



Attitude to Learning (Behaviour) Policy

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Procedure management log

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Madani Schools Federation

ATTITUDE TO LEARNING (BEHAVIOUR) POLICY 2021-22

The policy should be read and complied with in conjunction with the following documents. The policy reflects current legislation, accepted best practice and complies with government guidance where available. The policy should be read and complied with in conjunction with the referenced and accompanying documents.

- 2021-22 | MSF Policy | Staff Code of Conduct
- 2021-22 | MSF Policy | Anti-Bullying
- 2021-22 | MSF Policy | Child Protection
- 2021-22 | MSF Policy | Peer-On-Peer Abuse - Sexual Violence & Sexual Harassment Between Children in School
- MSF Policy | Examinations
- 2021 | DfE | Keeping Children Safe in Education (2021)
- 2018 | DfE | Working Together to Safeguard Children (inc Update December 2020)
- 2018 | DfE | Information Sharing
- 2011 | DfE | Teachers' Standards (inc Update July 2021)
- 2016 | DfE | Behaviour & Discipline in Schools (inc Update 2020)
- 2017 | DfE | Preventing & Tackling Bullying
- 2019 | Ofsted | School Inspection Framework (inc Update July 2021)
- 2006 | HMG | Education & Inspections Act
- 2017 | DfE | The School Discipline (Pupil Exclusions and Reviews) (England) Regulations
- Equality Act 2010
- Supporting pupils with medical conditions at school
- Special Educational Needs & Disability (SEND) code of practice.
- Leicester Education Strategic Partnership Board | Leicester Learners Charter
- Other related school policies
- Forthcoming statutory guidance and legislation

Governors' Committee Responsible: Personal Development, Behaviour & Attitudes

Governor Lead: Mr Hussein Suleman, Chair of Governors

Personal Development, Behaviour & Attitudes Lead: Mr N Khan

Next Review Date: August 2022

INTRODUCTION

At Madani Schools Federation, we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the entire school learning community. In line with our Islamic ethos, there is a requirement of mutual respect and responsible behaviour for all members of the learning community. This policy focuses on positive attitudes, which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that when attitude to learning or expectations are not met that all staff, pupils, parents / carers and stakeholders have a clear understanding of their rights, roles and responsibilities to implement the policy to alleviate such issues:

GUIDING PRINCIPLES

- The fundamental principle underpinning our policy is our shared purpose. "Read" was the first word to be revealed from the Qur'an. Other verses related to sincerity, honesty, respect for others alongside hundreds of verses that encourage us to consider the people and universe that surrounds us and all that has been created within it, collectively demonstrates the importance that Islam dedicates to learning, acquiring knowledge and exemplary conduct. Our Islamic ethos calls us to seek knowledge in the broadest sense of the word. The Prophet (peace be upon him) said: "Seeking knowledge is an obligation upon every Muslim." quite literally - **'we're here to learn'**.
- This understanding of purpose, combined with individual roles, rights, responsibilities and routines will promote behaviour conducive to learning.
- The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff, pupils, parents/ carers and members of the learning community.
- Reflection, re-engagement and reformation feature strongly in this policy and we will strive to achieve a balance between avoiding exclusion whilst at the same time acknowledging the fact that poor attitudes can in itself exclude other pupils from learning and feeling safe.
- We believe that positive attitudes can be developed with support and poor conduct is not an inevitable consequence of any prior or existing context.
- Poor attitudes can affect the safety and welfare of members of our learning community, the ability of pupils to learn and teachers to teach. It therefore cannot be tolerated. **Staff have the right to teach and pupils have the right to learn.**
- This policy relates to attitude to learning and behaviour within the classroom, all areas of the school, when pupils are engaged in school activities outside school, within the immediate vicinity of school and on the journey to and from school.
- The school reserves the right to consider any sanctions for actions which contravene the policy that occurs online, or during evenings, weekends and over holiday periods.
- The School has the authority to initiate this policy in any other circumstances where there is serious misconduct and there is a clear link between that action and maintaining good discipline in school.
- A positive approach and a focus on attitude to learning will ensure that positive behaviour is rewarded and inappropriate behaviour has consequences.
- We recognise that good order and high standards need to be worked towards.

- This is a rewards based policy through its very nature of recognising lost positives by the vast majority of learners and the principle is for positive conversations, praise and rewards to exceed negative dialogues at the schools.
- Our commitment is to ensure that pupils thrive in our care and become successful, lifelong LEARNERS underpins all elements of this policy.

