

**AL-SADIQ SCHOOL**

**BEHAVIOUR POLICY**

**2024/25**

Schools:	Al-Sadiq school
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## 1. INTRODUCTION

This policy is written with due regard to the DfE guidance “Behaviour and Discipline in Schools” 2016 and recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children. It is also, keeping in line with the “Character education framework” 2019 non-statutory guidance to schools on character education and development for pupils. Character virtues can be “caught” from interactions in our community, “taught” through educational experiences and reflection, and “sought” out by people who come to pursue and direct their own character development. In a broad sense, character education permeates all subjects, wider school activities, and a general school ethos; it cultivates the virtues of character associated with common morality and develops students’ understanding of what is excellent in diverse spheres of human endeavour.

Character development involves caring for and respecting others as well as caring for and respecting oneself therefore our students are expected to be highly respectful in all aspects of life, respect themselves, and respect all teachers and staff members. When we can choose intelligently between alternative courses of action, when we understand what a good life looks and feels like, when we value others enough to keenly enable their own character development, then together, we’ll flourish.

### i. Ethos

At Al-Sadiq school we strive to inspire the love of Allah within a positive, safe and caring environment whilst recognizing and appreciating each individual child as a unique part of Allah’s creation.

We believe that striving for academic excellence, promoting individual development and maintaining a strong faith and good character are of equal importance. Al-Sadiq school's pillars are founded on the ethics of the Holy Qur'an and the teachings of the Prophet Mohammad (s.a.w) and his family (a.s). Islam teaches us to beautify our character by following in the footsteps of our beloved Holy Prophet (s.a.w) who was impeccable in every aspect.

All pupils have the right to learn in a safe environment, regardless of sexuality and gender identity, therefore at Al-Sadiq school everyone will always act with courtesy and respect for each other.

## ii. **Policy Aims**

The aims of this policy are:

- To promote positive behaviour for learning.
- To define the role of teachers in establishing and maintaining excellent standards of behaviour in the School.
- To state what is expected of pupils and support them with positive and constructive guidance.
- To provide guidance on available rewards and sanctions.
- To prevent bullying.
- To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.
- To ensure the wellbeing of all pupils is catered for.

## 2. **POSITIVE BEHAVIOUR FOR LEARNING**

At Al-Sadiq, we aim to provide a working environment where all pupils can realise their full potential in a non-disruptive, happy and stimulating environment. We expect a high standard of good behaviour and value is placed on the qualities of self-discipline and mutual respect. Pupils are expected to consider other people and their feelings. They should treat others as they would expect to be treated themselves. Praise, encouragement and rewards for achievement, contribution and good behaviour are important.

**i. Rationale for a positive learning environment**

- Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
- By making the expectations of good behaviour explicit the School can create a positive atmosphere that supports effective learning.
- Pupils are encouraged to understand the advantages of good behaviour through positive reinforcement, strong role modelling and affirmation, using rewards and sanctions when necessary.
- Staff and pupils must share responsibility for ensuring that health and safety obligations are not jeopardised by inappropriate behaviour.

**ii. Role of Teachers in Establishing and Maintaining Excellent Standards of Behaviour in the School**

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all School activities.

- Teachers should ensure that learning intentions are clear, and lessons are well organised, interesting and appropriate. Work should be sensitively differentiated.
- In the classroom teachers should set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
- Teachers should show appropriate appreciation for effort and achievement by pupils, using encouraging words and suitable rewards. These may include merits, an email or a phone call home to parents, commendations for excellent work and effort, end of term certificates of achievement and postcards.
- Teachers are expected to demonstrate to pupils courteous, considerate, polite and pleasant behaviour at all times. Staff must never use any form of abusive or humiliating remarks and are expected to be good role models.
- Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour. They should encourage the pupil to maintain dignity and be able to make a fresh start.

