



Madni Academy

A quest for faith and knowledge

EARLY YEARS

PRIMARY

SECONDARY

Behaviour, Discipline and Exclusions Policy

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Introduction

Madni Academy is a faith-based school and a place where Islamic values form the basis of all our policy and practice. We act as a Muslim family aiming to foster a culture of respect and tolerance for all.

On the authority of Abu Hamzah Anas bin Malik (may Allah be pleased with him) — the servant of the Messenger of Allah (peace and blessings of Allah be upon him) — that the Prophet (peace and blessings of Allah be upon him) said: “None of you [truly] believes until he loves for his brother that which he loves for himself”. [Al-Bukhari] [Muslim] (Reference: 40 Hadith Nawawi 13, Hadith 13).

As such, we strongly believe that high standards of behaviour, positive relationships, respect, and kindness are at the heart of a successful school that enables all pupils to develop as a whole person.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We will work as a partnership between parents/carers, students, and staff to ensure that the school’s values become central to the lives of our students.

Discipline is an issue in which no compromise can be accepted. Islam emphasises the need for discipline as an essence to living.

Based on the teachings of the Quraan and the Sunnah of the Prophet Mohammed (Peace be upon Him), students are expected to help maintain an atmosphere conducive to learning with courtesy and mutual respect, have good Islamic manners and to show care for the school and its community as basic requirements of their religious identity.

We will establish and maintain high standards of behaviour by ensuring our teachers are being consistent about routines and detail. It means addressing a pupil’s actions when they do not meet expectations, whether this concerns the way uniform is worn, equipment, promptness to class, or actions and language towards one another.

The emphasis is on promoting good conduct. This should result in the reduction and ideally the disappearance of misbehaviour.

The principles and techniques by which we will create a strong school culture and ethos are set out within this policy.

1. Policy Aims

This policy aims to:

- To contribute to mutual respect in accordance with the Sunnah of the Prophet Mohammed (Peace be upon him)
- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions

1. Positive Climate for Learning

Teaching and support staff will create a classroom environment and establish a climate for learning which empowers pupils to meet the expectations of the Code of Conduct.

This climate for learning will be created through the implementation of the routines/techniques below.

Staff will have training in the key routines, and they will be an integral part of our induction process and ongoing personal development.

The objective for this will be to establish the norm that all staff are expert practitioners in terms of managing classroom behaviour and establishing a positive climate for learning.

Lesson routines are familiar actions or approaches that a teacher or a pupil uses on a regular basis in order to set the right climate for learning and to aid efficiency. Please see '**Core Routines**' (2.2) for more information.

1.1 Uniform expectations: If we set our standards high with our expectations around school uniform, pupils will understand that we will be intolerant of other forms of poor behaviour.

1.1.2 Least invasive intervention: We never want to let pupils get to a stage where they are poorly behaved. We want to narrate the positives and when appropriate to do so and quietly correct the negatives. When pupils have slipped and are not behaving as staff expect then the use of non-verbal cues and/or anonymous corrections should be employed skilfully by staff. For example, a pupil swinging on his or her chair can be corrected by a non-verbal signal or a gentle tap on the back of the chair as you walk past.

1.3 No opt-out/bounce back: It is important that all pupils are expected to answer questions and actively take part in lessons. If a pupil cannot answer a question, ensure that they do not have the opportunity of opting out. Staff must establish and communicate the expectation that is perfectly acceptable and indeed valuable, to offer an incorrect response to a question intended to check for understanding, however; it is unacceptable not to try.

1.4 Right is right: Staff will set a high standard of correctness and not accept partially right answers, even if the pupils have tried hard. Staff will be positive and supportive but always hold out for the correct answer. "We're almost there. Can you find the last piece?" "That's such a good answer, I wonder if you can re-phrase the last part to make it an excellent answer?"

1.5 Format matters: Similar to 'uniform expectations', if we ensure that pupils take pride in the format of their written work and the standards, pupils will want to do better themselves and will be less likely to be the cause of low-level disruption.

1.6 Seating plans: Seating plans can be an effective way of managing classroom space. Staff should use seating plans as a means of supporting pupils and a way to ensure that the most concerning pupils are sat apart, and in a place where staff can be proactive in challenging their behaviour before it effects the learning in the lesson.

1.7 Strong voice/body posture: By varying tone, pace and/or posture, staff can help to indicate disapproval of certain behaviour without unduly interrupting the learning during the lesson

1.8 Tidy room: There are reasons why it is important to have a tidy classroom. A tidy classroom sets a good example for pupils and implies that staff care about the pupil, their learning and the work they complete.

2. Behaviour Standards Expected by Pupils Each Day

2.1 Our Pupil Code of Conduct

- I will strive to achieve my academic potential by
- Being punctual: arriving on time to school, with the right frame of mind to work hard
- Being organised: making sure I am equipped for learning, and I have my books and any necessary stationery for all lessons. I will also leave my classroom clean and tidy.
- Being calm: speaking clearly and listening to others carefully. Madni Academy is a no-shouting environment.
- Not running inside the school when moving around the building
- Being purposeful: being focused during class and moving between lessons quickly
- Being resilient: giving my best at all times, and always giving 100%
- Being respectful and courteous towards all adults placed in charge of my care.