POLICY AIMS

- To promote the concept that the best learning opportunities occur in a positive and structured environment.
- To promote consistently high expectations of positive attitude to learning and behaviour.
- To affirm that maintaining positive attitudes to learning and discipline within school is a shared responsibility of every member of the learning community.
- To raise pupils' self-esteem by the use of rewards, positive interaction and reinforcement.
- To develop self-discipline amongst pupils and a sense of responsibility to others in the community.
- To establish clear guidelines of expectations with appropriate rewards and sanctions which are clearly understood by all members of the school learning community.
- To ensure that everyone has the right to be treated fairly and equally.
- To encourage and enable all staff to resolve negative attitudes should they occur.
- To create a caring, stimulating and secure environment in which everyone can operate safely.
- To ensure the policy is fully understood and implemented consistently throughout the School, and is effectively monitored and evaluated.

HEART VALUES & PRINCIPLES

At Madani Schools Federation, we understand that each of our pupils has individual needs and aspirations both academically and spiritually. We care about each student as a whole person, their educational achievement as well as their development as an individual, so that they leave us being able to contribute to those within their immediate community and the wider society that they will help to shape. We are committed to nurturing and developing children as rounded, confident, spiritual and discerning human beings that understand their role as active citizens and members of wider communities, locally, nationally and globally.

We want as many children as possible locally, to benefit from our high-quality education and care, provided by exceptional teaching and support staff that is based on our shared common values that embraces diversity, instils identity and builds mutual trust and respect for everyone. The values that underpin our philosophy and mission are derived from the true essence of our Islamic tradition, which deal with the condition and importance of the heart and places it at the core of the human being.

As our mantra states – 'We're here to learn', and we believe that learning is best fostered from a feeling of mutual respect and compassion, these form part of our HEART principles and we maintain those values in everything that we do as a learning community.

This vision embodies honesty, excellence, accountability, respect and teamwork that stems from the heart. It is central to our ethos rooted in the Islamic tradition and forms the foundation of our schools. These values are synonymous with the human values that make up the fabric of our society today and will last long into the future. Indeed our values can be encapsulated in the word HEART:

HEART - *Qalb* - Our Heart values underpin our vision & philosophy, which deal with the condition & importance of the heart & places it at the core of all human beings

Honesty - *Ikhlās* - Honest, sincere & transparent approach focussed on learning & placing our young people first.

Excellence - *Ihsaan* - The pursuit of excellence, to work hard, with the highest expectations & aspirations for all in our learning community.

Accountability - *Amanah* - Accountability to ourselves & each other, to every learner in our schools, community & above all to the Almighty.

Respect - *Ihtiram* - Be kind, have respect & value for one's self, & all in our schools, communities & society in our hearts & minds.

Teamwork - *Amalūm Jama'ie* - Work hard & work together as one body and collaborate; unity is strength, together everyone achieves more.

All members of our learning community are expected to be mindful of their purpose, rights, roles, responsibilities and routines at the school as LEARNERS.

Rights: All members of our community have the right to feel safe, learn, achieve and be treated with respect. The school expects all stakeholders to adhere to the new locally agreed Leicester Learners Charter.

Responsibilities: All members of our community have the responsibility to treat others with respect unconditionally, support others in their learning and celebrate achievements.

Routines: All members of our community are expected to follow and benefit from the clear routines promoting positive behaviour and hence effective learning. All staff and pupils will be inducted in school routines and are expected to follow them.

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
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent or peer on peer abuse)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like 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, or sharing of unwanted explicit content
-
- Vandalism
 - Theft
 - Fighting
 - Smoking
 - Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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)

ROLES & RESPONSIBILITIES

Madani Schools Federation staff team have a shared responsibility to promote the vision, values and ethos, ensure high expectations in all areas, and promote achievement, success and support positive attitudes and firm discipline. Each member of the team has specific responsibilities and accountabilities but are supportive of each other in helping to achieve a holistic approach.

GOVERNORS

The Governing Body strongly believe that high standards of behaviour and attitude to learning lie at the heart of a successful school that enables pupils to make progress in all aspects of their school life and beyond and that staff are able to teach without interruption or harassment.

In summary, Governors are expected to:

- Support the school through critical engagement, accountability and monitoring of behaviour, welfare & attitudes.
- Ensure the school reflects the shared aspirations of the governing body, staff, parents, pupils, and all stakeholders.
- Ensure the school is meeting its legal duties related to all aspects of Personal Development, Behaviour, Welfare & Attitudes.
- Review and ratify the Attitude to Learning Policy annually in accordance with the Education and Inspections Act.
- Attend school to observe and monitor the implementation of the Attitude to Learning Policy.
- Attend related subcommittee, appeal, and meetings with senior leaders.

