



Behaviour Policy

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1. Overview

1.1 Introduction

The philosophy of our school is based on faith, knowledge and practice. Our broad aims are to achieve educational excellence, to develop an understanding and love of faith and to become decent, upstanding and morally upright members of society.

Islam places the highest emphasis on developing good character and being a morally upright person, and our policy reflects this. We wish to create a happy, secure and stimulating environment within the school with a great sense of community and belonging. Student’s should feel safe and secure enough to develop their own identities. At the same time, they will be provided with the important boundaries required for them to develop into mature and responsible adults. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. When we reprimand, we criticise the act, not the person. Our approach to discipline is preventative and corrective but essentially supportive.

Secondary school is the period of time when children develop into adults. An essential part of this is developing the understanding of what is right and what is wrong. Self-discipline and social awareness are qualities we wish to nourish in our students so they can operate in society.



Al-Burhan School has high expectations of its pupils. As staff are role models for the students, we also expect staff to display the same responsibility, maturity and decency which we wish to instil in the girls.

We believe that high-quality teaching promotes effective learning and good behaviour. If pupils are challenged and engaged in lessons, they will be less inclined to misbehave. But our Code of Conduct for students (see below) encompasses a great deal more than simply the absence of misbehaviour. We expect our students to conduct themselves in a kind, respectful and polite manner, and this is what has been outlined in this policy.

1.2 Tarbiyya

`Tarbiyya` is an Arabic word that means development, increase and growth, particularly of one's character and attitude and approach to life and situations. It is a continuous and comprehensive process of developing all aspects of our pupils' character and personality, i.e. spiritual, intellectual, moral, social and physical aspects.

The real aim of Tarbiyya is to develop Taqwa (piety) and to put people on the path of constant self-purification, self-correction and self-development and instil in them the principles of truth, righteousness, fairness, justice and respect for others.

The responsibility for giving tarbiyya to our children i.e. our pupils lies with all teachers individually (even though we may work in cooperation with senior teachers, the Headteacher, and parents). At Al-Burhan, we believe that a teacher's responsibility does not end with their subject in their classroom. In truth, being a teacher is a type of personality, where one is constantly teaching others through their own actions and gentle correction of poor manners/impolite acts.

Behaviour is addressed as the whole person and motivation must come from within. Therefore punishments and rewards are not really the means of tarbiyya because the person has to take on their own desire and responsibility for their own tarbiyya. But students are at different levels of taking responsibility for their behaviour and improving it, so punishments and rewards may have to be used as a temporary measure if students are not allowing the school to achieve its goals. The reward would be a token or a punishment, a reminder that they have done something wrong.

Formal teaching of tarbiyya occurs at Al-Burhan through PSHE, Living Islam, Religious Education and assemblies. But the practice of tarbiyya should be taught at all times, by all teachers.

1.3 Aims of this Policy

- To promote a happy, secure and stimulating environment where self-discipline, social awareness and appropriate standards of behaviour are enjoyed by all.
- To lay the guidelines of what is and what is not acceptable, so that effective teaching and learning takes place in a secure environment.
- To teach pupils to take responsibility for their actions, to take pride when they do something well and to accept the consequences when they do not.
- To outline the ways in which misbehaviour will be dealt with.

1.4 Underlying Principles



Every pupil has a right to learn. Every teacher has a right to teach. Every parent/carer has a right to information about their daughter's progress, behaviour and well-being. Pupils, teachers and parents/carers must work together to facilitate this and maintain high standards.

Therefore, our Behaviour Policy is based upon the following principles:

1. **Respect:** Every teacher, support staff member, pupil, visitor and parent/carer has a right to be respected and treated with care and courtesy. Therefore, everybody has the responsibility to treat others with respect and safeguard that right.
2. **Equality and fairness:** Everyone is equal, regardless of gender, age, ethnicity, creed, behaviour or looks. Therefore, no one should be treated differently or judged.
3. **Tolerance:** Although everyone is equal, we are also individuals with individual beliefs, ideas and attitudes. We have the right to hold our own beliefs, and attitudes, as long as these attitudes do not harm or endanger others in any way and do not spread hatred or anger. Just as we have that right, others do too, and we therefore have the responsibility to safeguard that right.
4. **Social responsibility:** We are members of our communities, of our neighbourhoods, of our cities, and of our country. Everyone has a right to live in a society where they are treated justly and fairly, spoken to politely, helped when they need help, and have the freedom to choose what to do as long as it does not cause harm or endanger others, or spread hatred. We therefore have a responsibility to do this for others in our society and safeguard their rights.