2.2 Core Routines

Routines are familiar actions or approaches that a teacher or a pupil uses on a regular basis in order to set the right climate for learning and to aid efficiency. When they operate at their best, they are non-intrusive, but effective in their execution.

Not every recurring event or situation is covered by a routine and there may be differences in how routines are carried out from department to department. The reasons for this may be pedagogical or practical (e.g. areas of the school where classroom doors might be closer together making line-ups in the corridor impractical).

In all cases it is important to define the behaviour and responses we expect for each routine with pupils. It is only through clearly expressing, demonstrating and practising routines with pupils that they will become fully competent and as a result the purpose of the routine is realised.

The school has a behaviour policy based on positives and negatives.

3. Rewarding Positive Behaviour

At Madni Academy we have developed a Reward system which we believe to be both simple to understand and effective. The Positive Behaviour pyramid illustrates our Reward system which is reflected within the House Groups.

(4) House Groups

On entry to the school each student will be assigned to one of eight 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 tutor group.

The main aims of the houses are to:

- Create a real sense of 'Muslim sisterhood' and community atmosphere within the school

- Improve the support, care and guidance students receive about 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 and 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 thought of and are the names of Sahaabat;s. The purpose of this is to inculcate and encourage our students to be influenced by the lives/virtues of these illustrious women of Islam.

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 5 positives this week, or no negatives this week).

Positives

Teachers are to ensure that they are consistent in awarding positives to all pupils throughout years 7 to 11. Teachers should only award positives for achievements set out on the positives sheet.

Positives should be recorded in the student's planners along with the teacher's signature and date. During house group sessions the house leader is to log the positives for their group on the spreadsheet located on the shared drive.

At the end of each term the positive points will be totalled by the house group coordinator. The house with the most points will be awarded with an activity, event or reward

By the end of the year all students should have achieved **400** positives to be able to go on the end of year school trip.

Furthermore at the end of the term and academic year any individual student who has achieved the most positive points will be given a special award in recognition of their achievements.

Rewarding achievement is a very important means of motivating students and informing parents of their child's achievements. A number of methods have been selected.

In addition to the positives system, various other methods are used by staff to reward achievement including:

- Verbal Praise
- Written comments in planner
- Positives for good work/behaviour
- Subject certificates
- Awards
- Good news certificates

- Head Teachers Award

4.1 Class of the Week

The 'Class of the week' is in recognition of best attendance of the week. They are mentioned in the Monday assembly and their class is displayed on the student notice board.

Other weekly awards are as follows:

- Best class attendance of the week- rewarded with 10 mins extra lunch on a Monday. They will leave lesson 4, 10 mins before actual lunch.

4.2 Student of the Month (nominated by all staff)

A student is nominated for this award at the end of each month, one student from the KS3 & KS4. Their name will be announced on the last Friday of the month in assembly.

The criteria for Student of the month is as follows:

Outstanding Behaviour

Excellent attitude towards work

Excellent effort

Completes homework on time

Respectful and courteous

Helpful and thoughtful to others needs

The student of the month will be rewarded with a free lunch (of their choice).A certificate will be displayed on the student board.

Good News Postcards

Staff are encouraged to send postcards home to students (at the end of the Month/Term) acknowledging ongoing effort and achievement.

4.3 Half Termly Awards Assembly

Each half term, pupils are recognised for achievement in the following areas:

- Outstanding KS3 and KS4 student of half term
- Special Consideration for extra Duties (Award extra positives)

The names are announced in the Friday assembly.

4.4 Termly Awards Assembly

At the end of the full term, pupils are recognised for the following achievements:

- Highest positives tally across the school
- Pupils with no negative incidents
- House Group with the most Positives
- Outstanding Attendance
- Outstanding Student of the Term from KS3 and KS4 nominated by teachers.
- Best Ansaar of the Term
- Most Improved. This category encourages pupils who do not meet the positive threshold or any other prize/award threshold. However, they have demonstrated significant improvement in three areas:
 - A. Attitude to Learning
 - B. Behaviour
 - C. Conduct

The names are announced in the whole school half term assembly.

4.5 End Year Awards Assembly

At the end of the year, pupils are recognised for the following achievement

- Highest positive tally across the school
- Pupils with no negative incidents
- Outstanding 100% Attendance
- 99% Attendance
- Headteacher Excellence Award
- Best Ansaar of the Year
- School Ansaar's receive award with Headteacher (Lunch/Ice Cream)
- Outstanding Student of the Term from KS3 and KS4 nominated by teachers.
- Mentors
- Ansaars of classes
- Most Improved. This category encourages pupils who do not meet the point threshold or any other prize/award threshold. However, they have demonstrated significant improvement in three areas:
 - A. Attitude to Learning
 - B. Behaviour
 - C. Conduct

4.6 Awards Summary

Incentive	Awards Milestone	Awards
Class of week	Weekly. Every 50 positives Each form Ks3 and Ks4, mentioned in Friday morning Assembly	<ul style="list-style-type: none"> - Form Tutor to hand out certificates during form Tutor time for any student who has accumulated 50 positives in 1 week. - Best class attendance of the week- 10 mins Extra Before lunch. - Display name of student on the student board

