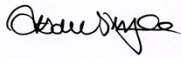
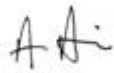


Behaviour policy



LONDON EAST ACADEMY
ISLAMIC SECONDARY SCHOOL FOR BOYS

Date agreed	Chair of Governing Body	Signature	Headteacher	Signature	Review
Sep 2017	Abdul Hayee		Askor Ali		Review as necessary

BEHAVIOUR POLICY

Rationale

We believe students behave best when they are motivated, involved, consulted and respected. We build on their intrinsic motivation, in preference to using punishments, threats or rewards. We aim to nurture an ethos of co-operation rather than punishment and control.

Our overriding concern is to do things *with* students rather than *to* them. When we have to deny choice, perhaps due to safety or external pressures, we explain our reasons. Students need opportunities to do better and feel good about themselves. We build on their sense of fairness and justice to develop awareness of rights and responsibilities. We believe students who treat others badly need help and guidance. Adults have a responsibility to try to act as role models in building and nurturing a School community.

The school will best achieve its educational aims if codes of conduct are accepted, understood, observed and pursued by all. The overriding aim should be to encourage self-awareness and self-discipline.

Aims

Encourage relevant, sensitive and constructive interaction between all staff, students and parents;

Develop and maintain a code of conduct and behaviour understood and accepted by everyone;

Build a secure, open and stimulating environment that is conducive to teaching and learning of the highest standard;

Develop in students a sense of self-awareness and sensitivity to others;

Endeavour to create a meaningful curriculum which offers choice;

Create an ethos in which all members of the school community feel valued and able to contribute;

Encourage students' participation in decision-making as preparation for taking an active role in society;

Help students learn to make informed decisions and take responsibility for their words and actions;

Recognising and praising appropriate behaviour;

Making clear the consequences of inappropriate behaviour; and

Always giving students 'another chance'.

Teaching and Learning

Staff must be on time to lessons and should greet their classes as they arrive;

Lessons should be well structured with a quick pace to avoid periods of inactivity;

Seating arrangements should promote good behaviour and effective learning.

Classroom Management

Staff should create positive ethos in their classroom and model good behaviour at all times;

Students must never be refused entry to a lesson;

If a class teacher is experiencing ongoing problems with a student or class, he must inform the Form Tutor/Duty Manager/Deputy Head/Headteacher, who will arrange appropriate support or advice;

If a student fails to attend a detention, it is the class teacher's responsibility to follow this up.

Out of Class Behaviour

All staff have a responsibility to challenge inappropriate behaviour outside the classroom;

If the member of staff does not know the name of the student, they should enlist the help of a senior staff available in identifying the student. Students are much less likely to behave poorly if staff know them or are persistent in identifying them;

Staff must be on time for all duties including break duty.

Staff should be present in the corridors at lesson changeover and help clear the floor at the beginning and end of break and lunch.

Communicating with Parents

The School recognises the value of working in partnership with parents.

Staff are encouraged to inform parents of positive behaviour and achievement through phone calls/letters home/face to face meetings.

Staff are encouraged to work with parents to plan behaviour or academic improvements through phone calls/letters home or meetings with parents.

Implementations and Organisation

We celebrate and acknowledge community and individual achievement. Genuine and un-patronising responses are sought, rather than "rewards" such as stickers.

Students are given opportunities to be involved in decision-making and to voice concerns, e.g. in the School Council and Class Council times. Opportunities are provided for students to talk, listen and be heard.

The main response to students treating others badly is to talk about it with the student. If a student is not completing a task we must reflect on the appropriateness of the task.

If there are occasions where a student is too disruptive to stay in the classroom they are accompanied to another classroom where they are encouraged to succeed. A very serious breach of behaviour, e.g. causing physical injury, will result in parents being asked to keep a student at home for some time to talk things over. On a student's return to class or the School there will be the opportunity for discussions with the student.

Students are not "sent out" to corridors or "outside the office". Their need to play is fundamental to their development and should be respected, so they are not kept in unnecessarily at break or lunch times.

Planning

We attempt to offer choice within the curriculum so that students' motivation is grasped.

