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BEHAVIOUR & EXCLUSION POLICY & PROCEDURES

This policy has been formed with due regard to the DfE publication, 'Behaviour in schools. Advice for headteachers and school staff, February 2024'

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Approved By: Senior Leadership Team

Prophet Muhammad (PBUH) said:

"None of you truly believes until you wish for your brother what you wish for yourself."

1. OUR VISION

AASSG is committed to establishing a culture of high expectations, mutual respect and positive relationships, where pupils feel safe, behaviour is exemplary and learning is free from disruption.

Our aim at AASSG is to strive continuously to create and sustain a happy and harmonious learning community for all where staff and pupils feel safe and secure. School life is characterised by a calm purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all pupils and staff will behave in appropriate and socially acceptable ways. Like safeguarding, every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. We will endeavour to educate our pupils on the importance of good behaviour so that they appreciate and value its benefits and role in their learning.

All pupils will:

- Treat fellow pupils and adults with respect.
- Speak politely to one another.
- Have self-confidence and high self-esteem.
- Maintain excellent attendance and punctuality, recognising the direct impact these have on learning and achievement.
- Take care of all school equipment and property.

2. LEARNING TO BEHAVE

The school aims to provide a safe, secure, supportive environment where pupils can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour.

At AASSG we aim to create cultures where pupils and staff flourish in safety and dignity. The creation and reinforcement of this culture will be executed from the very top, ensuring it permeates through every aspect of school life.

It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. We believe our spiritually rich *Islamiat* curriculum helps to foster a strong sense of mature and responsible conduct.

To encourage good, dignified behaviour, SLT & staff will:

- Model exemplary behaviour.
- Treat all pupils and adults fairly with respect.
- Speak politely to each other.
- Build pupil confidence and self-esteem through positive reinforcement.
- Avoid using overly critical or sarcastic language.

- Recognise pupil effort and achievement on a regular basis and celebrate success.
- Keep parents informed about success, effort and achievement.
- Use rewards and sanctions fairly and consistently.
- Challenge unacceptable behaviour.
- Work in partnership with parents through regular contact to help improve behaviour.

3. COURTESY

In speaking and responding to others, all pupils must respect the normal conventions of courtesy. Pupils should therefore:

- Be honest and truthful.
- Use appropriate language for the working environment.
- Speak politely, pleasantly and with respect to all adults including all members of staff, both teaching and non-teaching, and visitors to the school.
- Speak politely and pleasantly to fellow pupils, including those who are exercising responsibility for a school activity or carrying out a duty.
- Address adults by title and surname or by first name followed by 'Apa'.
- Observe normal rules for assemblies, including:
    - Walking quietly between classroom and Assembly Hall.
    - Remaining silent in the Assembly Hall.

4. CONSIDERATION AND CONCERN FOR OTHERS

All members of our school community must respect the rights of others and have regard for the well-being and academic progress of fellow pupils.

Pupils should therefore:

- Treat all members of the school community equally, and with care and concern.
- Encourage and support other pupils.
- Act as positive role models to younger pupils.

Pupils should create an environment free from bullying and therefore:

- Avoid insulting, abusive, and hurtful language or images – whether face to face verbal, written, posted on social networking and messaging sites/mobile phones or any other form of technology.
- Must not engage in discriminatory behaviour, language or conduct, including but not limited to racism, sexism, homophobia, transphobia, disability-related discrimination, religious discrimination or prejudice based on any protected characteristic.
- Avoid use of behaviour, body language or teasing which others find intimidating, threatening or hurtful.

- Avoid the use of physical violence of any form.
- Avoid the use of exclusion from friendship groups as a means of intimidation and hurt.
- Avoid any part in the spreading of rumours.
- Avoid behaviour which causes other pupils to under-perform in academic work.
- Avoid behaviour which damages the self-esteem of others.

In order to prevent a repeat of the bullying described above, a pupil should report to a member of staff, without delay:

- The occurrence of any of the above abuses to a pupil.
- If the pupil witnesses the occurrence of any of the above abuses to fellow pupils.
- If the pupil notices someone upset.

5. EXPECTATIONS OF BEHAVIOUR IN AND AROUND SCHOOL

Each member of our school community must behave in a way that allows the pupil and others to work successfully, without disruption, safely and with enjoyment. Refer to school rules in foyer for details.

General points:

- Any reasonable request from a member of staff should be carried out at once and without argument.
- Rudeness, disrespect or insolence towards members of staff/volunteers will never be tolerated.
- A pupil must observe health and safety rules, as directed by the school rules in general and by subject-specific and specialist room guidelines.
- A pupil must adhere to the rules governing ICT and mobile phone use, including use of computer hardware and software computer messaging, accessing computer data and posting images on internet sites.
- Eating is not allowed inside the school building, except for the dining area or when authorised.
- Pupils may drink water at anytime and anywhere in school, except in the science lab.
- Chewing gum is not allowed in any part of the school premises.
- A pupil is expected to use break and lunch time for toilet visits, not lesson time, unless the pupil is taken ill suddenly or is suffering from a notified medical condition.
- Smoking/Vaping is forbidden on school premises and a search may be carried out if suspicions are raised against a pupil.