Monthly Awards	One student from Ks3 and Ks4, mentioned on the last Friday of the month in Friday Morning Assembly	-Receive a postcard home for hardworking students. - Outstanding student from KS3 &KS4 Will Receive a free lunch - 100 Positives certificate during form Tutor time -
End Of Half Term Awards	One student from KS3 and KS4. Mentioned in Assembly at the end of half term on the last day	- Outstanding attendance. - 200 Positives Silver Award Certificate and Stationary Pack - Special Consideration for extra duties) Positives
End Of First Full Term Awards	End of term Assembly	- Highest positives tally across the school - Pupils with no negative incidents - House Group with the most Positives - Outstanding Attendance - Outstanding Student of the Term. - Best Ansaar of the Term - Most Improved. - School Ansaars receive award with Head (Desert /Ice cream etc) - - 400 Positives Gold Award certificate and free school lunch - 600 Merits Platinum Award Certificate and Gift Voucher -
End Of Year Awards	End of Year Assembly	- Highest point tally across the school - Pupils with no negative incidents - Outstanding 100%Attendance - 99% Attendance - Headteacher Excellence Award - Best Ansaar of the Year - Outstanding Student. - Mentors - Ansaars of classes - Most Improved - Student Shura - 800 Positives Exceptional Award Certificate Ticket to End of Trip - Enrichment Activities.

4.7 Positives Summary

Positives can be awarded for the following positive behaviours. Only 3 positives per subject per day may be issued to realise the value, over rewarding decreases the value of positives.

Behaviour Type	Action
Homework Listening Participating in extra work Excellent Classwork	1 positive

Receiving a postcard Consistent Effort Helping to prepare for Functions Helping Others Truthfulness Exceptional Kindness Good Organisation Good Queueing Tidying up Coming prepared Punctuality Attitude to Learning Consideration for Others Appreciation of Difference Responsibility Showing Ambition Tolerance	
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5. Consequences of negative Behaviour

Poor behaviour is deemed by the school as a choice made by a pupil (although all efforts will be made to understand to what extent the pupil's personal circumstances have played a role in their current poor behaviour). We expect that all pupils meet the expectations of our Code of Conduct, the consequences of poor behaviour stem from not following the school's Code of Conduct.

A pupil can choose to behave appropriately or inappropriately. When a pupil decides not to follow the school's expectations and a lesson or activity cannot continue as planned, there will be a swift consequence to ensure that a teacher's planned lesson and the learning of other pupils is not disrupted or compromised.

We appreciate that pupils will make mistakes, and this is part of the learning process and growing up. However, where pupils act in a manner that is detrimental to their own wellbeing or the well-being of others, they will be sanctioned.

At Madni Academy, we aim to develop an aspirational culture where pupils are engaged in all aspects of school life and learn the importance of choosing to behave in an appropriate manner. These behaviours are modelled by all adults at all times.

Young people thrive best where there are respectful, trusting, appropriate and professional interactions between staff and pupils. As adults and professionals, we all have a responsibility to ensure our interactions with pupils are measured, controlled and appropriate.

However, there will be occasions when, because pupils have not yet developed the skills and habits of self-regulation, they demonstrate behaviours that are contrary to the good order and positive climate for learning we value as a school. When this occurs, it is important that as professionals we continue to try to engage them, rather than quickly use the structure to remove them from the classroom.

The removal of a pupil from the classroom should only be in exceptional circumstances. Removal from lesson should only occur where the behaviour cannot be tolerated a second time within the lesson e.g. direct and open defiance, swearing or behaviour that is unsafe – particularly in practical subjects, use of racist/antisocial language or unruly behaviours (see 'removal from lesson' procedures in this policy).

Where pupils act in a manner that is detrimental to their own well-being or the well-being of others they will be sanctioned.

Sanctions

Students have a right to expect fair and consistently applied sanctions for poor behaviour and 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.

Whatever sanctions are applied, the teacher should act quickly and decisively, leaving the student in no doubt as to why they are being punished. As far as possible staff should try and deal with situations themselves to show that they are in control, before resorting to outside help.

5.1 What do we mean by poor behaviour?

Our policy is based around three main aspects of poor behaviour also known as traffic lights, leading to 7 types of Sanctions.

Behaviour	Disruption Level
Yellow	Low level
Orange	Mid Level
Red	High Level

The different features of behaviour falling under the different colours are included at the end of this policy

5.2 Sanctions for Classroom Based Misconduct

There are seven levels to the sanctions used within the 'Behaviour for Learning' system, along with a traffic light system indicating low, middle or high level disruption. Which are clearly identified on the sanction pyramid 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 join the road to achievement.

Each member of staff must operate within the framework **CONSISTENTLY**. We will not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we operate within a logical and well-planned structure. All staff **MUST** behave within the behaviour policy, no sanctions outside of this policy to be issued.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

When a particular misconduct takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate “follow-up” strategy with each child’s case being viewed in an individual sense. This is the key area of flexibility.

LEVEL ONE – (FIRST VERBAL WARNING) Polite Reminder, Name displayed on Whiteboard.

