**Behaviour and Discipline Policy**

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| Date reviewed | September 2025 |
| Reviewed by | Headteacher |
| Approved by | Proprietor |
| Planned Review date | September 2026 |

**RATIONALE**

All pupils have the right to learn without the concern of it being disrupted by others.  All pupils have the right to travel to and from school, and to have their time at school, free of physical or emotional harm. To achieve this, the school needs to have a clear set out policy regarding discipline, which is understood by all those who are involved in and with the school.  The purpose of this policy is to set out a clear, understandable discipline structure within which children and adults work in school.  We base our policy on the principle of respect - for all adults and children in school, and on respect for property.  We aim to encourage parents and carers to be involved in helping the school ensure good behaviour by all pupils.

**AIMS**

We wish to promote an atmosphere about school, which is conductive to effective teaching and learning.  We would want everybody in school to be:

· Calm

· Caring

· Considerate

**GUIDELINES**

***Expectations***

We recognise that most children, most of the time are well behaved and work hard. We believe that good discipline is the responsibility of all who are involved in the school. We aim to bring in positive changes through the rules that we use. In order to do this, we expect that pupils will need to be *taught* what these codes of conduct mean, and about the behaviour that is associated with them. Once taught, then it will need to be *rehearsed,* allowing the children to assimilate the good practice. This process will happen quicker and in a much more relaxed fashion if the children are repeatedly *encouraged.* All informal contact contributes to good behaviour. To control that behaviour, we need to take the initiative at every opportunity. Staff can do this by:

· Being punctual to greet pupils throughout the day.

· Setting high standards ourselves.

· Escorting classes around school in orderly lines.

· Enjoying relating to pupils.

· Dealing with all misbehaviour - *to ignore it is to condone it!*

· Teaching strategies for managing peer disputes.

To ensure that we can achieve these standards the school should adapt its practices and systems to ensure they do not stand in the way.

**PROBLEMS**

Problems will always occur however effective the behaviour policy proves to be.  Problems are caused by children who forget rules, by children who deliberately flaunt the rules, or by those who are learning and testing the boundaries of acceptable behaviour.  In order to be effective, we will have to tackle each of these deviations, but our reaction may depend on the reason the problem has occurred.

**DEALING WITH PROBLEMS**

· Avoid confrontation

· Listen

· Establish the facts

· Judge only when certain

· Use punishment sparingly – in very small steps

· Try to build redemption into any punishment – don’t back the child into a corner

· Use wit and humour without sarcasm

**Rewards**

In order to encourage good behaviour, and to promote self-esteem within pupils, we should have a good system of rewards and praise.

***Verbal***

· Smile, thumbs up etc.

· Praise – public or personal

· Humour

***Extrinsic***

Pupils who show good behaviour, attitude, respect and who apply themselves in their work can be rewarded by receiving Merits from their teachers.

Merits are split into two pieces; one piece is worth 5p which can be spent in tea stall or tuck shop. The other half is collected by the form teacher, at the end of the term the student with the most merits is taken for a treat. From each class a merit draw will also take place where a student will be selected at random for a treat. This gives all students a possible chance of getting an end of term reward.

**Merits can be accumulated in school lessons by:**  
a) Progress in levels  
Term 1 "progress" is to *maintain* or *move up* from previous grade  
Term 2 "progress" is to *move up* at least one grade  
Term 3 "progress" is to achieve target level  
b) A or B grades for homework (2 lifelines only)  
c) A or B grades for classwork (2 lifelines only)

**Points can be accumulated in Ilm class by:**  
a) Regular and consistent learning of sabak.  
b) Taking notes in lessons and maintaining good standards of writing and presentation in exercise books.  
c) Exam time only - students who gain more than 75%.

d) Consistent learning in Mutala.

**Positive Learning Strategy - School Expectations**

The school operates a **Positive Strategy** that **rewards success** and **applies consequences** when pupils fail to meet expectations.

If one of our pupils breaks a rule, they will be given a warning and a reminder about the importance of behaving in the proper manner. If the same student breaks the same rule for a second time in the same lesson, a ‘B’ will be written in the student’s planner. Parents will be expected to acknowledge the B in the planner by way of signature. If a student manages to accumulate 5 or more ‘B’s in a week he will be placed on Tutor Report for the whole of the following week. If this report shows serious shortcomings, the student concerned will be placed in isolation for a full day.

