



Al-Burhan Grammar School

*Dedicated to learning as the
foundation of life*

Behaviour and Tarbiyya Policy

Date updated:	March 2025		
Review cycle:	Annually		
Next review:	August 2025		
Statutory?	Yes	Publish online?	Yes
Type:	Pastoral, Behaviour and Inclusion		



Contents

1. Overview	3
1.1 Policy aims.....	3
1.2 Links to other policies	3
1.3 Legislation, statutory requirements and statutory guidance.....	3
1.4 Definitions.....	3
1.5 Principles.....	4
1.6 Monitoring and review.....	6
2. Our expectations	7
2.1 Summary	7
2.2 Code of conduct	7
2.3 Classroom rules.....	8
2.4 Equipment.....	8
2.5 Behaviour outside school.....	9
3. Rewards.....	11
4. Managing behaviour	11
4.1 Safeguarding	12
4.2 Pre-emptive strategies	12
4.2.1 Reasonable force.....	12
4.2.2 Pupil transition	13
4.3 Consequences for poor behaviour	13
4.3.1 Low-level sanctions	14
4.3.2 Fine/repair costs	15
4.3.3 School-based community service	15
4.3.4 Detention	15
4.3.5 Removal from classrooms	17
4.3.6 Confiscation.....	18
4.3.7 Putting a pupil on report.....	18
4.3.8 Behaviour contracts	18
4.3.9 Suspension and permanent exclusion	18
4.4 Specific issues.....	19
4.4.1 Bullying.....	19
4.4.2 Suspected criminal behaviour.....	19
4.4.3 Sexual harassment and sexual violence	19
4.4.4 Malicious allegations.....	20
4.4.5 Responding to misbehaviour from pupils with SEND	20
4.5 Investigations into behaviour incidents	22



4.5.1 Investigation procedure	22
4.5.2 Searching.....	22
4.6 Supporting pupils following a sanction	26
5. Responsibilities	26

1. Overview

1.1 Policy aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline the expectations and consequences of behaviour
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management that is applied equally to all pupils

1.2 Links to other policies

1. Vision and ethos policy
2. Anti-bullying policy
3. Pastoral care policy
4. SEN policy
5. Child protection and safeguarding policy
6. Mobile phone policy
7. Physical restraint policy
8. Exclusion policy
9. Teaching and learning policy
10. Attendance and punctuality policy
11. Uniform and equipment policy

1.3 Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

1.4 Definitions

Misbehaviour is defined as:



- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Fighting
- Theft
- Vandalism
- Smoking
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article 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)
 - Mobile phones and other items as outlined in section 2.4 "Equipment".
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Affecting other people's health and safety, including dangerous behaviour and threatening behaviour towards staff or students
- 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

1.5 Principles

Every pupil has a right to learn. Every teacher has a right to teach.

Students learn best in an ordered environment. This is achieved when expectations of learning and behaviour are high and if an individual does not respond, consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward and celebration.



Our approach to discipline is preventative and corrective but essentially supportive. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships between and with students are the key to good behaviour.

These are the principles underlying our behaviour expectations and approach to behaviour management:

Tarbiyya = Character development and moral education

Islam places the highest emphasis on developing good character and being a morally upright person, and our policy reflects this. Our goal of providing tarbiyyah means that we aim to teach pupils how to go down the path of constant self-purification, self-correction, and self-development. We proactively teach good conduct and behaviour, but when pupils require discipline, we also explain why it was wrong and what they should do next time.

Personal responsibility

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. 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.

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.

Boundaries

We wish to create a happy, secure and stimulating environment within the school with a great sense of community and belonging. Students 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.

Teachers as role models

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.

Our school values

We aim to instil our values in all our pupils such that by the time they leave us, these values are an intrinsic part of them and guide their actions without conscious effort =

1. Truthfulness:



Being truthful is the foundation of good character and an essential characteristic for someone who wishes to have integrity.

2. Trustworthiness:

Allah (SWT) has placed on us the obligation to be trustworthy, to behave with integrity and in good faith with all people. We are all required to act honestly in any matter in which we are involved; those in a position of trust have an even greater duty to do so.

3. Kindness and compassion =

Every teacher, support staff member, pupil, visitor and parent/carer has a right to be respected and treated with kindness, respect, care and courtesy. Therefore, everybody has the responsibility to treat others with respect and safeguard that right.