SENIOR LEADERSHIP TEAM

The Executive Headteacher' and SLT will lead the school and be responsible for the implementation and day-to-day management of all policy and procedures. It is the aim of senior leaders and staff to promote, recognise and encourage positive behaviour. The positive learning ethos of the school will promote equality and diversity for all groups in the learning community. Bullying, aggression or prejudice will not be tolerated and positive character will be actively encouraged at all levels. The SLT team are responsible for all category 5 (C5) incidents.

DEPUTY HEADTEACHER (SLT) | Personal Development, Behaviour & Attitudes (PDB&A)

Under the direction of the Executive Headteacher and alongside SLT, the Deputy Headteacher lead for Personal Development, Behaviour & Attitudes will take the strategic lead on Attitude to Learning, to ensure that associated policies and procedures are communicated to all stakeholders and implemented consistently and fairly. The lead will monitor the policy regularly, ensure it is reviewed annually, and that behaviour is striving towards outstanding in all aspects of school and community life. As with all portfolios, in the absence of the lead, the SLT team will share these responsibilities.

DIRECTOR OF ETHOS

The Director of Ethos work very closely with the SLT and helps to maintain the school values and principles. The Director of Ethos also works very closely with a Spiritual Mentor and looks after wellbeing at the school.

ASSISTANT HEADTEACHER (SLT) | HEADS OF HOUSE | FORM TUTORS

The Assistant Headteacher - Personal Development (HEART) leads the Heads of House. The Heads of House lead tutors within the school. The Assistant Headteacher also works closely with the, Executive Headteacher, the Deputy Headteacher and SLT leading areas of Personal Development, Behaviour & Attitudes at MSF.

FORM TUTOR

Form tutors play the most important role in terms of pupil development and monitoring providing the first point of contact, support and guidance to pupils on all aspects of school life. This includes sharing important school information, parent letters, reiterating school expectations and personalised achievement and positive & negative data with pupils.

For further information about the form tutor please see 'Role of Our Form Tutor – the 12i's' document outlining the specific administrative, pastoral, and curricular roles, and responsibilities.

HEADS OF HOUSE (HOH)

The Heads of House (HOH) work in collaboration with tutors with pupils for whom attitude to learning is less than acceptable persistently in any category or across more than one subject area. This in particular occurs once Form Tutors and Subject Leaders have tried subject specific interventions.

In summary, Heads of House are expected to:

- Scrutinise data and monitor pupil behaviour, attitudes, and welfare.

- Prepare the evidence for higher-level sanctions and interventions for students who show potential of being at risk of exclusion over time.
- Collaborate with tutors, pupils and parents to establish support mechanisms and put intervention strategies into place.
- Arrange progress meetings to evaluate the impact that these strategies have had.
- Refer pupils to school or peer mentors as an additional layer of support for pupils.
- Liaise with the Head of Inclusion (SENDCo) in cases where a previously undiagnosed special educational need may be having an impact on a pupil's attitude to learning.

SAFEGUARDING & WELFARE OFFICER (SWO)

At Madani Schools Federation we believe that attitude to learning and student welfare is the most important contributing factors to a student's outcome. The Safeguarding & Welfare officer will work directly with the most vulnerable pupils across both schools when student behaviour is deemed a cause for concern and subsequently has an adverse impact upon pupil learning and attainment.

Our targeted approach enables us to work directly with students who may require additional support for a variety of reasons, especially those experiencing multiple disadvantages in life via offering a bespoke mentoring support service to meet their needs. Also, by offering support and guidance to our staff we hope that by empowering them will enable us to carry out their roles and responsibilities more effectively and help to raise our standards further and ultimately enrich our pupils in their holistic development.

The Safeguarding & Welfare officer is also a **Designated Safeguarding Lead** who takes greater care and responsibility on behalf of Madani Schools Federation for the day to day safeguarding management e.g., for safeguarding and child protection, provide support to staff members to carry out their safeguarding duties effectively and liaise closely with other services such as Children's Social Care.

PASTORAL OFFICER

The Pastoral Officer provides the administrative support to school staff to implement the attitude to learning and associated policies. This includes communicating with parents and in order to build and maintain a culture of positive attitudes to learning provide behaviour data reports for each category of staff and to parents to track both positives and negative data. This data will be used to identify and respond to any patterns of individuals and groups.

HEAD OF INCLUSION (SENDCo)

The Inclusion manager will co-ordinate the LSA's who support pupils experiencing behavioural difficulties amongst other conditions. This role ensures that direct support is provided for pupils with a special educational need whose actions are preventing learning. In addition the inclusion manager will carry out testing for learning difficulties or profiling assessing emotional needs if there is a suggestion that a previously undiagnosed special educational need may be having an impact on a pupil's attitude to learning.