### iii. **Behaviour Expected from Pupils**

Pupils are expected to be polite and show consideration towards each other and towards school staff. Pupils are invited to make a contribution to determining school behaviour management policy through representation to the Student Council. The following principles underpin this behaviour policy and are part of the School Rules.

- Pupils are required to observe the following basic rules in the classroom:
  - Arrive on time with all the equipment needed for the lesson
  - Listen in silence when the teacher is giving instructions
  - Follow instructions promptly and accurately
  - Raise a hand to gain attention and only speak when invited
  - Stay in the allocated seat or workspace unless given permission to move
  - Treat others with respect and consideration at all times
- Pupils are required to dress in accordance with the School's uniform policy.
- Pupils must obey all health and safety regulations in classrooms and around the School including helping to keep the school site clear of litter and moving sensibly and calmly around the building.
- Pupils should never make racist, sexist, homophobic or other abusive or humiliating remarks.
- Pupils must never resort to physical violence.
- Pupils must avoid behaviour that disturbs or distracts others.
- In circumstances when a pupil has failed to meet the above expectations of the School, there are clear sanctions in place to tackle the unacceptable behaviour. See Sanctions section below.

#### iv. **Uniform**

At Al-Sadiq we expect our pupils to take pride in their uniform and for this reason we have a very high regard that uniform should be worn correctly and respectfully. The uniform for Al-Sadiq is as follows:

<u><b>Boys</b></u>	<u><b>Girls</b></u>
<p><b><u>Reception to Year 3:</u></b></p> <ul style="list-style-type: none"> <li>• Light blue shirt</li> <li>• School tie - to be purchased from the school office</li> <li>• Grey trousers</li> <li>• Navy blue 'V' neck jumper</li> <li>• Charcoal grey/black/white socks</li> <li>• Black school shoes (no trainers allowed)</li> </ul> <p><b><u>Year 4 to Year 6:</u></b></p> <ul style="list-style-type: none"> <li>• Light blue shirt</li> <li>• School tie - to be purchased from the school office</li> <li>• Grey trousers</li> <li>• Navy blue 'V' neck jumper</li> <li>• Navy blue blazer</li> <li>• Charcoal grey/black/white socks</li> <li>• Black school shoes (no trainers allowed)</li> </ul> <p><b><u>Summer Uniform - Reception to Year 6</u></b></p> <ul style="list-style-type: none"> <li>• Light blue Polo Shirt</li> <li>• Grey Trousers</li> <li>• Charcoal grey/black/white socks</li> </ul> <p><b><u>Year 7 to Year 11:</u></b></p> <ul style="list-style-type: none"> <li>• Light blue shirt (long sleeves apart from the summer term when they have the option to wear short sleeves)</li> <li>• School tie - to be purchased from the school office</li> <li>• Grey trousers</li> <li>• Navy blue 'V' neck jumper (Optional)</li> <li>• Navy blue blazer</li> <li>• Badge (to be purchased from the school office)</li> <li>• Charcoal grey/black/white socks</li> <li>• Black school shoes (no trainers allowed)</li> </ul>	<p><b><u>Reception to Year 3:</u></b></p> <ul style="list-style-type: none"> <li>• Blue Pinafore</li> <li>• White shirt, navy cardigan and navy or white tights.</li> </ul> <p><b><u>Summer Uniform– Reception to Year 3</u></b></p> <ul style="list-style-type: none"> <li>• Blue checked dress</li> <li>• White tights</li> </ul>

Pupils can wear a **plain** navy or black coat/jacket during winter over their uniform (hoodies are not allowed at any time).

Pupils are not allowed to wear any jewellery apart from one (aqeeq/feroza) ring. Pupils are also not permitted to wear make-up and nail varnish.

Hair should be conventional in style, short in length and should not be artificially coloured, “spiked” or contain styling products. Excessively shaven hair (below a blade 2, where skin on head is visible), shaved eyebrows or any shaven fade/step/ lines/ patterns/ fashion trims/ high tops/ low tops/ shape ups are not acceptable.