4. Fairness and Justice:

Everyone is equal, regardless of gender, age, ethnicity, creed, behaviour or looks. Therefore, no one should be treated differently or judged, even if they hold different beliefs or attitudes.

5. Humbleness:

Everything is provided to us by Allah (SWT), who showers us with His mercy and blessings every day, despite our lack of gratitude. In Islam, no one is better than any other, except in *Taqwa* (piety). There is no other quality or characteristic which makes us better than anyone else, and so no task is too small or menial for us to complete.

6. Responsible and proactive attitude:

Without each individual actively contributing to society and acting in a responsible manner, our communities cannot progress or develop.

1.6 Monitoring and review

The School will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed by the SLT and Headteacher, from a variety of perspectives including:

- At school level.
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

This behaviour policy will be reviewed by the headteacher and SLT at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher and governors.



2. Our expectations

2.1 Summary

Pupils are expected to:

- Show respect to members of staff and each other
- Behave in an orderly and self-controlled way
- Move quietly around the school
- Treat the school buildings and school property with respect
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- In class, make it possible for all pupils to learn
- Wear the correct uniform at all times
- Accept sanctions when given

2.2 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. In lessons, students make it as easy as possible for the teacher to teach and others to learn*
 - a. Students must be on time to lessons and be fully equipped (details of equipment needed can be found in the Homework Planner and the Staff Handbook)
 - b. Students stand quietly when the teacher enters the class and then sit down when the teacher asks
 - c. Students raise their hand when wishing to speak
 - d. Students are silent when the teacher is talking and follow instructions
 - e. Students co-operate with their classmates and teachers
 - f. Students concentrate on their work and allow others to work without distraction.
 - g. Students leave only when dismissed by the teacher.
 - h. Students take pride in their work so that it is not untidy, rushed or copied.
 - i. Homework is handed on time.
- 2. When moving around school, students are to have regard for the health, safety and happiness of others*
 - 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. Students are expected to open doors and stand back to let people pass and help to carry things.
 - f. Walk quietly on the left in the corridors and on the stairs.
 - g. Noise should be kept to a minimum; during exam months, walk quietly around school at all times.
 - h. Queue quietly in single file whilst waiting to enter a classroom.



3. *Students are punctual and have good reasons for being absent*
 - a. Students are punctual to registration
 - b. Students arrive promptly at lessons, especially after break and lunch
 - c. Students bring absence notes in on the first day back after an absence
 - d. 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.
 - e. Students who require a leave of absence should bring in a letter addressed to the Headteacher as soon as possible.

See Attendance and Punctuality Policy for more details.
4. *Students have suitable appearance*
 - a. Students are clean and tidy and look after their school uniform
 - b. Students' appearance should be in-keeping with the uniform. There should be no makeup, nail varnish, odd fashions with the headscarf or jewellery other than one pair of plain gold or silver coloured studs or a plain watch.

See Uniform Policy for more details.
5. *Students take care of the school environment by keeping it clean and tidy so that it is a place we can all be proud of.*
 - a. Look after your surroundings: "cleanliness is a part of Imaan" (Hadith)
 - b. Always abide by all rules governing laboratories or other creative and practical areas.
6. *Do not bring into school valuables or large amounts of money.*
 - a. Do not put temptation into the way of others by bringing in valuables or large amounts of money.
 - a. Bring only what is necessary for fares and lunches.

2.3 Classroom rules

The Code of conduct has been combined into five easy to remember classroom 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 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 implemented by all staff and must be supported by parents.

2.4 Equipment

1. Equipment needed and allowed:
 - a. Appropriate books for lessons
 - b. Writing equipment: 2 pens (black or blue ink), 1 purple pen (for peer assessment), 1 green pen (for self-assessment/correction in response to teacher marking), 2 pencils, rubber, ruler and small range of coloured pencils
 - c. Calculator
 - d. Dictionaries: English, Urdu, Arabic, Spanish.