1.5 Students' Responsibilities

- To give their best at all times
- To follow school rules and the code of conduct
- To follow the Health and Safety rules such as the fire drill procedures, which are for their safety.

- To not involve themselves in any activity which could lead to danger or cause an accident
- To wear the correct uniform
- To care for the communal environment e.g. putting litter in bins, protect school property from damage.
- To keep exercise books and Planners presentable
- To move around school quietly, safely and sensibly
- To behave appropriately and respectfully.
- To uphold a high standard of behaviour, courtesy and regard for others when leaving school grounds, as they are ambassadors for our school.

1.6 Staff Responsibilities

To ensure that each student achieves their full potential by:

- Creating a safe environment where our students are valued and treated equally



- Providing high quality teaching and learning within and outside the classroom
- Supporting each student and ensuring that each student is challenged to their full potential
- Reporting academic, attendance and other achievements so that these can be recognised
- Modelling and expecting high standards of behaviour
- Using rewards and sanctions consistently, appropriately and fairly in line with this policy
- Rewarding achievement and celebrating success
- Enforcing the environment code, by reminding pupils of their responsibility to maintain our school environment, by asking them to do things correctly and by being an example to pupils
- Enforcing the wearing of correct uniform by notifying the Form tutor if there are any issues with articles of clothing. In the case of nail varnish, the pupil must be sent to remove it immediately. Jewellery must be confiscated and given to the Office.

1.7 Parent/Carers' Responsibilities

Parental involvement in a child's education and growth into mature and responsible adults is necessary and extremely important. What girls learn at school must be followed up and reinforced at home. Parents are requested to support their daughter's education and development by:

- Ensuring that their daughter arrives at school on time with the correct equipment
- Supporting their daughter by ensuring that homework is completed and encouraging them to do it to the best of their ability.
- Notifying school of any concerns they may have of their daughters progress
- Working with the school in all matters to ensure the best for their daughter
- Supporting our environment code of conduct by encouraging their daughter to care for their books and keep them tidy and in an orderly fashion, and to remind their children that dropping litter is wrong.
- Supporting the uniform code of the school by ensuring that only articles of clothing which comply with school regulations are purchased and worn correctly

2. Expectations of Students at Al-Burhan

2.1 Code of Conduct

Our students are expected to maintain the highest standards of behaviour. In Islam, the highest emphasis is placed upon character and moral values. This is one of the most beautiful things about Islam: the importance of the inner character of a person.

Only when the inside is perfected, can the outside be affected. All people have a right to an environment in which they can grow, improve and study; this right can only be upheld when all pupils adhere to the following code of conduct:



1. *Be respectful of everyone, especially your teachers and elders:*

- a. Stand quietly when the teacher enters the class and then sit down when the teacher asks
- b. Co-operate with their classmates and teachers
- c. Allow others to work without distraction
- d. Be silent when the teacher is talking
- e. Listen and follow instructions
- f. Leave only when dismissed by the teacher
- g. Raise your hand to gain permission before speaking or leaving your seat

2. *Be kind and considerate:*

- a. Always behave quietly and sensibly.
- b. Treat each other, the teachers and visitors with politeness, courtesy and respect.
- c. Show consideration for one another at all times: students must not be rude, rough or unkind.
- d. Name-calling, teasing and bullying of any kind is not permitted: “The Muslim is the one from whom Muslims are safe from his tongue and his hands” (Hadith)
- e. When moving around school, students are to have regard for the health, safety and happiness of others
- f. Students are expected to open doors and stand back to let people pass and help to carry things.
- g. Noise should be kept to a minimum
- h. Walk quietly on the left in the corridors and on the stairs.
- i. Queue quietly in single file whilst waiting to enter a classroom.

3. *Be a good student:*

- a. Come to class fully prepared and ready to learn
- b. Be on time to lessons and fully equipped
- c. In lessons, students make it as easy as possible for the teacher to teach and others to learn
- d. Concentrate on your work
- e. Take pride in your work so that it is not untidy, rushed or copied.
- f. Homework is handed on time.

4. *Be clean and tidy:*

- a. Students’ appearance should be in-keeping with the uniform.
- b. Wear clean uniform in a tidy and smart way.
- c. Take care of the school environment by keeping it clean and tidy so that it is a place we can all be proud of.
- d. Look after your surroundings: “cleanliness is a half of Imaan” (Hadith)
- e. Always abide by all rules governing laboratories or other creative and practical areas.