SUBJECT LEADERS | HOD

Subject Leaders work with individual pupils for whom their attitude to learning is less than acceptable in their subject area. They will ensure that subject staff are implementing quality first teaching, but then may move on to offering more subject specific interventions based on behavioural data and trends. In meetings with pupils and parents the impact that these interventions have had are discussed; the management of pupils who are experiencing difficulties across three or more areas transfers to Heads of House/SWO. Similarly Subject Leaders

will liaise with the SENDCo/ Inclusion Manager in cases where there is a suggestion that a previously undiagnosed special educational need may be having an impact on a pupil's attitude to learning.

ALL STAFF

All school staff including subject leaders, form tutors, teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Pupils should be taught how to behave well and encouraged to attend punctually and regularly. All staff share responsibility, with the support of the SLT and middle leaders to create a high quality-learning environment, promoting positive attitudes and implementing the policy and procedures.

All staff in their respective roles are expected to model good practice in support of the Attitude to Learning Policy. Whilst not exhaustive, all staff are expected to:

- Consistently meet the roles and responsibilities expected and **use the routines, policies, procedures and strategies** adopted by the school.
- Abide by the agreed sanctions process, **applying the appropriate sanction consistently** to deal with any inappropriate attitudes, attendance or lack of work.
- Reinforce positive attitudes to learning, teach and actively **model appropriate behaviour** and establish positive relationships within our learning community.
- **Maintain positive relationships with parents and carers** to develop a shared approach and involve them in the implementation and on-going support of the school's policies.
- Motivate pupils by **regular use of praise** and ensure when appropriate, all pupils receive recognition of their successes with **consistent, meaningful positive rewards**.
- **Establish good order and behaviour management**, central to achieving and maintaining high levels of learning, attainment and a **safe learning environment for staff and pupils**.
- When starting with a new class, each teacher will **involve the pupils in establishing common agreement** mirroring the school's emphasis on rights, responsibilities and routines.
- **Inform pupils** clearly to **understand the boundaries** for attendance, punctuality, attitudes and levels of work expected and enable them to **develop self-discipline by consistently establishing clear behaviour guidelines**, and **applying appropriate consequences** for unacceptable actions when required.
- Manage pupils by giving **fair, clear messages, in the least intrusive way** possible.
- Have **high expectations of pupils** and ensure all pupils know what the school expectations are from the first lesson of the year, throughout and to the very last.
- Maintain a high quality of teaching and learning and pastoral support throughout the school.
- Ensure prompt **early intervention to prevent further escalation** of attendance, negative attitudes to learning or underachievement by exploring why a pupil has misbehaved?
- Ensure **lessons are differentiated to support and challenge each individual** thereby reducing incidents of poor conduct and access appropriate support for any pupil who needs additional support.
- **Provide those at risk** such as excluded pupils and those on call with **appropriate work and support** with a view to reintegration to mainstream classes, while allowing others to achieve their full potential in an undisturbed learning environment.
- Reference and adhere to the **school's teaching and learning policy and strategies** in supporting the promotion of positive attitudes to learning.
- **Contribute** to the wider promotion of positive attitudes to learning, which is implicit within aspects of each subject area and **the school's curriculum, assemblies, or making time for pupils to receive extra support or opportunities to extend their engagement** through catch up, extracurricular activities and events.
- All staff are responsible for monitoring behaviour related data and trends based on their role.

PARENTS/ CARERS

Parents/carers are key members of the Madani learning community. Parents and carers are encouraged to take responsibility for supporting and reinforcing the positive attitudes to learning of their child/ren both inside and outside the school. Parents/carers and students sign a Parent/Carer Agreement on entry to the school. They are encouraged to work in partnership with the school to promote and contribute to the further development of the Attitude to Learning Policy through consultation and engagement.

In summary, parents/carers are expected to:

- Please avoid any appointments or requests for leave in term time. You have the legal responsibility to ensure that your child attends school regularly and arrives on time.
- Support pupil punctuality by helping to organise their sleep patterns and morning routines; ensuring pupils are fully EQUIPPED as outlined in the A-Z checklist with the correct uniform, bags are packed and pupils arrive on time consistently.
- Support positive attitude to learning through the reinforcement of school expectations and uniform.
- Attend all Parents' Evenings/meetings to review pupil punctuality, attendance, and conduct, as well as academic progress and attainment.
- Read, sign, and return any letters forwarded to parents/carers informing of any attendance, misbehaviour, or attainment issues.
- Collaborate with and support school decisions taken in the best interest to support their child's education, attitude, and welfare.
- Inform the school of up to date information required to support their child such as concerns, absences, new contact details and allergies.