- 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. **Stationery:** Tip-pex, ink eradicators, scissors.
 - b. **Valuables and electronic items:** Expensive items, large sums of money, cameras, CDs/DVDs, electronic games, videos, iPods/music devices, MP3/MP4 players, earphones, smartwatches.
 - c. **Mobile phones:** Mobile phones are not allowed in school. However where there is a genuine need for a mobile phone to be brought to school, for example your daughter travels to/from school using public transport, a letter is required from home specifying the reasons for this. This form can be requested from the main office. Permission must be given by the headteacher and be handed into the office as soon as you arrive in school. Under these circumstances, students may bring the phone to school but must 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

Aerosol sprays and perfumes may not be brought into school for health and safety reasons. Roll-on deodorants are permitted for use after PE.

Note: If a prohibited or offensive item (such as an offensive image or slogan on stationery) is brought into school, the item will be confiscated.

2.5 Behaviour outside school

Al-Burhan School has high expectations of the behaviour of our pupils as they represent the school. 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.

Schools have the power to sanction pupils for poor behaviour outside of school premises. This includes behaviour that:

- Happens online e.g. if:
 - It poses a threat or causes harm to another pupil
 - It could have repercussions for the orderly running of the school
 - It adversely affects the reputation of the school
 - The pupil is identifiable as a member of the school
- Occurs when taking part in any school-organised or school-related activity
- Occurs when travelling to or from school
- Occurs when the pupil is wearing school uniform or is in some other way identifiable as a pupil at your school
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil



- 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 a staff member.

The Code of Conduct for school activities and trips 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. Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos and helps to motivate pupils further and maintain high expectations of themselves.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture

Rewards include:

- Praise/verbal comment – the importance of this is often underestimated, but acknowledgment of 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.
- Communicating praise to parents/carers via a phone call or written correspondence e.g. praise postcards and letters of commendation.
- 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.
- Positions of responsibility e.g. prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

4. Managing behaviour

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 (consequences).

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.



4.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

4.2 Pre-emptive strategies

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

On the first day of each academic year, pupils are explicitly taught about our school rules and procedures.

Effective lesson planning and high-quality teaching leads to engaged students who are sufficiently challenged in lessons. This results in a reduced inclination and less opportunity to misbehave.

Teachers will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing and practice.
- Move around the classroom during silent work – this allows teachers the freedom of movement to pinpoint and keep a close eye on students who may misbehave – and can prevent them from doing so.
- Swiftly use the following pre-emptive reminders as soon as any slouching, daydreaming, or distracting occurs:
 - Silent non-verbal e.g. hand signal, eye contact, facial expression, shake head, sharp pause or clicking.
 - Unnamed
 - Named

4.2.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. **This is not a form of punishment, and must never be used as a sanction.** Reasonable force is only ever a preventative measure. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.



All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

4.2.2 Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

4.3 Consequences for poor behaviour

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.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Sanctions are fair and progressive, but for more severe cases some steps may be missed out.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:



- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class / Removal of the pupil from the classroom
- Setting of written tasks e.g. essays
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime, or after school
- Letter or phone call home to parents/carers
- Loss of privileges – for instance, the loss of a prized responsibility
- Fines/repair costs
- Confiscation
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Putting a pupil 'on report'
- Agreeing a behaviour contract
- Suspension
- Permanent exclusion, in the most serious of circumstances

These are explored in further detail below.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Where behaviour becomes persistent, or for any serious misbehaviour, investigation and sanctions will be monitored by the Behaviour Lead. **Please remember that any communication with parents will be sanctioned by a senior teacher.**

4.3.1 Low-level sanctions

This refers to sanctions such as:

1. Verbal reprimand
2. Moving seats
3. Standing the pupil up
4. Briefly sending out the classroom (not the same as removal – this is for a few minutes to de-escalate the situation, set the rest of the class on task, and then go and have a brief discussion with the pupils)
5. Comment for the parents in the planner
6. Extra work for wasting time in class, or repeat work if expected standards are not met.
7. Break detention (organised and supervised by the teacher assigning it)

These will be used for low-level misbehaviour:

- Minor misbehaviour in corridors or around school (running, wrong side, etc.)
- Persistently not tracking, not SLANT-ing not concentrating
- Sloppy written work in lessons
- Low level chatter
- Distracting other students from learning including:
 - Passing notes
 - Disrupting or interrupting other pupils e.g. talking over or whispering over instructions, explanations, discussions or silent practice.
- Sloppy uniform
- Minor inappropriate language when talking to students
- Anything else that a pupil has previously been reminded about by a teacher



4.3.2 Fine/repair costs

Where damage to school equipment/items/books is due to careless or reckless behaviour, the pupil(s) concerned will be required to pay some or all of the cost of repairs.