It is anticipated that many students will receive the occasional FORMAL (VERBAL) WARNING, this is a polite reminder after an **initial informal warning**, during their time with us.

Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The **Level One- FORMAL (VERBAL) WARNING**, for BEHAVIOUR in lessons, though **not** recorded in the student planner, has two clear purposes:

(i) To indicate to students that they have done/doing something which is unacceptable;

Students must clearly understand the fact that they have received each warning and that the words **“FORMAL WARNING” must be used by the member of staff.**

LEVEL TWO – (YELLOW) (SECOND WARNING) - One Negative, written comment in planner. Or the accumulation of 5 negatives (what is the purpose of the comment in the planner)

A student who continues to behave unacceptably despite being given a FORMAL (VERBAL) WARNING is moved to LEVEL TWO and receives a SECOND WARNING. This must be WRITTEN in the ‘Negative section of the appropriate page of the Student Planner with a brief comment followed by clear staff initials.

If a student has accumulated 5 negatives then the Form Tutor should be notified and a .phone call/ Class Dojo message to parents’

LEVEL THREE – (ORANGE) THIRD WARNING. Move pupil to the isolation table issue a subject detention at break/lunchtime. The form tutor MUST also be notified . Or the accumulation of 10 negatives

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a LEVEL ONE and LEVEL TWO such behaviour always results in the student moving to LEVEL THREE.

In most cases students will be moved to the isolation table in another area of the room as the first part of the sanction. At this point Form Tutors should also be notified in writing so they may observe and chat with the student. If a student has accumulated 10 negatives then a parent meeting should be arranged.

Teachers may like to plan for such situations and decide, in advance, how they may wish to allow for this in their teaching rooms.

After the lesson the student should be kept back and counselled briefly about their behaviour. Students should be given subject detention for break or lunch time during which the student should be given work to complete or write a reflection note on their behaviour.

LEVEL FOUR – After school/lunchtime detention to be issued (30 mins/1hr) Message to parents on Class Dojo, inform the Behaviour Manager (BM) in writing with evidence of sanctions used, or complete the Serious Behaviour form Place student on report. Refer to pastoral team by completing an incident form available in the office, or via google drive.

At this point the classroom teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage (Level 1, Level 2 and Level 3).

Alternatively, it may be that a student behaves in such an unacceptable way and does not follow instructions so that the teacher has to move straight to LEVEL 4. E.g. Disrespect, verbal abuse, consistently talking, **not having school Equipment e.g, PE, Textile, Food or Art Equipment**. The student will receive a detention the same day (if the office staff are notified by 11.00am) or the next day. Detentions will be issued either for afterschool or at lunchtime.

If a student has accumulated **15 negatives** at this stage, then a parent meeting will be arranged and the student placed on school report by BM.

Parents will also receive information regarding the School Report process.

School Reports can be specific in aim, to monitor the circumstances which caused the LEVEL 4 sanction (e.g. a School Report targeting behaviour or attendance). Such tailored Reports focus both pupil and staff on the issues involved with that individual pupil. All pupils on School Report sign a Pupil Declaration, which clearly explains the reasons for, and conditions of, the School Report.

Reports, in the first instance, will be monitored by the Form Tutors and weekly by Behaviour Manager. Reports must be signed by a parent on a daily basis.

Students will normally remain on School Report for a period of Two CONSECUTIVE weeks. There may be some flexibility in the length of Reports, at the discretion of the BM/Headteacher team. (e.g. Student has ongoing mental health Issues)

If the student has not made any improvement, a meeting will be called with both parents to discuss the impact of this behaviour and to move the student to level six (Isolation) If after that there is still no improvement student will be moved to level 5 (Isolation)

LEVEL FIVE– (RED) meeting with parents, Headteacher intervention, placed in isolation. Or the accumulation of 25 negatives

At this point, it may be that a student behaves in such an unacceptable way. (E.g. assault, verbal abuse, Bullying, constantly misbehaving) that the Behaviour Manager and Head Teacher choose to move straight to LEVEL FIVE.

The Behaviour Manager will place the student in Isolation and parents will be contacted to advise them of this. The Headteacher will be notified and a meeting will be held with the student.

All staff will be notified via whatsapp message or during school meetings regarding any students who may be placed in Isolation. Isolations are arranged quite quickly therefore there may not be a lot of notice given. Staff will provide ample work that is self-explanatory for the student.

LEVEL SIX – TEMPORARY EXCLUSION (SUSPENSION) MEETING WITH PARENTS

Students who persistently break their contracts or commit a particularly serious misdemeanour can expect to find themselves at LEVEL Six.

Staff will be notified of students placed on temporary exclusion and will be expected to upload work for the student on google classrooms

Prior to or in some cases parents will be called in for a meeting between the student, her parents/guardians and the Behaviour Manager to discuss the behaviour/sanction and suspension.

At this point parents will be notified of the seriousness of this sanction. If a student is suspended on 3 separate occasions, they may be excluded from the school permanently.

Students who find themselves at level six will be removed from any school activities enrichment days, reward days and school trip days.

LEVEL SEVEN – PERMANENT EXCLUSION

The control of exclusion is entirely in the hands of the Headteacher and Governors.