PUPILS

Pupils are expected to take responsibility for their own actions and behave in an appropriate manner in school, around school and outside of school, thereby enabling themselves and others to achieve the highest possible levels of learning for all. They are made fully aware of the school's policy, procedures and expectations. The rights of pupils are enshrined within the Leicester Learners Charter. Pupils are actively encouraged and supported in feeling able to report any incidents of misbehaviour including bullying, aggression or any form of harassment.

As the key members of our learning community, pupils are expected to be mindful of their purpose, rights, roles, responsibilities and routines at the school as LEARNERS.

At **MADANI** Schools' we are **LEARNERS** *'we're here to learn*, pupils follow the **Madani Never Never's** and **Always Always** school rules. The positive expectations of learners to positively promote learning and attitudes include their responsibility to/ be:

In and around school (**LEARNERS**):

- Listen carefully to your teacher, to others and to all staff instructions
- Engaged, contributing and attentive in all of your lessons.
- Ambitious, striving to learn and achieve to the best of your ability
- Responsible for your actions at all times
- Noble in your character, in everything that you do
- Equipped from A-Z for every lesson and head to toe in full uniform
- Respectful at all times to yourself, your environment and others around you
- Successful learner, here to learn and be a success

In the **MADANI** Masjid

- Masjid - Respect at all times
- Arrive - on Time
- Dua - prior to ablution, entering and leaving the Masjid.
- Assemble - for Salaah in full uniform
- No talking - in the Masjid
- Intention - to complete our daily salaah



WE ARE LEARNERS...

-  Listening
-  Engaged
-  Ambitious
-  Responsible
-  Noble
-  Equipped
-  Respectful
-  Successful



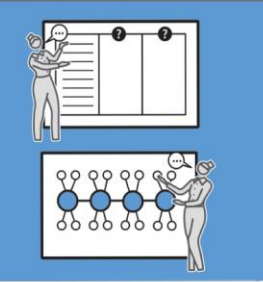








We're here to learn'

In lessons (our **5 by 5's**):

| LESSON STAGES 1 - 5 5 X 5 | | | | |
|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 |
|  |  |  |  |  |
| WE'RE HERE TO LEARN | EQUIPPED TO LEARN | WHAT WILL WE LEARN? | LEARNING EXCELLENCE | WHAT DID WE LEARN? |
| 1.1 Arrive in time, on time | 2.1 Follow seating plan | 3.1 Register in silence | 4.1 Complete set learning | 5.1 Plenary/recall learning |
| 1.2 Line up quietly | 2.2 Stand behind chair | 3.2 Everyone listening | 4.2 Know & remember | 5.2 Log home learning |
| 1.3 Wear full uniform | 2.3 Core A-Z equipment | 3.3 Learning starters | 4.3 Use feedback | 5.3 Stand behind chair |
| 1.4 Permission to enter | 2.4 Get Planners open | 3.4 Learning objectives | 4.4 Work independently | 5.4 End with prayer |
| 1.5 Greet your Teacher | 2.5 Start with prayer | 3.5 Learning activities | 4.5 Contribute positively | 5.5 In time, on time |

POSITIVE HEARTS (REWARDS) & NEGATIVE CONSEQUENCES

In order to maintain a positive climate, attitude to learning and behaviour across the school the policy addresses the balance between rewarding positives and appropriately sanctioning negatives by member of the learning community.

The basic Madani Schools' Federation expectations for each pupil are to follow all class rules, policies, and instructions in all areas of the school site. Pupils will receive positive credits each day for their attendance, being on time and being equipped A-Z for school.

Any positives in addition to this within the "Positive HEARTS" categories of **Communication, Contribution, Conduct, Consideration, Collaboration** or other positive achievement will be rewarded with positive credits accordingly.

Any negatives such as consequences in lesson or in and around school will receive negative debits based on the tables within this policy and around the school. Negatives are categorised from 1 - 5 ranging from low-level misdemeanours at 1, rising in seriousness with each category.

The following tables and diagrams throughout this policy detail which staff can allocate different categories of credits and debits. Within the half termly report parents/ carers will receive a breakdown of all negatives, positives, and the net overall total for each pupil. These are also recorded daily on MCAS for parents to view and monitor.



POSITIVE HEART'S

HONESTY IN YOUR **C**OMMUNICATION
EXCELLENCE IN YOUR **C**ONTRIBUTION
ACCOUNTABILITY IN YOUR **C**ONDUCT
RESPECT IN YOUR **C**ONSIDERATION
TEAMWORK IN YOUR **C**OLLABORATION

& EARN POSITIVE HEART'S TODAY!