6. HEALTH AND SAFETY

All members of our school must have regard for the health and safety of themselves and others.

Everyone should be orderly and considerate in moving around school:

- Do not run anywhere inside the school building.
- Be patient and avoid pushing, particularly on stairs.
- Give way to others at doorways, opening the doors to allow others through first.
- Hold doors open for those walking behind.
- Organise break and lunch time activities safely, using equipment sensibly and fairly.
- Line up when required to do so in a sensible, fair and well-ordered manner.

Note: All rules regarding Health and safety as stipulated in detail in the separate Health and Safety policy must be adhered to at all times.

Pupils should ensure that school is always aware of their whereabouts. They should:

- Remain on the school site during the school day unless parents give permission by ringing up the school. Letters will not be accepted.
- Always sign out from the school office if given permission to leave school during the school day.
- Always sign in if arriving to school after registration.

Pupils should respect all procedures and rules designed for their safety:

- Respect and not tamper with safety equipment such as fire-fighting appliances and alarms.
- Cooperate in practice evacuation of the school in preparation for any emergency which might arise.

7. RESPECT FOR PROPERTY

All members of our School must respect and take responsibility for property — their own property, other people's property and school property.

A pupil should therefore:

- Hand lost property in to the school office.
- Avoid bringing valuable property and large sums of money to school.
- Carry money on themselves at all times or hand into the school office for safekeeping.
- Treat all school property — books, furniture, lockers, equipment and buildings — with care and respect.
- Report to the school office any damage to school property or graffiti immediately it occurs or as soon as damage is noticed.
- Clear up after meals and snacks.
- Keep the locker area, corridors, classrooms and playground tidy and clean.

- Avoid putting personal belongings on top of lockers or windowsills.
- Keep books, furniture and buildings free from graffiti.
- Put litter in bins.
- Take care not to damage displays whilst moving around rooms and corridors.

We regret that the school cannot take responsibility for loss or theft of belongings, nor damage to belongings.

8. MOBILE PHONES

Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Considering these risks, mobile phones must be handed into the school office immediately, first thing in the morning and collected at home time. Pupils who fail to hand in their mobile phone at the start of the school day may have the device confiscated and parents informed. Repeated breaches may result in sanctions in accordance with this policy.

9. BEHAVIOUR INCIDENTS ONLINE

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

AASSG makes it clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and AASSG will follow the principles as set out in Keeping Children Safe in Education.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. AASSG will not hesitate to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

10. PROMOTING THE SCHOOL AND ITS ETHOS

All members of our School must do their best to maintain the highest possible reputation, both for themselves and for the school.

Therefore, pupils should:

- be aware at all times of the impression they create, ensuring that this impression is positive.
- dress appropriately for school by wearing the correct uniform, ensuring that it is clean and well-maintained and that it reflects the code of dress. (Please refer to the uniform policy for further details).
- behave politely and with consideration for others at all times in school, when acting as a representative of the school in extra-curricular activities and off-site visits and when travelling to and from school on public transport.
- behave in a sporting manner in all competitive events.
- welcome visitors to the school in a helpful friendly and respectful manner.

11. EQUALITY ACT 2010 (REFER TO EQUALITY POLICY)

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

12. REWARDS AND SANCTIONS

AASSG believes that effective behaviour management is based on consistency, fairness, restorative approaches and positive relationships. Staff will seek to understand the reasons behind behaviour and support pupils in making positive choices.

The school seeks to encourage, recognises and rewards positive attitudes, behaviour, attendance and achievement through a system of book vouchers for reading Awards and certification.

As well as praising pupils, regularly for good work and good behaviour generally or through the 'good Behaviour' folder, which is mentioned in assemblies, a reward system is in place whereby pupils' good work and behaviour is recognised by:

Using a series of Merit Certificates:

- 3 Stars = 1 Merit Mark.
- 50 Merit Marks = Bronze Certificate.
- 75 Merit Marks = Silver Certificate & £5 school tuck shop voucher
- 100 Merit Marks = Gold Certificate & £10 school tuck shop voucher
- Cash/voucher prizes awarded at a prize giving ceremony at the end of each Academic Year.

Merit Marks may be awarded for:

- Academic achievement
- Excellent effort
- Leadership
- Service to the school community
- Exemplary conduct

- Attendance and punctuality
- Demonstrating school values

13. ORDER MARKS AND SANCTIONS FOR BAD BEHAVIOUR/POOR WORK

Maintaining good discipline is a key priority of the school as is regularly monitoring classwork/homework.