Pupils are responsible for the text and exercise books issued to them and will be held responsible for any damage or defacement of these books and required to pay the appropriate monies to replace the book.

For chewing gum, there is a £5 fine the first time it is found (either on a pupil's person/in bag, or being chewed). For every subsequent time, the fine is £10 each time.

4.3.3 School-based community service

This refers to services such as the following:

- Tidying up
- Cleaning the classroom
- Cleaning the playground – rubbish pickers are provided to ensure pupil's health and safety.

What the community service is depends on the misbehaviour, what it involved and which area it was perpetrated in e.g. if it was related to misbehaviour and making a mess in the toilets with water, cleaning the mess would be an appropriate sanction, alongside communicating the incident to parents.

4.3.4 Detention

All staff are authorised by the headteacher to give pupils detentions for the behaviours listed below. Any misbehaviour outside of these for which detention is felt to appropriate should be discussed with the behaviour lead.

Pupils can be issued with detentions during lunchtime or after school.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Interrupt the pupil's caring responsibilities
- Prevent the pupil from getting home safely (NB: parents are notified of detentions a day in advance, and so have the opportunity to make arrangements for pupils to make their way home. Not being able to pick up their child themselves is not a reason for the detention to be rescheduled.)

Detentions may be given for the following:

- Persistent low-level misbehaviour despite the use of low-level sanctions e.g.
 - Persistent disruption to the lesson
 - Persistent chatter
 - Talking over the teacher repeatedly
 - Persistent minor inappropriate language
- Questioning/challenging the teachers instructions
- Inappropriate language e.g. swearing or verbal abuse towards fellow pupils, or towards teacher (NB any incidents which may involve bullying or racial elements will additionally be dealt with according to those policies).
- Not completing classwork
- Homework concerns e.g. incomplete homework, non-submission of homework, later homework



- Lateness
- Lack of/incorrect equipment or uniform
- Eating or chewing gum in class
- Hesitating in handing over confiscated items

The table below shows examples which types of detention may be used, but this is not an exhaustive list. For example, if a behaviour which results in lunchtime detention is repeated, the sanction will be escalated to after-school detention. When in doubt, the behaviour lead or headteacher should be consulted.

Type of detention:	May be given for the following misbehaviour:
Lunchtime detention	1 st and 2 nd morning lateness in one week (+ notify parents)
30 minute after-school detention	3 rd morning lateness in one week (+ notify parents)
45 minute after-school detention	4 th lateness in one week (+ meeting with parents)
1 hour after-school detention	

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

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

Lunchtime detention procedure

- Students who are given lunchtime detention must be told:
 - Which day their detention will be
 - What they are expected to do during the detention.
- An entry must be made in:
 - The Behaviour log
 - The lunchtime detention record, including what pupils are expected to do during the detention.
- The lunchtime detention duty teacher must do the attendance on the Lunchtime detention record in the relevant column.
 - Email the relevant teacher and the pupils form tutor if a pupil fails to attend.

After-school detention procedure

- Pupils must be told:
 - Which day their detention will be (the teacher must check the detention record to



- ensure the pupil is not double-booked for detention).
- What they are expected to do during the detention.
- To tell their parents on going home and ensure parents respond to the school notification of detention.
- An entry must be made in:
 - The behaviour log
 - The after-school detention record, including what pupils are expected to do during the detention.
- The school secretary will:
 - Notify the parents regarding the detention
 - Update the detention record accordingly.
- The staff member supervising detention must log the attendance in the after-school detention record in the relevant.
 - Email the teacher who assigned the detention and the pupils form tutor if a pupil fails to attend.

4.3.5 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by Sabika Fatima (School administrator) or another member of staff who has a non-teaching period at that time and will usually be removed for a maximum of the rest of that period. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pastoral support officer
- Short-term behaviour report cards
- Long-term behaviour plans made with the involvement of parents
- Multi-agency assessment



Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

4.3.6 Confiscation

Any prohibited items (listed in section 1.4) found in a pupil's possession will be confiscated. These items will not be returned to the pupil. Some such items e.g. valuable items, electronics, mobile phones, will be returned to parents only after discussion with them and usually will be returned at the end of the term or the end of the academic year (depending on the item and the frequency with which the pupil has brought it in). This will be decided by the behaviour lead and/or the headteacher.