POSITIVE HEARTS IN, AROUND & OUTSIDE OF SCHOOL WILL BE LOGGED FOR YOUR RECORD OF ACHIEVEMENT; YOU WILL RECEIVE REWARDS FOR THE AMOUNT YOU RECEIVE AND YOUR POSITIVE CONTRIBUTION.

POSITIVE HEARTS CAN BE ADDED BY ANY STAFF, IF YOU'RE UNSURE SPEAK TO YOUR TUTOR, HOUSE HEAD OR SLT



NEGATIVE C's CONSEQUENCES

C1 - CHOICE - VERBAL WARNING

YOU HAVE MADE THE **CHOICE** TO DISRUPT LEARNING PLEASE **STOP** NOW

C2 - CHANCE - WRITTEN WARNING

YOU HAVE HAD A **CHANCE** TO AMEND YOUR BEHAVIOUR BUT YOU ARE **STILL** DISRUPTING LEARNING & MAY BE MOVED

C3 - CHANGE - FINAL WARNING

ANY FURTHER DISRUPTION WILL RESULT IN A **CALL-OUT**, YOU MUST **CHANGE** YOUR BEHAVIOUR

C4 - CALL-OUT - REMOVAL

YOU ARE SENT TO WORK IN ISOLATION/RESTART ROOM TO REFLECT ON YOUR ACTIONS. YOU NEED TO CONSIDER HOW TO IMPROVE YOUR ATTITUDE TO LEARNING. ANOTHER CALL OUT WILL RESULT IN ISOLATION FOR THE DAY.

BEHAVIOUR DEBITS & CONSEQUENCES WILL BE LOGGED & DETAILED ON MCAS; YOU WILL ALSO BE EXPECTED TO ATTEND A SUPERVISED STUDY DETENTION AFTER SCHOOL/ TIME IN THE RESTART ROOM.

IF YOU ARE UNSURE ABOUT YOUR CONSEQUENCES, SPEAK TO YOUR TUTOR, HOUSE HEAD OR SLT

POSITIVE HEARTS | REWARDS

The aim is to motivate students by rewarding positives and achievements. It focuses on rewards, which are earned and equally accessible to all learners.

We recognise that our pupils possess a range of talents and abilities. All staff will contribute to the recognition of positive achievements and are committed to promoting; celebrating effort and achievement at all levels, seeking every opportunity to praise positives, achievement and improvement both in and out of school. Positive contributions and achievements will be acknowledged in the following ways (termly/ annually):

- Immediate verbal praise and acknowledgment
- Positive inputs via BromCom & HEART Slips
- Pupil work put on display around school
- Articles in school newsletters celebrating achievements
- Marking and planner comments including stamps and stickers
- Positive letters & calls home
- Opportunities at school events, ambassador roles, school council and prefect (Year 11)
- Departmental certificates, prizes and awards
- Certificates for attendance (Gold, Silver & Bronze)
- Competitions and prizes including Laptop*/ Tablet* draw
- Celebration assemblies to praise and present awards across categories
- HOH rewards trips, gift vouchers and annual trip
- Pupil of the half-term/ term & year
- Positive incentives such as use of the astro turf and other advantages
- Use positive HEARTS to make purchases E.G stationery, early lunch passes or accumulate to choose bigger prize
- End of term/ year Awards Assembly for attainment and achievement
- Annual Awards Evening
- Meeting the Executive Headteacher and an Executive Headteacher Award

| Positive Credits (Net) | 50 | 100 | 150 | 200 | 300 | 500 |
|------------------------|-------------------------|------------------|----------------|-----------------------|--------------------|-----------------------|
| Lead | TUTOR | TUTOR | HOH | AHT | DHT | EHT |
| Correspondence | Phone call | Letter /Postcard | HOH Letter | AHT Letter | DHT/EHT Letter | Special Awards Invite |
| Prizes | TBC with Tutors | | 1/2 Term Prize | End of Term Prizes | End of Year Prizes | Awards |
| | TBC with School Council | | Gift Vouchers | Gift Vouchers | Tablet* | Laptop* |
| Certification | Registration | Assembly | House Assembly | Whole School Assembly | | Awards Evening |
| Other | | | Rewards Meal | End of Year Trip | HOS Meeting | |

*or as appropriate to a students request.

