retain and dispose of pupil’s property as a sanction, provided it is justified and reasonable in the circumstances.
- Leadership also has the authority to search pupils without consent for ‘prohibited/banned items’ including-
 - Weapons, knives, guns
 - Illegal drugs
 - Stolen items
 - Alcohol
 - Vapes, cigarettes, e-cigarettes, tobacco
 - Fireworks
 - Pornographic media
 - Items used to cause an offence, injury and damage to people pr property

- Any items prohibited by the school to be used in school time, such as phones, headphones, iPod, iPad, laptops, tablets, jewellery, unprescribed/prescribed medication taken without informing staff
- Items such as pornography, knives, weapons, guns will be handed to the police, other items such as phones, vapes and jewellery, etc will be confiscated until the end of term or the end of year, it is up to the discretion of the headteacher if and when to return the confiscated items.

9. USE OF CCTV

CCTV is utilised and in operation 24/7 within the school for the purpose of safeguarding. It can be used as evidence during investigations, and used to identify the time, issue, incident and ensures reliable evidence in consideration of allegations. This is imperative to deduce appropriate sanctions based upon reliable evidence.

10. COMPLAINTS AND APPEALS

If a parent is unhappy with the way a behaviour management or disciplinary situation has been dealt with, they may address their concerns to the Headteacher. Parents whose concerns are unresolved have recourse to the school's formal complaints procedure (Please see complaints policy).

11. MONITORING AND EVALUATING

The behaviour lead and Headteacher monitor the effectiveness of this policy consistently on a regular basis. Weekly behaviour meetings and behaviour department analysis and reviews provide senior leaders with the tools to make changes, and recommended for further improvements. Leaders provide necessary group and individual training for teachers to effectively utilise this policy. The behaviour log systems accounts for all incidences of misbehaviour leading to sanctions, and monitors the rewards and sanction received by each pupil. This ensures that pupils receive the rewards they deserve, and face the consequences for the sanctions received as outlined in the behaviour for learning pyramids (See appendix).

12. REVIEW

This policy will be published and promoted throughout the school. This policy is in line with guidance provided by the department of education and relevant legislation and will be reviewed annually. If the behaviour department identifies recommendation to improve the policy and department, the governing body can review the policy earlier to make the necessary changes.

APPENDIX 1- The Language of Choice – 3 Steps to Success

Step 1- Statement of reality (tell them what you see)

“Aisha, you’re out of your seat”

Never ask a pupil why they are doing what they are doing. It is confrontational and you don’t actually need to know why they are doing it – they just need to stop it! After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script.

Remember: you need to give them time to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2- Describe the behaviour you want to see, ending the statement with a thank you

“Inaya, you need to take a seat, thank you”

Rather than starting or ending your statement with please, use a thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do. Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3- Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you must deliver consequences or the child will learn that you do not follow threats through).

“Salma, if you choose to continue to leave your seat without permission then you will receive a demerit and be moved to the isolation table... It’s your choice”

Although it’s easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice.

Every child loves to be praised on the inside, even though they might not show it on the outside.