#### **P.E Kit:**

Pupils must wear a **plain** white polo shirt, **plain** navy blue jogging bottoms and black trainers. Please note that T-shirts, shorts, leggings and coloured trainers are NOT allowed.

#### **v. Partnership with Parents**

Parents/ Carers are encouraged to work with the School to ensure that their children contribute to the maintenance of a safe and secure learning environment. We believe that a close partnership with parents encourages good behaviour of pupils. Any parental concerns and complaints should be made with a reference to the School’s Complaints Procedure.

### **3. Rewards and Discipline procedures**

To realise the above, an agreed rewards and discipline procedure is put in place at Al-Sadiq school to provide a consistent response in the management of behaviour. This is achieved through:

- Staff training, support and development;
- The induction of new staff;
- Monitoring of consistency in behaviour management by SLT;
- Monitoring and administration of disciplinary sanctions.



### i. **Primary School Behaviour Procedures**

At Al-Sadiq school we have developed a Code of Conduct jointly with the pupils which each parent/child agrees to adhere to. This is organised into a framework of behaviour with clearly defined expectations which are incorporated into classroom teaching.

At the beginning of each year, the teacher and the class will discuss and agree the rules for promoting positive behaviour and good learning in the classroom. Every subject teacher has her golden rules which are prominently displayed in the classroom. Examples of such additional rules may be:

- Be God conscious.
- Respect each other and school property.
- Put your hand up when you want to contribute to class discussions.
- Help to keep the classroom tidy and attractive.

The following is the system set up for different Key stages to be

#### **KS2 Rewards:**

- Stickers/raffles/ticks
- Exceptional good work/behaviour – Goody bag
- Note home
- Merits
- Certificate at end of term
- Head-teacher award (Primary student of the year)

#### **KS2 Sanctions:**

- Two verbal warnings.
- Name written on board (visual).
- Miss break/golden time.
- Sent to another class for part of a lesson.
- Talk to parents.
- Parents called in for a meeting with head teacher and child.

## ii. **Secondary School Behaviour Procedures**

Al-Sadiq school aims to encourage and celebrate the effort and success of all its pupils in all areas of school life. We want to ensure that we recognise and praise the effort, achievement and commitment by our pupils and reward them for it. A great emphasis is placed by teachers on positive reinforcement and verbal praise whenever they see a positive behaviour or characteristic by or in a pupil by speaking the language of character. Every staff member will praise pupils for their work and effort as well as reward them with merits consistently and regularly. In addition, postcards should be sent to acknowledge pupil contribution to school life no matter how big or small. Positive reinforcement will take place throughout the year in the form of verbal praise, praise on Teams, a phone call home or a postcard home or a special "Head Teacher's reward".

It is the School policy to recognise, acknowledge and reward individual achievements by pupils. The following are examples of areas considered to be worthy of individual recognition.

- Consistently improved standards of work.
- Outstanding pieces of work for the individual pupil.
- Effort in class and/or for homework.
- Taking part in extracurricular activities.
- Taking the initiative to help other pupils.
- Showing good leadership skills.
- Service to the School or local community. This can take the form of participation in assembly or other events.
- Modelling **PRACTICE**

Pupils will be expected and encouraged to model the “PRACTICE” characteristics. These have been defined in the Character Development Policy and are an integral part of the school day:

- **P**erseverance
- **R**espect
- **A**cademic Wisdom
- **C**ompassion
- **T**ruth and Honesty
- **I**ntegrity
- **C**itizenship
- **E**xcellence

## I. REWARDS

Rewards will usually consist of the awarding of merits. Pupils are acknowledged when they accumulate a certain number of merits. They can cash these in exchange for any item in the table below or they may choose to cash it as a collective reward.