The school's Disciplinary Policy is enforced swiftly in the event of non-compliance with any of the 'School Rules', particularly rude and disruptive behaviour.

Constant and/or regular disruptive behaviour must be dealt with quickly and effectively to ensure that disruption for the rest of the class is kept to a minimum. These will be noted in the Discipline Folder (on the school system) for an 'Order Mark' as soon as possible. Consequently, pupils whose behaviour is deemed by the teacher to be extremely disruptive that they have forfeited the right to remain with their teachers in their own classroom will be reported to the Head Teacher/Deputy Head immediately so that the matter can be dealt with in the first instance.

Order Marks will also be given in Years 7 – 11 for various other reasons such as:

- Late homework.
- Incorrect uniform.
- Wearing jewellery.
- Class disruptions.
- Eating in classrooms.
- Chewing gum.
- Bringing in forbidden articles listed in school rules.
- Damage to school property, etc.

5 Order Marks = 1 detention

A detention is also given outright for any serious disciplinary issues at the Head Teacher's/Deputy Head's discretion.

Pupils will also be placed on the School Report and parents notified if disruptive behaviour continues or if previous offences are repeated.

14. DISCIPLINARY & EXCLUSION PROCEDURE

Where behaviour may be linked to safeguarding concerns, trauma, mental health needs or contextual safeguarding risks, the school will investigate these factors before determining an appropriate response.

1. **Detention will be given if the following are repeated continuously:**

- Not doing homework
- Inexcusable late arrival

- Persistent low-level class disruptions
- Not bringing P.E kit
- Not wearing correct uniform
- Wearing jewellery
- Chewing gum
- Bringing in forbidden articles listed in school rules
- Failing to hand in mobile phone into school into the office
- Damage to school property, books etc.
- Bullying first time

2. **Placed on report and letter sent to parents:**

- Continuous disruptive behaviour
- Build-up of minor offences
- Repeat of previous offences

3. **Suspension (fixed-term exclusion): Stage One - one or two days out of school (or in school isolation) depending on seriousness of offence:**

- e.g. constant rudeness and swearing, leaving school premises without permission, fighting/physical abuse, verbal abuse, stealing, repeated bullying
- Repeat of previous offences or a single serious offence
- Parents will be informed via letter and meeting

4. Suspension (fixed-term exclusion): Stage Two - three days out of school (or in school isolation) for:

- Repeat of previous offences or single serious offence
- Parents will be informed via letter and meeting

5. Suspension (fixed term exclusion): Stage Three - one week out of school for:

- Repeat of previous offences
- A full report will be made of all incidents
- Parents will be informed via letter and meeting
- Final warning of permanent exclusion

6. Permanent Exclusion - As a last resort when all of above has not served as a deterrent, permanent exclusion for:

- No improvement
- Local Authority informed
- Parents informed via letter and formal meeting

AASSG will consider whether misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (Firoza Ismail), who will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions may be considered on a case-by-case basis for any pupil where we believe an alternative arrangement would be more effective for that particular pupil, based on knowledge of the pupil's personal circumstances. However, the school will always show regard to the impact on consistency and perceived fairness when considering any alternative arrangements.

Pupils may also be permanently excluded in serious circumstances, following consultation with Head Teacher and Chair of School Governors.

Parents will have an opportunity to appeal the school's decision on either temporary or permanent exclusion through the school Complaints Policy & Procedure available on the school website.

15. RESPONDING TO THE BEHAVIOUR OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)

The school recognises that some pupils with SEND may require reasonable adjustments, adapted behaviour support plans or additional interventions to enable them to meet behaviour expectations successfully.

AASSG will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We will not assume that because a pupil has SEND, it must have affected her behaviour on a particular occasion – this is a question of judgement and will depend on the facts of the situation. Following investigations, we will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the Equality Act 2010. We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. In conclusion, we will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

16. SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. The services of the school Pastoral Lead will be used to provide counselling and support.

These will include:

• a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;

• a phone call with parents;

• Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;

• Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;

17. MONITORING AND REVIEW

This policy will be reviewed annually by the Head Teacher and Governors to ensure compliance with statutory guidance and to reflect the needs of the school community.

18. VERSION HISTORY

Issue Date	Version Number	Approved By
September 2006	1.0	Senior Leadership Team
September 2011	2.0	Senior Leadership Team
September 2013	3.0	Senior Leadership Team
September 2015	4.0	Senior Leadership Team
September 2016	5.0	Senior Leadership Team
September 2017	6.0	Senior Leadership Team
November 2017	6.1	SLT & Chair of Governors
September 2018	7.0	SLT & Chair of Governors
September 2019	8.0	SLT & Chair of Governors
September 2020	9.0	SLT & Governing Body
September 2022	10.0	SLT & Governing Body
September 2024	11.0	SLT & Governing Body
September 2025	12.0	SLT & Governing Body
September 2026	13.0	SLT & Governing Body