We will also confiscate any item which:

- is harmful or detrimental to school discipline
- the pupil is using to cause a nuisance with

These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

4.3.7 Putting a pupil on report

Pupils may be placed on report following:

- Repeated instances of misbehaviour
- Misbehaviour in multiple classes
- Incidents of serious misbehaviour

In conjunction with or following other sanctions, students may be placed on report for a fixed amount of time. At this point, the Behaviour Lead and/or 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.

When a student is placed on report, they regularly see their Form tutor and pastoral support officer who will help, guide and support the student. The behaviour lead will monitor this.

At the end of the student's time on report, the behaviour lead and Form Tutor will again meet with the student and her parents to make an ongoing plan.

4.3.8 Behaviour contracts

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.

At this point, the Headteacher, behaviour lead +/- the form tutor will meet with the parents and pupil put in place a behaviour contract.

The pupil will have regular meetings their form tutor and the pastoral support officer who will help, guide and support the student. The behaviour lead will monitor this and as part of the behaviour contract, will formally meet with the pupil and parents at a pre-agreed time interval to review how things are getting on and make ongoing plans.

4.3.9 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to:



- serious incidents e.g. extreme behaviour or actions which put the safety/effective operation of the whole school at risk
- persistent poor behaviour which has not improved following in-school sanctions and interventions.

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please see the exclusions policy for more information.

4.4 Specific issues

4.4.1 Bullying

Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. Bullying is an unacceptable behaviour and we have a zero tolerance toward any form of bullying and no matter the motivation behind the bullying.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

4.4.2 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police:

- The Headteacher (if not available, then the Pastoral, behaviour and inclusion Lead, or another SLT member) will make the report.
- The designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

4.4.3 Sexual harassment and sexual violence

There is a zero-tolerance policy in place. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.



Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please see the child protection and safeguarding policy, for more information

4.4.4 Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Pupils will be disciplined in accordance with this policy where:

- a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious
- a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious

The sanctions applied will be according to this policy, but may vary on a case-by-case basis depending on:

- Pastoral/safeguarding needs
- If the pupil is in need of help
- Previous behavioural history

4.4.5 Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:



- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These measures may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.



4.5 Investigations into behaviour incidents

4.5.1 Investigation procedure

For serious incidents, or incidents where it is unclear what has happened/involving multiple pupils, an investigation procedure will be undertaken. This will usually be done with the involvement of, or by the behaviour lead, and will include one or more of the following actions:

- Written reports from the involved pupils.
- Written reports from witnesses
- Face to face discussions/interviews with the pupil
- Meeting with parents and pupils

Pupils may also be searched; see section 4.5.2. We do not screen pupils on entry at school.

4.5.2 Searching

When it is done?

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for, or if the pupil has agreed.

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Who will carry out the search?

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

Where will the search take place?



An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

How is it done?

Before carrying out a search, the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search:

- The member of staff can give an appropriate behaviour sanction.
- If they still refuse to co-operate, the member of staff will contact the Headteacher and behaviour lead to try to determine why the pupil is refusing to comply.
- The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- The authorised member of staff can use reasonable force to search for any of the following prohibited items which are outlined in section 3 in the DfE guidelines, but not to search for items that are only identified in the school rules:
 - Knives and weapons;
 - Alcohol;
 - Illegal drugs;
 - Stolen items;
 - Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
 - An article specified in regulations:
 - Tobacco and cigarette papers;
 - Fireworks; and
 - Pornographic images.

Searching a pupil:

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions:



Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for the section 3 prohibited items listed above and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the DSL

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for the section 3 prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a section 3 prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.



Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.



As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

4.6 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This may include one or more of the following:

- Reintegration meetings
- Regular contact with the pastoral lead
- A report card with personalised behaviour goals

5. Responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff



Staff are responsible for:

- Implementing the behaviour policy consistently
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Expect high standards of behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will:

- support staff in responding to behaviour incidents.
- Work with the Headteacher to monitor implementation of this policy and review this policy

Parents

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.

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy, uniform policy and attendance policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Students

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards



Pupils will be:

- Supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Supported to develop an understanding of the school's behaviour policy and wider culture.
- Asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.