POSITIVE HEARTS- EXPLAINED

| +Positive HEARTs | |
|--|--------------|
| Categories | HEART |
| Generosity - Kindness and sharing towards all. | H |
| Trustworthy - Speaking the truth all the time and being sincere with all actions. | |
| Being Responsible - Good team player/ being fair/ doing their best. | |
| Contribution to Lesson - Contribution in lesson above and beyond expected. | E |
| Creativity - New Idea or Concept - Any original or innovative idea in their work/ school. | |
| Charity - Volunteering in charity events/ Helping with charity week. | |
| Full Uniform - Basic Expectation. | |
| Sporting Representation - Represent the school/community in a sporting competition. | A |
| IN TIME ON TIME - 100% punctuality AM/PM and to lessons/ Basic Expectation. | |
| Completing Classwork - Exceptional effort in class work. | |
| Completing Homework - Exceptional effort in Homework. | |
| Fully Equipped - Has all correct equipment for each lesson. | R |
| Respecting Environment - Litter picking/ tidying up their work areas. | |
| Empathy - Consoling an upset pupil/ sharing | |
| Co-operating and Supporting Students - Assisting their peers with classwork/homework, that they are struggling with. | |
| Taking care of school property - Putting away textbook back onto shelf | |
| Care Towards Peers/ Staff - Caring for their peers/ caring for a First Aid pupil. | T |
| Communication & Collaboration - Working exceptionally well in paired work/ group work/ House Assembly. | |
| Listening to one another - Excellent communication skills in group work/ class discussions. | |
| Being Considerate of Others - Sharing resources and equipment/ holding a door open for others. | |
| Following All School Rules - Role model to others. Follows HEART. | |
| Helping Others - Assisting their peers/ assisting Staff/ holding open a door/ being kind to all | |
| Each Positive HEART is awarded one point. | |
| To award more than one point, another positive HEART will need to be logged. | |

NEGATIVE DEBITS | SANCTIONS/ CONSEQUENCES

Where sanctions are found to be necessary in order to establish boundaries and ensure that all pupils are able to learn and progress, the focus will always be on a balance of a consequence, deterrent and importantly supporting the pupil in working to improve unacceptable standards of behaviour and attitude. Sanctions are to be applied fairly in accordance with this policy to support and promote positive attitudes to learning. Sanctions may include:

- Verbal warning / written warning in planner/ marking / board
- Being moved to another seat in the classroom
- Negative letter/ call home
- Final warning
- Detention as appropriate /Tutor / Teacher/ Department detention
- On Call/ Restart Room – including a period of time/ days in the Restart Room
- Parent meeting
- 1:1 discussion and target setting with relevant member of staff
- Focussed tutoring/ Referral to the mentor
- Pastoral Support Plan - Report Cards via Tutor, Head of Department, Head of House, Assistant Headteacher, or the Deputy Headteacher/ Executive Headteacher
- Absence from school trips and/ or end of year trip and other school events
- Fixed termed isolation/ internal exclusion (for 1 day or more)
- Fixed term exclusion
- Behaviour Contract via the Deputy Headteacher/ Executive Headteacher following an exclusion
 - Fixed term respite at another school
 - Managed move
 - Permanent exclusion

ZERO TOLERANCE | SEXUAL HARASSMENT & VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Please refer to the MSF Policy Peer-On-Peer Abuse for further information.

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
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be from those listed above.

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

OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- 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 the staff member (e.g. on a school-organised trip).

MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Where 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 school will discipline the pupil in accordance with this policy.

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, 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.

| Negative Debits (Termly) | 15 - 50 | 51 - 100 | 101 - 150 | 151+ |
|--|------------------------|------------------------|---------------------------|-----------------|
| Lead | TUTOR/ SUBJECT TEACHER | HOH/ HOD | AHT/ DHT | DHT/ EHT |
| Parental contact | Initial meeting | Formal meeting | Formal meeting | Formal meeting |
| Correspondence | Phone call/ Letter | HOH/ HOD Letter | AHT/ DHT Letter | DHT/ EHT Letter |
| Report | Yellow | Amber | Red | Maroon |
| Intervention Support Plan (ISP) | 2 | 3 | 4 | 5 |
| Pastoral Support Plan (PSP) | | PSP - 1-3 | | |
| Exclusion | Break/ Lunch | Break/ Lunch/ Internal | Internal/ Ext/ Fixed Term | Permanent |
| Detentions | 15 Min | 15/30 Min | 30/60 Minute (Fridays) | |
| Other | | | Managed Move | |