We need to make sure that all students have achievable and challenging targets so that they can experience progress and success. Differentiation allows students to have appropriate learning tasks and provides maximum opportunities for success.

Class and whole School assemblies celebrate achievement and effort, and contribute to building the academic community.

Parents are welcomed as partners in the education of their students.

Entitlement

All students are entitled to feel safe and respected at the School. We expect all members of the School community to relate in a courteous manner. We consider all members of the School community to be linked in an endeavour to do our best and to adhere to the School Code of Conduct.

Monitoring

The School Council, parents and staff meetings are used to discuss behaviour issues. Records are kept primarily by the Form tutor in tutor files.

Roles and Responsibilities

Form Tutors/Subject Teachers:

- To create a positive and co-operative environment within their group;
- To discuss issues of behaviour and choices within their group and with individuals;
- To put on reports students who are cause of low level concern;
- To keep parents informed of positive and adverse performance of pupils
- To inform their line manager, or any other relevant person, of concerns
- To participate in all pastoral care meetings and activities
- To create a positive and co-operative environment within their group

Line Managers/Duty Managers/SMT members:

- To be a presence around the school;
- To ensure that staff carry out their responsibilities;
- To support and advise any member of their staff who is experiencing ongoing difficulty with a particular student/group;
- To support staff in meeting parents;
- To organise the temporary removal of a student while the situation is resolved;
- To ensure good order within their area;

To inform the Headteacher of any particular student/group causing ongoing difficulty.

Governors:

To ensure the school has an appropriate behaviour policy;
To monitor fixed term and permanent exclusions;
To be part of exclusions hearings when they are held;
To hold the school accountable.

Further Development

This policy needs to be used as a basis for discussion with students, staff, parents and governors. We need to investigate other practices which could contribute to our policy e.g. peer mediation and playground peacemaking.

Towards a better person

The school uses its reward and sanction policy in order to help students to become a better person. The students need recognition as well as reprimand/sanctions so that their conduct is modified and they continue to become a better person. Practitioners must use both policies (reward policy and sanction policy) in a balanced and intelligent way.

Stages of Action	Example of Issues/concerns	Sanctions	Actions/help
Stage One Tutor/Teacher	Minor issues in class and outside class e.g. talking while the teachers is talking, not maintain seating plan etc	5 minutes outside, moving position, playtime restriction, community service etc	Nasihah and practical advice by the tutor/teacher, take help from the Usrah
	continues with minor issues, H/W, C/W, lack of equipment, punctuality, lack of respect	15min detention break time lunch time after school and additional from above,	Further Nasihah and practical advice by the tutor/teacher, take help from the Usrah, dairy, phone call,
	continues with minor issues, H/W, C/W, lack of equipment, punctuality, lack of respect to staff and other students, rudeness, Write a referral/collate referrals from teachers	Further 15min detention break time lunch time after school and additional from above	Tutor warns that the continuation of misbehaviour will call for a meeting and signing an agreement between home and school. Record the date and time of phone call. Write a referral to pass to next stage.
Stage Two Green Report by the Tutor	Above + conflict with other students of a physical character	30 min detention by the Tutor and additional from the above break time lunch time after	1 st meeting between the parents and the tutor and signing agreement = agree additional sanctions. Inform Pastoral Head too

<p>Inform Pastoral Head</p>	<p>Above + conflict with other students of a physical character</p> <p>Referrals from teachers</p>	<p>school</p> <p>1 hour + Green Report by the Tutor (three weeks – refer to student behaviour monitoring doc.) Any serious incident during report period will call for one to three days exclusion and be referred to Pastoral Head.</p>	<p>While on report the tutor should closely monitor the student and counsel him. For any serious matter tutor sends a letter to the parents that the agreement is broken =keep record If his three weeks report is satisfactory , he starts afresh again One day exclusion for falling the Green Report, Write a referral to pass on to next stage. Refer to student behaviour monitoring doc.</p>
<p>Stage Three</p> <p>Yellow Report by the Deputy Head Teacher/Pastoral Head</p>	<p>Above + physical fight, serious misbehaviour,</p>	<p>2 hours detention or exclusion for one to three days including Internal exclusion on a PE day and an hour on a Saturday Yellow Report (three weeks)</p>	<p>2nd meeting of parents with the Deputy Head/Pastoral Head & Tutor and agree additional sanctions While on report the tutor should closely monitor the student and counsel him</p>
	<p>Above+ Referrals from teachers</p>	<p>2 hours detention or exclusion for one to three days including Internal exclusion on a PE day and an hour on a Saturday</p>	<p>Deputy Head/Pastoral Head teacher sends a letter to parents that the agreement is broken =keep record. If he passes in three weeks report, he starts afresh again. Refer</p>