The rewards have been accorded by the School Council and are as follows:

Merits	Reward
20	Any item from basket A
40	Lunch voucher
60	Any item from basket B
80	Stationery Bundle
100 +	Head teacher's special reward

Pupils will be able to choose the following items in exchange for their merits:

Basket A	Basket B
Bookmark	Scientific calculator
An item of stationery	USB

Mystery gift	Reading Book (from recommended booklist)
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### **Class Collective Exchange**

A class may choose to cash in their merits for a collective class treat. Everyone in the class must cash in the following number of merits to be able to unlock the collective rewards:

- 5 merits: 30 minutes extra at break
- 10 merits: A trip to the park / PE Lesson / IT Lesson
- 15 merits: Movie Time with popcorn
- 20 merits: Pizza party

### **Certificates**

In addition to exchanging merits for items in the baskets, pupils will also be awarded certificates at the end of each term. These will be awarded at the end of each term.

- 30 MERITS = BRONZE
- 60 MERITS = SILVER
- 90 MERITS = GOLD
- 120 MERITS = PLATINUM and a special Head Teacher award

## **II. Sanctions**

At Al-Sadiq we recognise the need for a positive learning environment where it is hoped that all pupils will be fully involved in their learning. We have high expectations of our pupils' behaviour with the emphasis on self-discipline and the personal responsibility of each pupil. The school has clear sanctions in place to tackle unacceptable behaviour or breach of school rules. It is important that sanctions are used consistently, and this is made very clear to the recipient why a sanction is being applied.

Demerits will be issued for all offences according to the sanctions ladder. Head of Years and the Pastoral Director will monitor the number of demerits a pupil has on a weekly basis. This will allow them to ascertain if there are any concerns regarding the pupil's behaviour or achievement and they can put further support structures in place if necessary. It is also the responsibility of parents to check their child's demerits regularly.

Sanctions may be overridden if the misbehaviour/offence warrants it at the discretion of the Head Teacher.

## Uniform

We want our pupils to wear their uniform with pride and for this reason:

- Pupils who come to school wearing **incorrect** uniform will be given a first warning and sent home on the second occasion.
- Pupils who are wearing the correct uniform, however, are not wearing it properly (e.g., not wearing their blazer, their shirt not tucked in) will stay for a 15-minutes detention during break time.

## Teacher or Departmental Detentions

Teachers are allowed to detain a child during break or lunchtime because of poor effort or incomplete work. This is a 'departmental sanction' by the member of staff issuing the sanction and must be communicated to the Pastoral Director.

## School Detentions

Detentions will take place after school and parents will be informed via text message. The detention will also be logged on the central demerit/ disruption tracker.

Please see the Behavioural Ladder for details of the scale of wrongdoing and for examples of when they may be used, as well as for mitigating factors and ways in which poor behaviour is addressed in a constructive manner. Pupils may have to complete a self-reflection task or take part in community service as part of a detention or as an additional sanction.

## **Behaviour management model – Disciplinary Ladder**

Stage	Sanction	
1	Reflection Time with FT	Text message sent home at every stage and a meeting between Form tutor & Pupil (at stage 3)
2	Reflection Time with FT	
3	Pastoral Reflection task [sent home]	
4	30-minute detention (after school)	

5	30-minute detention (after school)	Text message sent home at every stage and a meeting between Form tutor & Pupil (at stage 6)
6	30-minute detention (after school)	
7	45-minute detention (after school)	Text message sent home at every stage and a meeting between Form Tutor, Pastoral director & Parents in the presence of the Pupil (at stage 9)
8	45-minute detention (after school)	
9	45-minute detention (after school)	
10	60-minute detention (after school)	Text message sent home at every stage and a meeting between Head Teacher, Pastoral director & Parents in the presence of the Pupil (at stage 11)
11	60-minute detention (after school)	
12	1-day internal suspension	Email sent home and meetings between Head Teacher, Pastoral director & Parents (in the presence of the pupil). Final actions before student is excluded from school
13	1-day external suspension	
14	2-day external exclusion	
15	<b>Permanent exclusion</b>	