A permanent inclusion can be imposed by the Headteacher for either an accumulation of incidents or a one-off serious offence in line with the school's 'Behaviour Policy'. Examples of such one off offences may include an unprovoked assault on another student, possession of a prohibited item, or any other unauthorised material, theft or abuse of 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)

5.3 Confiscation of any prohibited items:

If a pupil is in possession of any prohibited items, these will in the first instance be confiscated.

Examples are (The list is non exhaustive)

- Knives or weapons
- Alcohol
- Illegal drugs
- Mobile Phones
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any other item/ material that is a threat to the student/ others.
- Any material a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any item which is harmful or detrimental to school discipline.

If any prohibited item is found such as narcotics or mobile phones then the product will be seized immediately, and parents informed accordingly.

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

On occasions the need may arise to search student's bags. Teachers may carry out random bag searches whereby in-front of students the bag will be searched. Students should be asked to empty their pockets and bags in a respectable manner. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. All searches will be done using gloves.

The general power to discipline (as described in: Behaviour and discipline in schools Advice for headteachers and school staff February 2014) 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.

The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).

6 Corporal Punishment

Corporal punishments of all kinds are specifically and unequivocally banned at Madni Academy.

Staff are strongly advised to have no physical contact with pupils unless they are using minimum force for purposes of restraint, to prevent injury or damage. (Please refer to the school's Restraint Policy)

6.1 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform In any other way identifiable as a pupil of our school sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Sanctions for Misconduct Committed Around School

The sanctions system for these misdemeanours operates at seven stages. (see above)

All members of staff need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the, minimum" sanction they can expect to receive actually is whilst also being in a position to understand what the maximum sanction might be. (see Sanctions Pyramids)

Refusal to follow staff instructions is a good example. It might be that the incident is so minor that the member of staff concerned simply gives a verbal warning.

Alternatively, the situation could be so serious and confrontational that the teacher concerned needs to refer this to the relevant form tutor who, with the approval of the BM, decides that a period of Isolation is the most appropriate sanction.

6.2 Negative incident Examples

Behaviour Type Level 2 (Level 1 & 2)	Behaviour Type Level 3	Behaviour Type Level 4 & 5
Fidgeting Distracting others e.g. tapping, talking Disrupting a class Wandering Outside of Class Shouting out in Class Refusing to share Interrupting others speaking Failing to complete work in class Note passing in class Not following instructions Not following uniform policy Poor homework/ No Homework Wearing Jewellery Running in school Laughing needlessly during learning time Talking during learning time Swinging on chair Not following teacher instructions Leaving desk and area untidy Eating/drinking in class Using inappropriate language Attitude to Learning Chewing Gum	Spitting inside school premises Going in forbidden areas* Fighting Disrespect towards Staff Being disrespectful towards others Persistent repetition of yellow behaviour Using profanity (swearing Obscene language) Cheating on a test Cursing or inappropriate gestures Lying Embarrassing others Provoking others purposefully involvement or instigation of conflict Threatening others Name calling Throwing items in class Any UnIslamic Deed Playing Cards Wearing Make Up Continuously missing detention Sept 2024	Smoking in school or on route to and from school Verbal abuse or aggression towards peers or staff Verbally abusing or aggression towards staff Physical abuse/assault Bullying or behaviour which is harmful/hurtful to others Vandalism Racism Stealing Bringing into school or being in possession of illegal substances/items Sexual Misconduct Swearing

7 Negatives

In addition to the warnings for misbehaviour, negatives will be issued to students for poor conduct. Teachers are to ensure that they give out negatives only for the reasons set out in the negative sheet and that they are not handed out for minor things as this will undermine the whole system. No more than 2 negatives should be issued per subject/per day.

Negatives are to be recorded by teachers in the student planner and a record should be kept by the class teacher. House leaders should monitor the negatives for their house members and reprimand any students persistently being given negatives. Form Tutors should follow the Negative policy below.

When students receive negatives consistently then there will be further consequences i e;

Negatives	Sanction
3 negatives	Form tutor will be notified
5 negatives	Parents will be notified via a phone call or class dojo
10 negatives	Parents will be called in for meeting
15 negatives	Student will be put on report
25 negative	Students will be in isolation for 1 day.

Any student who receives more than 15 negatives in a term will not be allowed to partake in their houses award, should their house win at the end of the term.

Any student receiving 25 or more of negatives will not be able to go on a school trip or any school excursions during the term. It is the responsibility of the house group leaders to log and record negatives.

7.1 Internal exclusion (Isolation)

Where it is deemed necessary that a pupil needs a period of time away from timetabled lessons in order to refocus. The decision to place a pupil in internal exclusion is discretionary.

Internal exclusion can only be decided by a member of the Senior Leadership Team.

Pupils will continue to follow their studies whilst placed in internal exclusion.

- The incident will be logged and parents will be notified via a meeting, phone call or a message on class Dojo.
- Pupils will not be allowed to talk to each other unless it is a structured part of a teaching session in the internal exclusion room.
- Subject teachers will provide and mark work for pupils.
- If a pupil misbehaves whilst in isolation the Assistant Headteacher will be called to take appropriate action.
- Isolation will begin at 8.45 am and finish at 3.00pm. Length of time for isolation will be according to the misconduct of the individual student, it could be from half a day to a couple of days.