		Yellow Report (three weeks)	to student behaviour monitoring doc. Two days exclusion for failing the yellow Report
Stage Four Red Report by the Headteacher	Above+ Referrals from teachers	Saturday 2-3 Hours (Head Teacher)	3 rd meeting of parents with the Head Teacher & deputy head agree additional sanctions
	Above+ Referrals from teachers	Saturday 3-5 Hours (Head Teacher) + Red Report (three weeks)	Headteacher sends a letter to parents that the agreement is broken = keep record. If he passes in three weeks report, he starts afresh again, refer student behaviour monitoring doc. While on report the Headteacher should closely monitor the student and counsel him. Three days exclusion for falling the Red Report
Stage Five	Above+ Referrals from teachers	Pass on to the Chair of Governors by the HT	Pass to the Chair of governors and propose withdrawal from the school, and exclusion if not withdrawn

Important Note: The above order will be followed for a student's persistent minor behaviour. However, sanctions can begin from any stage and a student may be excluded temporarily or permanently even from stage one if the action is deemed serious.

After sinning, one should not feel despair. Rather one should forward sincere repentance to Allah and rest assured that Allah Almighty will forgive his sin, as long as his repentance meets the following

conditions of sincerity, which we will call ABC of Repentance:

Admit: you must admit the guilt, knowing the impermissibility of the act you have done.

Feeling bad: You ought to feel remorseful for the sinful deed. This indicate that, deep down your heart, you feel sorry for that mistake.

Covenant: You must make resolution that you will never look back, i.e. you must enter into a sincere covenant with your Lord that you have totally closed those dark pages, and you will never open them again.

Feeling Remorse

Student behaviour monitoring procedure

This document is a part of overall disciplinary policy of London East Academy. Teachers should follow these procedures for low level of disruptions and improvement of Adab. For serious incidents please refer to the main policy and procedure.

If a student makes required improvement at any of the formal stages he should be allowed to make a fresh start

At any of the stages the student may be internally or externally temporarily excluded in order to reflect and make improvements

Informal stage

A member of staff notices any matter of concern should talk to the student and give him advice to improve within three days

If he doesn't improve within three days give him further advice and grant further three days to improve

If he fails to benefit from this advice procedure give him three further days and warn him that his concern will be recorded and passes on to his tutor

(It is expected that most concerns will be dealt with at informal stage)

Formal stage

Stage one - Green Report (See Appendix 1)

- Any serious concern to be raised with the tutor through a referral can put the student on Green Report which is a minimum of 2 weeks. Tutor is free to extend.
- Green Report is also called a Positive Report and parents are not informed at this stage. Rather the tutor gives the student advice and allows him to make improvements in two weeks and warns after that parents will be called in.
- If a student appears on the day sheet 3 times or more in a week, is put on Green Report.
- If student does not adhere to prayer rules for a second time (in tracker) is also put on Green Report.
- One cross on the report gives the student a 15 minute detention by tutor
- More than 5 crosses in a week (or one per day) means the student has failed and needs to be put on Yellow Report. Parents to be also contacted and informed.
- If he fails to improve in two weeks the tutor puts the student on YELLOW report.
- If he does not attain the 5 crosses and above in the week in any of the two weeks he will be taken off report.
- If the report is lost by the student, he must start the report again from the beginning.

If the student fails at this stage parents are called into school. The tutor makes it clear to the parent that their son has failed to make the required improvements and he is passed on to the Pastoral Head. The Pastoral Head must attend this meeting and formally undertake the student in front of the parent.