If pupils repeat this sequence a second time, they will be suspended from school and sent home. Parents/Guardians will be asked to come into school to discuss the issue.

**PREPARATION AND PRESENTATION**

The school will contact parents of students who fail to adhere to the expectations of Eden Springs Girls Secondary (as per agreement) or fail to attend school prepared for learning as well as being presented in an acceptable manner. For example, a child who does not have stationery, completed homework, planner or the correct uniform will have a note made in the planner and parents will subsequently be contacted informed of the situation and will be requested to bring into school the missing items. If these issues persist, sanctions will be placed in order to help provide a timely reminder to adhere to the minimum standard required by the school. These sanctions may be in the way of (but not exclusive to) after school detention.

The school encourages students to adopt the Sunnah method of dress and appearance which is reflected in the school uniform.

**Serious Incidents**

Sometimes a child may behave in a way in which the above steps may not be the correct way to deal with these incidents. In this situation, a Poor behaviour log from the main office will be completed. There will be a separate log for Bullying incidents.

These incidents can be any one of the following:

· Bullying

· Defying the Apa’s (Teachers)

· Physical Assaults

· Vandalism

· Insolence

· Repeated disobedience

· Truancy

· Aggressive behaviour towards a member of staff or another pupil

The Headteacher and / or Deputy Head will decide what action will be taken. This may be any one of the following:

· Pupils made to sit outside the class and work on their own.

· Detention (during breaks or after)

· Tutor / Headteacher report

· Phone call home

· Call parents in for a meeting

· Final warning issued

· Suspension

· Exclusion

***In extreme circumstances*** where a serious incident occurs, the Headteacher should be sent for immediately.

Notes will be taken at all meetings and of all incidents, and a copy placed on the child's file in the office and in the school's incident file. Parents will receive a copy of notes of all meetings they attend. In extreme circumstances, the Headteacher may take the decision to exclude a child from school. This action could be taken if:

It is considered that by allowing the pupil to continue to attend school this would be seriously detrimental to order and discipline in the school or to the educational wellbeing of the pupils there.

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 The parent of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school.

**LUNCHTIMES AND PLAYTIMES**

***Good behaviour is:***

· Speaking quietly and politely to each other

· Playing only in places where you are allowed to go

· Going outside with no fuss

· Using the correct door

Where difficulties occur, the matter will be reported to the supervisor who will take the necessary action. This may include 'time out', keeping the child with an adult, or loss of privileges. More serious or persistent transgressions will be reported to the class teacher at the end of lunchtime, for further action. The class teacher will keep lunchtime staff informed of the outcome of this. The Deputy Headteacher is available at lunchtime to deal with any issue which is serious and cannot wait for the class teacher. If transgressions become persistent, pupils will be required to stay indoors with a teacher supervising them.

***Behaviour which might warrant reporting to class teacher:***

· Persistent disobedience

· Fighting or bullying

· Use of foul or abusive language

More serious behaviour would be dealt with in accordance with our behaviour policy. When dealing with problems we must stay calm and follow the advice in ‘Dealing with problems' on page 14 of this booklet.

***If things go wrong:***

· Draw the child to one side

· Speak quietly but firmly, separating the child from the behaviour (e.g.,“I didn’t expect this sort behaviour from you…”

· NEVER pull, push, or poke a child

· Tell the child what you have found unacceptable

· Tell the child that if these actions are repeated, their teacher will be informed

· If the problems re-occur, remind the child why you report them. Keep your voice low and keep calm

If the system is followed fairly and consistently, it is hoped that the break times will be trouble free. Remember that praise is far more powerful than censure.

**MONITORING**

Monitoring will be by discussion at staff meetings, feedback from lunchtime staff, and level of reward at assemblies. The Headteacher will monitor merit record each term.

By following this policy consistently, the standards of behaviour which we wish to see in and around school will be uniformly demonstrated in all pupils. Children will see this consistency as 'fair' and will understand the consequences of their actions.