8. Lateness to school

Lateness to school is dealt with by the Attendance officer as the attendance Policy states.

(see School Attendance Policy)

9 Bullying

As members of Madni Academy students are expected to be courteous and polite to others at all times. The school has zero-tolerance on bullying; any student found to be bullying will be dealt with in accordance with the anti-bullying policy. All cases of bullying will be thoroughly investigated, parents will be informed and bullies may be excluded from school. (See school Anti-Bullying policy/Child on Child Abuse policy)

10 Violence

Students found to be violent either towards another student or a member of staff will be immediately excluded from school. Parents will be notified immediately and will be asked to pick their child up from school.

11 Pastoral Support at Madni Academy

The government's green paper in 2003 called Every Child Matters (ECM), identified five outcomes that are most important to children and young people:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. The outcomes are mutually reinforcing because children and young people learn and thrive when they are healthy and feel safe and engaged.

Any child or young person who is anxious or unhappy at school, is being bullied, has personal or family problems, suffers from low self-esteem, has poor attendance, has behaviour difficulties or is badly behaved, is unlikely to be able to make the most of their education.

At times, a child or young person's poor behaviour is as a result of problems they are experiencing. If the causes of the behaviour are identified and appropriate support is provided, the behaviour can be turned around.

11.1 Pastoral Referral Process

At Madni Academy our dedicated pastoral team is committed to improving the wellbeing and welfare of pupils at the school. They are responsible for providing the necessary support and guidance to pupils who need help with self-esteem, wellbeing related matters and anything that is of concern to the pupil.

The team can be made aware of support needed the following ways:

- Pastoral referral from a staff member
- Email to Pastoral Team

Once the form/referral is received, the pastoral team will identify the nature of the concern and investigate as required. In addition to this, pupils have the opportunity to speak with their class teacher or any other member of staff throughout the school day.

Once a referral is investigated, the referrer is updated on the outcome (bearing in mind confidentiality)

Monitoring and Evaluation

The Behaviour Manager will monitor the effectiveness of this policy and report to the Head teacher. The policy will be reviewed in May 2024.

Code of Conduct Pupil

BEING PUNCTUAL

Arriving on time to school, with the right frame of mind to work hard.

BEING ORGANISED

Making sure I am equipped for learning and I have my books and all necessary stationery and equipment for all my lessons. I will also leave my work area and my classroom tidy.

BEING CALM

Speaking clearly and listening to others carefully. Madni Academy is a no-shouting zone.

NOT RUNNING

Not running when moving around the building. Walking to the right side at all times.

BEING PURPOSEFUL

Being focused during all my lessons and moving between lessons quickly.

BEING RESILIENT

Giving my best at all times and always giving 100%.

BEING RESPECTFUL AND COURTEOUS

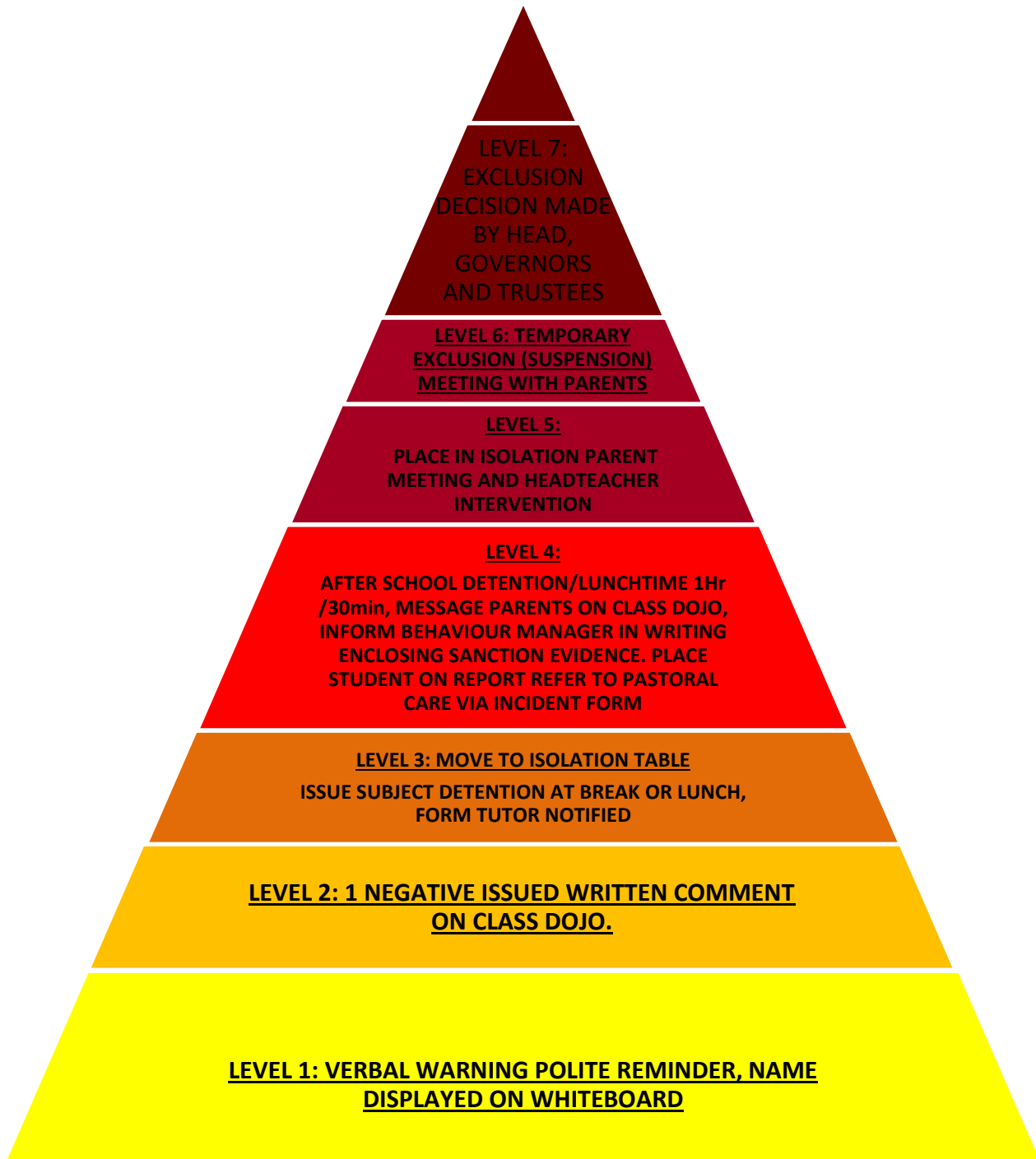
Respecting all adults, visitors and peers at all times