Explains to the parents all parties responsibility in monitoring the student (refer to monitoring sheet)

Stage Two - Yellow Report

- The Pastoral Head monitors the student for three weeks (minimum) through YELLOW report and gives him at least three formal nasihah.
- The Pastoral Head must talk to the parents weekly and keep them informed about the student's progress.
- One cross on the report gives the student a 30 minute detention as well as an extra day on the report.
- More than 5 crosses per week means the student has failed the report and must be put on RED report.
- If he does not attain the 5 crosses and above in the week in any of the three weeks he will be taken off report.
- If the report is lost by the student, he must start the report again from the beginning.

If the student fails at this stage parents are called in again. The Pastoral Head makes it clear to the parent that their son has failed to make the required improvements and he is passed on to the Headteacher. The Headteacher must attend this meeting and formally take on the student in front of the parent. He explains that failure to make substantial improvement at this stage will result in permanent exclusion.

Stage Three - Red Report

- The Headteacher monitors the student for three weeks (minimum) through RED report and gives him at least three formal nasihah
- The Headteacher meets with parents weekly and keeps them informed about his progress.
- One cross on the report gives the student a 1 hour detention and also an extra day on the report.
- If the student receives more than 5 crosses in a week he has failed the report.
- If he does not attain the 5 crosses and above in the week in any of the three weeks he will be taken off report.
- If the report is lost by the student, he must start the report again from the beginning.

If the student fails at this stage parents are called into school again. The Headteacher makes it clear to the parents that their son has failed to make the required improvements at his final stage. The Headteacher allows, if appropriate, parents to find an alternative school within a time period after which the student is to be permanently excluded.

Note: If any student is taken off green, yellow or red report and once again provides a reason to be on report again he is to continue from where he left off from before. E.g. If he was on yellow he starts on yellow again. For student who is taken off green report but returns to it again continuously; Pastoral Head with tutor will decide if the student should be moved to yellow report.

Appendix 1. Behaviour Contract Form

Name of the Student: * Year Group:

Teacher:

Period: From..... To.....

Terms of Contract: To improve immediately on the following;

- 1.
- 2.
- 3.
- 4.

For all staff: Please tick appropriate number and put your initial if he has accomplished his contract while under your supervision.

	Morning Registratio n	Period one	Period Two	Period Three	Morning Break	Period Four	Period Five	Lunch and Prayer Break	Afternoon Registration	Period Six	Teacher's Comment	Parent's comment and initial
Monday	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.		
Date:	2.	2.	2.	2.	2.	2.	2.	2.	2.	2.		
.....	3.	3.	3.	3.	3.	3.	3.	3.	3.	3.		
.....	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.		
.....	Init.....	Init...	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....
Tuesday	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.		
Date:	2.	2.	2.	2.	2.	2.	2.	2.	2.	2.		
.....	3.	3.	3.	3.	3.	3.	3.	3.	3.	3.		
.....	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.		
.....	Init.....	Init...	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....
Wednesday	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.		
Date:	2.	2.	2.	2.	2.	2.	2.	2.	2.	2.		
.....	3.	3.	3.	3.	3.	3.	3.	3.	3.	3.		
.....	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.		
.....	Init.....	Init...	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....
Thursday	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.		
Date:	2.	2.	2.	2.	2.	2.	2.	2.	2.	2.		
.....	3.	3.	3.	3.	3.	3.	3.	3.	3.	3.		
.....	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.		
.....	Init.....	Init...	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....
Friday	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.		
Date:	2.	2.	2.	2.	2.	2.	2.	2.	2.	2.		
.....	3.	3.	3.	3.	3.	3.	3.	3.	3.	3.		
.....	4.	4.	4.	4.	4.	4.	4.	4.	4.	4.		
.....	Init.....	Init...	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....	Init.....

* **For the student:** You have to keep it always with you and give to the staff who is supervising you, at the beginning of each session and collect at the end of it after he completes. At the end of the school day show it to the teacher who put you on contract, take his comment and initial and show it to your parents each evening and take their comments and initials. Give it back to the teacher after the period.