5. *Be thoughtful and responsible*

- a. Students are punctual: to registration and to lessons
- b. Students bring absence notes in on the first day back after an absence
- c. If students know that they need to be absent from school for a medical appointment, funerals, exams or interviews, they must bring in a letter requesting a leave of absence and hand it in to the form tutor.



- d. Students who require a leave of absence should bring in a letter addressed to Headteacher as soon as possible.
- e. Do not bring into school valuables or large amounts of money: bring only what is necessary.

2.2 School Rules

The Code of conduct has been combined into five easy to remember school rules:

1. Respect your classmates and your teachers
2. Listen and follow instructions
3. Raise your hand to gain permission before speaking or leaving your seat
4. Come to class fully prepared and ready to learn
5. Be clean and tidy

These school rules are prominently displayed in each classroom and are explained and modelled to the student on the first day of school in September. These five rules must be followed by all students, must be firmly and consistently by all staff and must be supported by parents.

2.3 Equipment Rules

1. Equipment needed and allowed:
 - a. Appropriate books for lessons
 - b. Writing equipment: 2 pens (black or blue ink), 2 pencils, rubber, ruler and small range of coloured pencils
 - c. Calculator
 - d. Dictionaries: English, Urdu, Arabic, French.
 - e. Packet of tissues.
 - f. Please note that students are not allowed to borrow the basic items such as calculators, sharpeners, pens, pencils, rubbers, rulers etc. during the lesson.
2. Equipment not allowed in school:
 - a. **Stationary:** Tip-pex, ink eradicators, scissors,
 - b. **Valuables:** Expensive items, large sums of money, cameras, CDs, DVDs, games, videos
 - c. **Mobile phones:** These are not allowed in school. However where there is a genuine need for a mobile phone to be brought to school, a letter is required from home specifying the reasons for this. Under these circumstances, students may bring the phone to school but should hand it in at the School Office for safekeeping during the day. While every care is taken to minimise losses the School cannot take responsibility for property which is lost or stolen.
 - d. **Chewing gum:** Chewing gum is **forbidden** in all year groups and during school hours. Pupils found with chewing gum in school will be fined £5. If they are found with chewing gum a second time or more, they will be fined £10 every time.
 - e. **Drugs:** Students involved in any incident involving illegal drugs will be suspended immediately and an investigation will begin. The School reserves the right to suspend or expel any student involved in any incident concerning illegal drugs.
 - f. **Other items:** Aerosol sprays, knives, gift items, any other material not relevant to pupil's education at Al-Burhan Grammar School.
 - g. Any other item not relevant to a student's education at Al-Burhan Grammar School



Please note that any of these items found in school will be confiscated.

2.4 Behaviour Outside School

Al-Burhan School has high expectations of the behaviour of our pupils as they represent the school. This includes when pupils are out and about on trips and also when they are using public transport. We expect students to follow the Code of conduct for School activities, Trips and other off-site activities. It is essential that all students behave and conduct themselves in an exemplary manner, as the whole group will be judged by the actions of individuals.

The Code of Conduct for School activities and trips will be supplied to all parents when they are given information about any such activities taking place. The Code of Conduct is as follows:

1. Instructions by Teachers and support staff must be obeyed without delay at all times.
2. On the coach/mini-bus: Pupils must remain in their seats with belts on. They must not eat or drink in the minibus or coach without the permission of the driver. All litter must be put in the bin or kept on the student. They are not to stand up until told to alight by the teaching staff.
3. Pupils must never go anywhere on their own; they should always let a member of staff know where they will be e.g. the toilet. Students must always remain in groups of at least three when they are not under the direct supervision of a member of staff.
4. Punctuality is essential; all pupils must have a watch and take a note of the times at which they are expected to be in certain areas e.g. for registration.
5. Politeness from students will be insisted upon at all times during the visit.
6. Pupils must be aware of the needs of other pupils and be supportive of each other.
7. At all venues students must always be considerate of all guests/staff and should not do anything to inconvenience them. Students must behave in a way that does not disturb the enjoyment of other visitors e.g. by observing silence notices.
8. The property of others must be respected at all time.
9. Students are at all times responsible for their own money and belongings.
10. School uniform must be worn at all times (unless not required during a specific trip).

Responsibility

It is the responsibility of all pupils to ensure that they understand and follow the above rules and are aware of the possible sanctions. Pupils who break any of the rules may not be allowed to take part in any future educational visits organised by the school.