BEHAVE WITH GOOD CHARACTER TOWARDS THE PEOPLE.

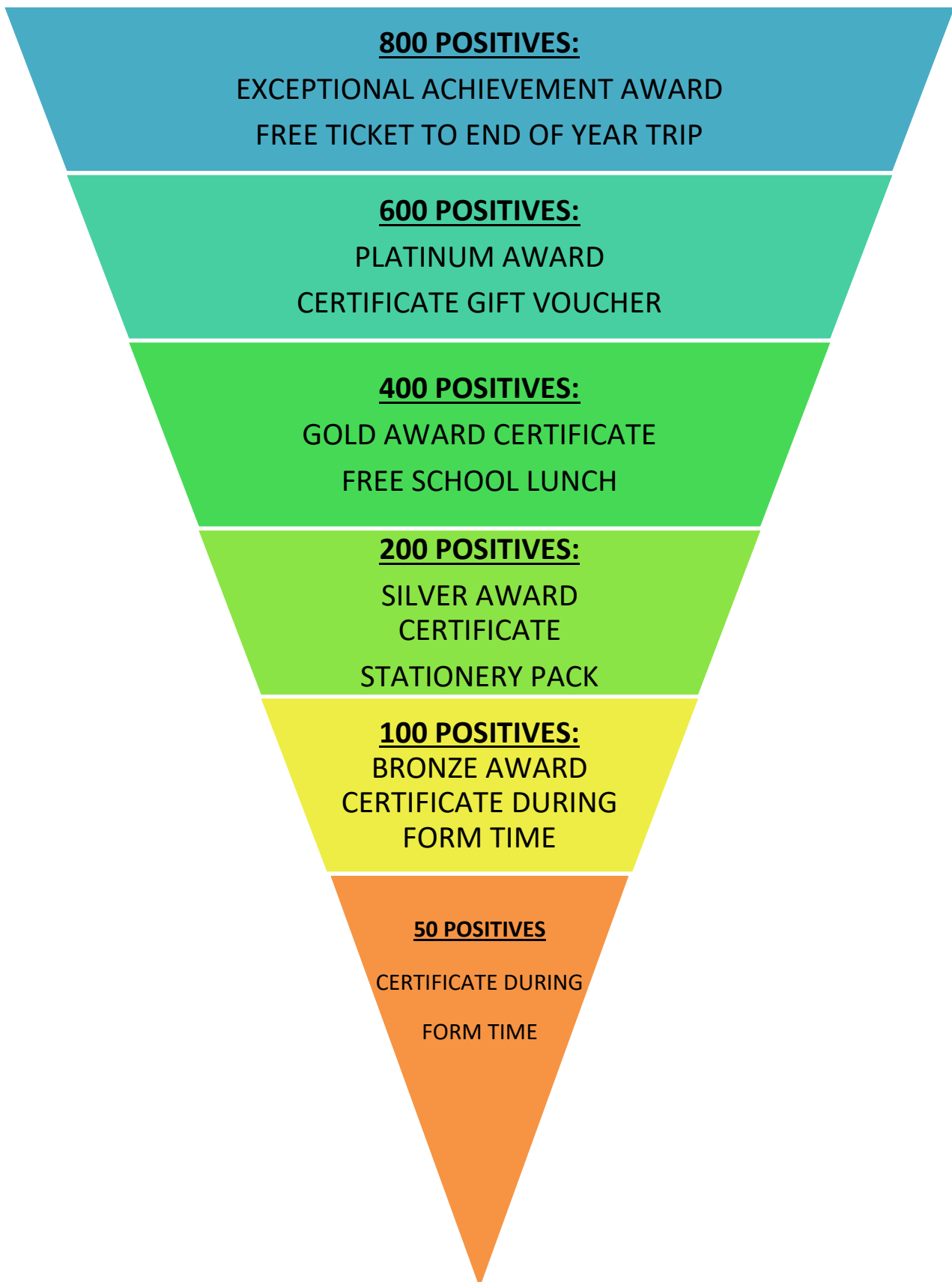
Source: Sunan al-Tirmidhī 1987, Grade; sahih

The Prophet SAW, commanded Muslims to behave well in every circumstance and with every human being, not simply to those who are close to us.