**D1**

Misdemeanour	Issued by:	Notes
No PE Kit	PE teacher	From 2 <sup>nd</sup> time in a term
Eating in classrooms and corridors	Teacher	
Lateness to lessons (more than 5 mins)	Teacher	
Insufficient class/ homework	Teacher	From 2 <sup>nd</sup> time in a half-term (1 <sup>st</sup> time- Student must stay behind during break with the subject teacher to complete the work)
No books/ subject specific equipment	Teacher	From 2 <sup>nd</sup> time in a half-term

Minor Health & Safety issues	Teacher	E.g. Running inside the building, pushing in line, etc
Boisterous behaviour	Teacher	
Littering	Teacher	
Possession of any group B forbidden item	Teacher	Please refer to pg.18

**D2**

Misdemeanour	Issued by:	Notes
Rudeness to another student	Teacher	
Mock fighting	Teacher	

**D3**

Misdemeanours	Issued by:	Notes
Disrespecting a member of staff	Pastoral/ HT	
Foul language/swearing	Teacher	
Fighting	Pastoral/ HT	
Accessing unauthorised areas	Pastoral/ HT	
Vandalism	Pastoral/ HT	
Serious physical contact	Pastoral/ HT	Happy slapping, head locking, etc

Lying	Pastoral/ HT	
Leaving classroom without permission	Pastoral/ HT	
Plagiarism	Pastoral/ HT	

### **Serious (Suspension or Expulsion)**

Misdemeanours	Issued by:	Notes
Truancy from school or lesson	HT	
Major vandalism	HT	
Stealing	HT	
Bullying (verbal, physical, racial, cyber)	HT	Refer to Child-on-Child Abuse Policy
Unauthorised access to staff computers, equipment and school data	HT	
Possessing or sharing of offensive material	HT	Pornographic/ Extremist or intolerant material
Sending messages of a sexual nature through any medium to a student of the opposite sex/ same sex	HT	
Inappropriate sexual behaviour	HT	



Slander towards staff	HT	
Violence leading to injury	HT	
Possession of any Group A forbidden item	HT	Please refer to pg.18

## I. Forbidden items

### Group A:

- DRUGS and SMOKING EQUIPMENT such as:
  - Matches, lighters, etc;
  - Cigarettes;
  - E-cigarettes;
  - Tobacco;
  - Cigarette papers;
  - Shisha pens;
  - Alcohol;
  - Solvents;
  - Any form of illegal drug or legal highs;
  - Any other drugs except medicines covered by the Prescribed Medicines Procedure.
- WEAPONS or DANGEROUS items such as:
  - Knives, including pen knives and craft knives;
  - Razors;
  - Catapults;
  - Guns of any kind, including replicas and BB guns;
  - Laser pens;
  - Knuckle dusters and studded arm bands, bracelets, etc;
  - Whips or similar items such as long chains;
  - Pepper sprays and gas canisters (e.g. CS gas);
  - Fireworks or explosives of any kind including “snaps”;
  - Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc).

### Group B:

- Chewing gum;

- Fizzy or Energy drinks;
- Correction fluid;
- Aerosol cans including deodorants;
- Jewellery (apart from one aqiq/feroza ring);
- All kind of electronic devices including smartphones or smartwatches (excluding kindles without Wi-Fi).

## **II. Confiscation of forbidden items**

All Group A items will be confiscated permanently and handed over to the parents. All illegal items will be handed over to the Police.

The first 4 items in Group B will be confiscated permanently. All electronic devices and items of jewellery will be confiscated for a fix duration of 12 teaching weeks.

The school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff.

## **III. Searching**

Any forbidden item may be searched for by a member of staff. Two members of staff will be present during the search. Pupils should be asked to empty the contents of their bags and pockets.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for Group A items, without putting themselves or anyone else at risk.

## **IV. Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, harming themselves or others and damaging property without putting themselves or anyone else at risk.

In the event of physical restraint, it is important that only the minimum amount is used in order to prevent the pupils from causing harm to themselves, others or property. Following such intervention an incident form should be completed.