Sanctions

Any pupil who is found or considered to have broken any of these essential rules, or who has misbehaved in any other way, will be subject to one or more of the following sanctions:

1. Loss of privilege for a period of time.
2. Isolation/close supervision for a period of time during the trip/activity
3. Isolation from other pupils for the duration of the trip/activity
4. If extremely serious, returned to the school before the end of the trip (if in-school activity, sent out of the activity)
5. Temporary or permanent ban from future school visits/activities.

We respond to all enquiries or complaints from members of the public, from coach companies' personnel or from anyone connected with our School. Wherever possible, we



investigate and keep those involved informed of the outcome.

Where damage has been caused by one or more of our pupils, we intervene where appropriate and pass on the bill to the parents of those pupils.

Criminal offences

The School reserves the right to exclude permanently a pupil who is convicted of a criminal offence.

3. Managing Behaviour

3.1 General Approach

We believe that there are two aspects of behaviour management: one is pre-emptive, meaning preventing the misbehaviour occurring in the first place, and the second is managing it when it does occur.

The first type of behaviour management is all to do with the planning of the lesson. Over planning a lesson so that there is plenty of work to do means that students will not have time to misbehave; planning an engaging and stimulating lesson which focuses a student's attention on what they are learning means that students won't want to misbehave. Moving around the classroom allows you the freedom of movement to pinpoint and keep a close eye on students who may misbehave – and can prevent them from doing so.

The second type of behaviour management requires the teacher to stick to the rules and enforce them, no matter who is breaking the rule and no matter how long they've been doing so. Rules must be enforced fairly and consistently, but in a calm and rational manner.

3.2 Rewards

Rewards are a method of recognising and encouraging positive behaviour, contribution and progress. Rewarding students is an essential part of motivating pupils and helping them to maintain high expectations of themselves. We feel that pupils should not only be rewarded for good work, but also for good behaviour, helpfulness, initiative, courage, taking responsibility and other positive qualities which we seek to develop in our pupils.

Rewards include:

- Praise/verbal comment – the importance of this is often underestimated, but acknowledgment of a pupil's good and positive actions is very important and leads to a sense of pride.
- Written comments
- Displaying pupil's work on the notice board.
- Publishing good work on the notice board under the **star** pupil.
- Mentioning pupils name in the School Newsletter.
- Awarding House Points for high standards of work, good social behaviour, a committed, conscientious attitude and strict adherence to the School rules. House points are collected in the School Planner and lead to awards.
- Sending a letter of commendation to the parents.
- Public commendations e.g. in assemblies
- An appropriate certificate.



- Certificates for good attendance.
- Yearly prize-giving, where teachers nominate students for subject prizes, form prizes and form commendations. There are also additional prizes for attendance, house point achievements and the awarding of the House Cup.

3.3 Sanctions

The School will implement a range of strategies to deal with behaviour which is inappropriate for school and is deemed as going against the Code of Conduct. This also includes the failure to follow a reasonable instruction. Although the school will always try to resolve problems in a constructive and supportive way, sanctions are sometimes necessary. The sanctions are fair and progressive, but for more severe cases some steps may be missed out.

All incidents of disruption are centrally logged. This means that patterns of misbehaviour (**no matter how minor**) can be spotted quickly and support offered to the student to correct such behaviour. We believe that it is better to deal with minor misbehaviour and support students, before such behaviour becomes more severe.

3.3.1 Low-level Disruption

Below is a list of behaviour which can cause low-level disruption in the classroom. Suggested sanctions are listed in the second column, and the teacher should use an appropriate sanction. These lists are by no means exhaustive; individual teachers may have their own effective techniques of dealing with low level disruption which are not included in the table below.

Low-level disruption includes:	Suggested low-level sanctions may include:
<ul style="list-style-type: none"> • Talking over the teacher • Low level chatter • Distracting other students from learning • Questioning/challenging the teacher's instructions • Inappropriate language • Homework concerns • Late to lessons • Not completing classwork • Lack of equipment • Eating/chewing gum in class • Causing a nuisance with an item or having a valuable item or any item which breaks school rules. 	<ul style="list-style-type: none"> • A look • Say their name • Walk over to the student • Verbal reprimand • Move seats • Stand them up • Send out briefly • Comment for the parents in the planner • Break detention • Lunch detention • Extra work for time wasting in class or repeat work if expected standards are not met. • Odd duty: e.g. cleaning the hall, classroom, playground or toilets etc. organised by the teacher. • Confiscation of the item(s). • Chewing gum: £5 fine first time

3.3.2 High-Level Disruption

However, when this type of behaviour becomes persistent, it is classed as high level disruption, resulting in the use of higher level sanctions. These may include, but are not limited to:

- Being sent out of the lesson to complete work in isolation
- A telephone call home



- Lunchtime isolation
- After-school detention
- A letter home

At this point, the concern and sanctions will be monitored by the Form tutor and Senior Teacher for Student Support. **Please remember that any communication with parents will be sanctioned by a senior teacher.**

A letter is sent home when a student receives an after-school detention. The reply slip must be handed back into school **the next day**. Detentions are mandatory except in exceptional circumstances. Please note that the school does not consider not being able to pick up your daughter as an exceptional circumstance, as notice is given. The School reserves the right to suspend any pupil who does not attend the detention, having been given reasonable notice.