SANCTIONS PYRAMID



POSITIVE BEHAVIOUR AWARDS





Pastoral Care Report Form

Details					
Pupil:		Staff:		Year:	
Date:		Time:		Lesson:	
Location					
<input type="checkbox"/> Classroom	<input type="checkbox"/> Corridor	<input type="checkbox"/> Stairwell	<input type="checkbox"/> Playground	<input type="checkbox"/> Reception	<input type="checkbox"/> Assembly
<input type="checkbox"/> Toilets	<input type="checkbox"/> Lunch Hall (please specify location)		<input type="checkbox"/> Other (please specify)		
Incident Details					
Minor Concerns			Major Concerns		
<input type="checkbox"/> Disruptive Behaviour	<input type="checkbox"/> Disrespect		<input type="checkbox"/> Disruptive Behaviour	<input type="checkbox"/> Profanity	
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Dishonesty		<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Stealing	
<input type="checkbox"/> Non-Compliance	<input type="checkbox"/> Unprepared		<input type="checkbox"/> Threatening Behaviour	<input type="checkbox"/> Vandalism	
<input type="checkbox"/> Other			<input type="checkbox"/> Other		
Description of Incident					
Steps taken to address the concern					
Official Use <i>(to be completed by a member of the</i>					

<i>office team)</i>			
<input type="checkbox"/> Meeting with Pupil	<input type="checkbox"/> Loss of Privilege	<input type="checkbox"/> Peer Mediation	<input type="checkbox"/> Lunchtime Detention
<input type="checkbox"/> Internal Exclusion	<input type="checkbox"/> Phone Call Home/Class Dojo	<input type="checkbox"/> Parent Meeting	<input type="checkbox"/> Other (<i>please specify</i>)
<input type="checkbox"/> Other Action (<i>please specify</i>)			



BEHAVIOUR INCIDENT RECORD

DATE OF INCIDENT:	RECORDED BY:	TIME OF INCIDENT:				
NAMES AND CLASSES OF PUPILS INVOLVED:						
WHERE INCIDENT OCCURRED (HIGHLIGHT/CIRCLE AND SPECIFY IF OTHER)						
CLASS	HALL	PLAYGROUND	STAIRS	TOILETS	OUT OF SCHOOL	OTHER

HIGHLIGHT ANY SERIOUS BEHAVIOUR:					
BULLYING	CYBER BULLYING	DISABILITY	RACISM	SEXIST	HOMOPHOBIC
SEXUAL HARASSMENT	VIOLENCE	VERBAL ABUSE	DAMAGING PROPERTY	ATTITUDE TOWARDS ADULTS	OTHER

TYPE OF INCIDENT:

<ul style="list-style-type: none"> ○ BEHAVIOUR WITH OTHERS ○ Disturbing/talking over others ○ Rude behaviour or attitude ○ Refusing to sit/talk/help/work with others ○ Uncooperative with others ○ Rudeness (to students or adults) 	<ul style="list-style-type: none"> ○ VERBAL ABUSE ○ Persistent, intended to be offensive ○ Inciting others ○ Vicious/threatening including insults to family ○ Swearing – whichever language ○ Verbal abuse that is BULLYING
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<ul style="list-style-type: none"> ○ Persistent refusal to cooperate ○ Getting angry and unable to control feelings – Refer to senco ○ Other 	<ul style="list-style-type: none"> ○ Name calling ○ Spreading rumours ○ Other
<ul style="list-style-type: none"> ○ VIOLENCE ○ Jostling/pushing/grabbing ○ Fighting ○ Violent behaviour ○ Intimidating ○ Punching/kicking/hitting/scratching/pulling hair ○ Fighting ○ Violence that is bullying ○ Use of weapons ○ Loss of control in anger management ○ Other 	<ul style="list-style-type: none"> ○ PROPERTY ○ Abuse of personal property ○ Graffiti ○ Wilful damage to school property ○ Misuse of school property (e.g. throwing equipment) ○ Destroying own work ○ Damaging property ○ Stealing ○ Arson ○ Other

- **OTHER**
- Disruptive or disrespectful behaviour (only send to SLT if other sanctions failed)
- Disrespect towards adults
- Continuous defiance
- Creating a situation in which it is impossible for teaching and learning to take place
- Child is a danger to self and others
- Extreme views or actions that conflict with the ethos of the school
- Leaving class without permission

BRIEF
DESCRIPTION
OF
INCIDENT