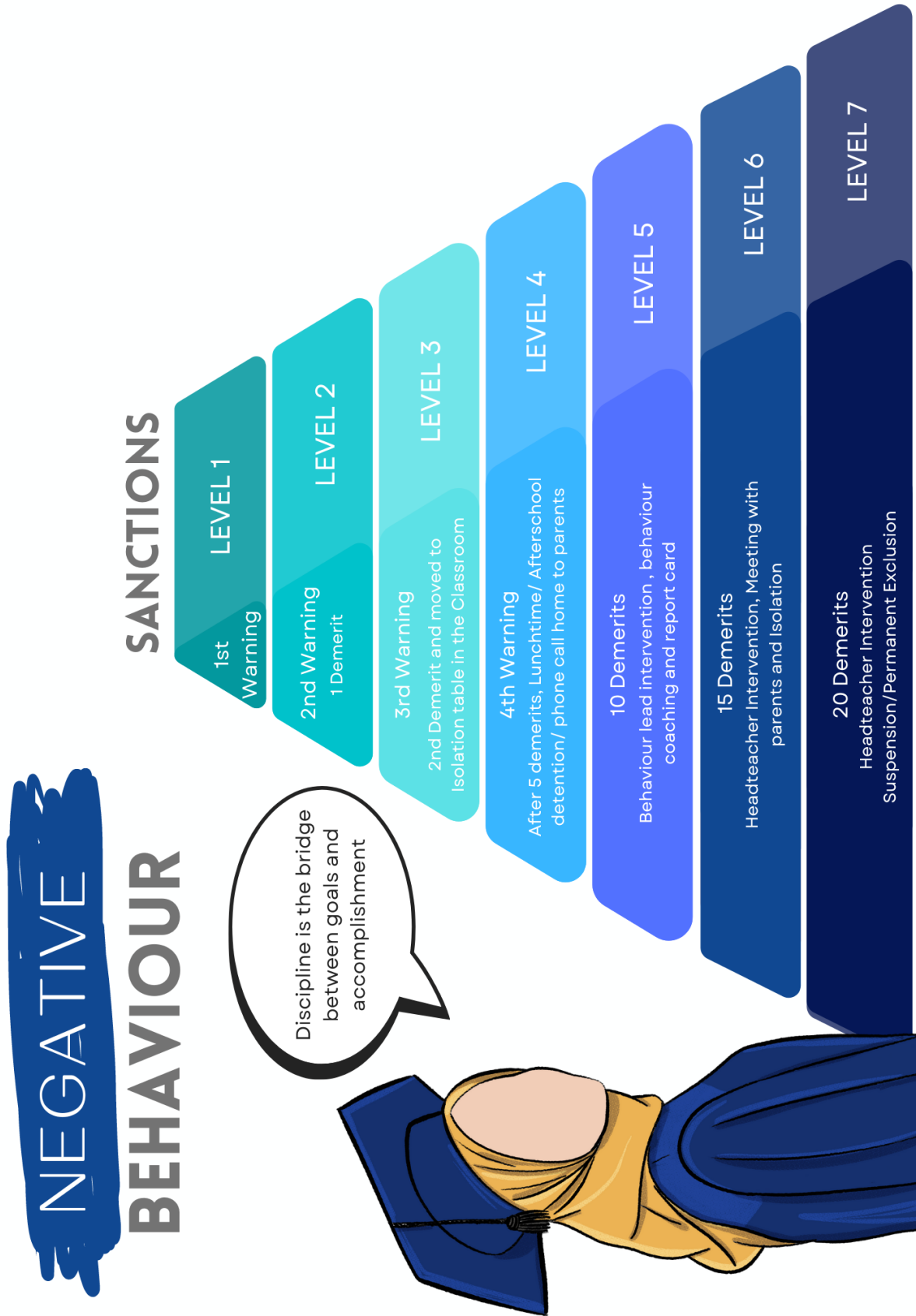
“Well done, Salma, you made the right choice”

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then it’s absolutely simple: you follow through with the consequences you stated (as contained in the behaviour pyramid. Don’t cave in to their protests as you carry out the consequences- if you are consistent, the methods outlined will work. You should repeat the school values and culture when low level disruption arises e.g. ‘In our school we respect one another’ which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal ‘against’ them.

APPENDIX 2- REWARDS PYRAMID



APPENDIX 3- SANCTIONS PYRAMID



APPENDIX 5- AWARDS AND CERTIFICATES



POSITIVE POSTCARD

PUPIL NAME

Has achieved 5 merits, demonstrating excellent dedication and brilliant efforts towards her studies

Ms. Bibi
Behaviour Lead



Ms. Naaz
Headteacher



ATTENDANCE AWARD

THIS IS PRESENTED TO

For outstanding dedication to learning and achieving 100% attendance

Ms. Kausar
Executive Headteacher



Ms. Naaz
Headteacher



GOLD AWARD

THIS IS PRESENTED TO

For outstanding effort, dedication and achievement

Ms. Kausar

Executive Headteacher



Ms. Naaz

Headteacher



SILVER AWARD

THIS IS PRESENTED TO

For outstanding effort, dedication and achievement

Ms. Kausar

Executive Headteacher



Ms. Naaz

Headteacher



PLATINUM AWARD

THIS IS PRESENTED TO

For outstanding effort, dedication and achievement

Ms. Kaiser
Executive Headteacher



Ms. Naaz
Headteacher



DIAMOND AWARD

THIS IS PRESENTED TO

For outstanding effort, dedication and achievement

Ms. Kaiser
Executive Headteacher



Ms. Naaz
Headteacher



RUBY AWARD

THIS IS PRESENTED TO

For outstanding effort, dedication and achievement

Ms. Kausar

Executive Headteacher



Ms. Naaz

Headteacher



EXCEPTIONAL AWARD

THIS IS PRESENTED TO

For outstanding effort, dedication and achievement

Ms. Kausar

Executive Headteacher



Ms. Naaz

Headteacher