## **V. Suspensions and Exclusions**

The decision to exclude a pupil will be made by the Head Teacher, based on the outcome of an investigation that will involve:

- Taking written statements from those directly involved and witnesses;

- Interviewing those directly involved;
- Interviewing where necessary any witnesses;
- Reviewing pupil files, previous suspensions during the same academic year will be taken into consideration.
- There are fixed term suspensions and the infinitely more serious is permanent exclusion.

## **VI. Fixed Term Suspensions**

Fixed term suspensions can range from one day to five days depending on the seriousness of the student's action. The normal progression of suspensions is as follows:

- One day- letter of suspension to parent giving details of reasons and requesting a meeting with parents/ guardians before the student is re-admitted to school.
- Three days- letter of suspension to parent giving details of reasons and requesting a meeting before the student is re-admitted. Student is put on a daily report, the duration of which is at the discretion of the Head Teacher;
- Five days- letter of suspension to parent giving details of reasons requesting an interview before the student is re-admitted. Student is put on a contract and monitored using the daily report system.

While suspended, the pupil will be set appropriate work. It is expected that parents will supervise the pupil during their period of suspension.

## **VII. Permanent Exclusion:**

The decision to exclude a student permanently is a serious one and is usually the final step in a process of dealing with disciplinary incidents after a range of other strategies have been tried without success. The permanent exclusion is therefore an acknowledgement by the school that all available strategies have been exhausted. There will however be exceptional circumstances where in the Head Teacher's judgement, it is appropriate to exclude a student for a one off or first offence. These might include:

- serious actual or threatened violence towards another student or member of staff;
- supplying an illegal substance;
- carrying an offensive weapon

**These instances are not exhaustive but indicative of the severity of the incident and the impact on the well-being and order of the school community.**

## **Disruption**

Disruption is classified as disturbance which interrupts an event, activity, inhibiting learning from taking place effectively for the disrupter and or others. Low level disruption can include but is not limited to;

- Talking/ whispering
- Passing notes
- Humming /singing
- Tapping on the table
- Rocking on their chair
- Gesturing to others
- Leaving their chair without permission

### **How disruption will be dealt with.**

#### **At KS3 – A three-part process**

- i. Name on board as a first warning,
- ii. First strike next to the name as a second warning,
- iii. Second strike next to the name is followed by a disruption notice being issued and logged on teams.

#### **At KS4 – A two-part process**

- i. Name on board as a first warning,
- ii. First strike next to the name is followed by a disruption notice being issued and logged on teams.

If disruption continues following these measures, staff can request a member of SLT (Senior Leadership Team) to come and speak to the pupil.

Teachers have been issued with red cards which can be sent with a responsible pupil to the SLT office or school office to request the presence of a member of SLT /HT.

## Disruption management model – Disruption ladder

Level	Disruption Stage	Consequence	Terminal Sanction	Termly Redemption
1	1	<b>45 min detention</b> after school, text message home with each disruption issued	After the 5 <sup>th</sup> disruption notice- a meeting will be arranged by the Pastoral Director with the Parents, and Pupil, after which the pupil will take part in an internal behaviour intervention programme.	Redemption: 2 stages
	2			
	3			
	4			
	5			
2	6	<b>60 min detention</b> after school, text message home with each disruption issued	After the 10 <sup>th</sup> disruption notice-a meeting will be arranged by the Head Teacher and Pastoral Director with the Parents, in the presence of their child.  Arrangements will be made for the pupil to be referred to PRPP [Pause Reflect Progress Programme run at Newman Catholic College] for 2 days. This service is chargeable.	Redemption: 1 stage
	7			
	8			
	9			
	10			
3	11	<b>1-day internal suspension</b>		
	12	<b>2-day internal suspension</b>		
	13	<b>1-day external suspension</b>		
	14	<b>2-days external suspension</b>		
	15	<b>Permanent Exclusion</b>		

\* Pupils will be given a handwriting or community service task during the after-school detention.