When high-level disruption is caused by a student in multiple classes, and the above sanctions have been used, the student is put on report for a fixed amount of time. At this point, the Headteacher, Senior Teacher for Student Support and the student's Form Tutor will meet with both the student and her parents. Together, they will come up with targets for the student to work on, which will be monitored for the duration of the time on report.

During this time, the student will meet with their Form Tutor every day at break, lunch and after school, as well as with the Senior Teacher for Student Support every day after school.

This will enable the Form Tutor and the Senior Teacher for Student Support to see how the student is getting on, and provide support and guidance for the student to improve their behaviour.

At the end of the student's time on report, the Headteacher, Senior Teacher for Student Support and Form Tutor will again meet with the student and her parents.

3.3.3 Serious Incidents

Serious incidents include but are not limited to:

- Affecting other people's health and safety
- Pupils involved in any unethical activity that affects the school or other students
- The student being out of the care and control of the teacher
- Offensive language directed at a member of staff
- Total defiance
- Dangerous behaviour
- Physical/threatening behaviour towards staff or students
- Severe damage to property
- Racial abuse

Such incidents will result in the immediate removal of the student from the classroom and are likely to lead to a fixed term exclusion and in severe cases may lead to permanent exclusion.

3.3.4 Permanent Exclusion

Permanent exclusion is used as a final step when other sanctions and strategies have failed to result in acceptable behaviour, or in response to extreme behaviour or actions which put



the safety/effective operation of the whole school at risk. These are the types of behaviour which are likely to result in permanent exclusion: (this is not an exhaustive list)

- Pupils involved in any unethical activity that affects the school or other students
- Physical violence towards a member of staff;
- Repeated or extreme violence to another student
- Refusal to cooperate with any member of staff such that the student is not under the school's care and control
- The persistent disruption to the learning of other students
- Bullying which has continued after other sanctions, including fixed term exclusion, have been used

See the Exclusion Policy for further details.

3.3.5 Supporting Students

When a student behaves poorly, they must be made aware of what part of their behaviour is unacceptable and, in most cases, why it is unacceptable.

When parents are notified by school of their daughter's continuing poor behaviour, the intention of such a discussion is to engage the support of the parents in helping their daughter understand that the school's view of their behaviour is shared by the parents, and that such behaviour is not acceptable.

When a student is placed on report, they regularly see their Form tutor and the Senior Teacher for Student Support, who will help, guide and support the student.

4. Appendices

4.1 Lunchtime Detention Procedure

- Students who are given lunchtime detention must be told which day their detention will be and what they are expected to do during the detention
- A full and detailed record of the detention and the behaviour which led to it must be made in the behaviour log of the student in question
- The names of students must be recorded in the isolation book, so that the isolation duty teacher can take attendance.
- The work set for isolation must be explained to the student and a note explaining the work given to the isolation duty teacher – if the teacher is not in on the same day, she should email the member of staff or leave a note for her detailing the work set.
- If a student fails to attend but has been in school the member of staff must record the absence in the isolation book and forward a note to the Form Tutor and Senior Teacher for Student Support to be followed up.

4.2 After school detention Procedure

Detentions will be scheduled after school, and can be 30-minutes, 45-minutes, or 60 minutes.

Procedures for School Detention:



- A standard detention letter must be filled in and sent home
- A full and detailed record of the detention and the behaviour which led to the detention must be made in the behaviour log of the student in question
- The names of students kept in detention must be recorded in the detention book
- The staff member supervising detention must take attendance
- The work set for the period must be given to the student and explained to the member of staff on duty – if the teacher is not in on the same day, she should email the member of staff or leave a note for her detailing the work set
- If a student fails to attend but has been in school the member of staff must record the absence in the detention book and forward a note to the Form Tutor and Senior Teacher for Student Support to be followed up

The following should be taken into consideration when using the detention system:

- The student's age
- Any special educational needs
- Any religious requirements