NEGATIVE DEBITS - EXPLAINED

| Incident Type | Code | C1 | C2 | C3 | C4 | C5 | Examples |
|--|------|----|----|----|----|----|--|
| Banned Item | BN | | | | | | Increase Consequence based on recurring action./item bought in, i.e., Sweets C2, Cigarette C4+. |
| Theft | T | | | | | | Increase Consequence based on context/ severity and recurring action, i.e. Using someone's pen without permission C1, Stealing someone's property C4+. |
| Cheating on a Test/Exam | CT | | | | | | Increase Consequence based on context/ severity and recurring action, i.e. Cheating on an end of topic test C3, Cheating on GCSE Course Work C4+. |
| Incomplete Classwork/Poor Effort | FC | | | | | | Failing to complete a given task C1. Reoccurrence C2+ |
| Incomplete Homework/Poor Effort | FH | | | | | | Failure to complete homework first instance C1. Reoccurrence C2+ |
| No/Incorrect Equipment | NE | | | | | | Forgetting a calculator for Maths lesson - 1st time C1. Forgetting exercise book first time C1. |
| Uniform Breach | UB | | | | | | First breach C1, e.g. Not wearing a Kufi, more than once C2+. |
| PE Uniform Breach | PE | | | | | | First breach C1, recurring C2+. |
| Late to School | LS | | | | | | First Late C1, 4 or more lates C4 |
| Late to Lesson | LA | | | | | | First lesson late C1, Third lesson C3 |
| Trespassing | TR | | | | | | Dependant on Context, Severity and Where, i.e. Walking into an empty classroom without permission C1, Walking onto roof C5. |
| Misuse of Equipment/CT | ME | | | | | | Increase Consequence based on recurring action/severity/context, i.e. Pressing random keys on a keyboard/monitor C2, Accessing an illegal website C5. |
| Eating/Chewing/Drinking in Class | EC | | | | | | Increase Consequence based on recurring action, i.e. first time C1, third time C3. |
| Swearing | S | | | | | | Increase Consequence based on recurring/severity of language used, i.e. Accidental swearing C2, Swearing on purpose/directed to someone C4. |
| Noncompliance (not following instructions) | NC | | | | | | Increase Consequence based on recurring action/ persistence. |
| Damage/Vandalism | DV | | | | | | C4 - HoH & AHT Increase Consequence based on recurring action/severity, i.e. Damage to school book C2, Damage to school property i.e. door, window, CCTV C4+. |
| Discrimination/Harassment/ Abuse | DHA | | | | | | Dependant on Context, Severity, Language & Incident. |
| Bullying | B | | | | | | Dependant on recurring action and severity, i.e. Initial bullying, teasing, name calling C2, STOP C4. |
| Fighting & Physical Aggression | PA | | | | | | Increase consequence based on severity & context, i.e. Pushing - C2, having a fight C4+. |
| Disruption | D | | | | | | Increase Consequence based on recurring action and severity, i.e. Low level disruption C1, shouting out disruptively C3. |
| Bringing the school into disrepute | DR | | | | | | Discretion of SLT. |
| Threats & Verbal Aggression | VA | | | | | | Dependant on Context, Severity and Language used, i.e., Joking with a friend, lower consequence and threat towards Staff/ Student C4+. |
| <p>Higher severity incidents & recurrence of lower category behaviour will lead to high level consequence.</p> <p>All incidents must be logged & those at level 3 and above must be formally investigated and documented.</p> | | | | | | | |

- Negative Debits

The school rules at Madani Schools Federation are defined very simply as the **Always Always** (ordinarily category 1 & 2) and **Never Never's** (ordinarily category 3 and above) as below:



ALWAYS ALWAYS EXPECTATIONS

HONESTY – Always speak the **truth** and be **sincere** with all your actions.

EXCELLENCE – Always be **punctual**, with **correct full uniform** and **equipment**. Always stay **focused** and **engaged**, allowing yourself and other to **learn**.

ACCOUNTABILITY – Always **complete** any **work** set, making sure you are **following instructions**. Stay in your seat unless instructed otherwise. Always **follow HEART**.

RESPECT – Always treat people and your environment with respect. **Listen carefully** and put your **hand up** and wait for the Teacher to ask you to speak.

TEAMWORK – Always treat everyone equally and with **compassion**. Be kind, understanding and considerate to **everyone**.

IF YOU ARE UNSURE ABOUT THE SCHOOL RULES, PLEASE SPEAK TO YOUR TUTOR, HOUSE HEAD OR SLT



NEVER NEVER'S EXPECTATIONS

NEVER hurt, scare, or upset anyone **emotionally** or **physically** (such as hitting, fighting), or **verbally** (e.g. swearing, teasing) **for any reason** in **school, online, travelling to or from school** or **in private**.

NEVER bring in any banned items to the school (see list).

NEVER NEVER'S will **NEVER** be tolerated at this school

IF YOU ARE UNSURE ABOUT THE SCHOOL RULES, PLEASE SPEAK TO YOUR TUTOR, HOUSE HEAD OR SLT

| | |
|---|--|
| Category 1 & 2 | ALWAYS ALWAYS! |
| Late to school/ lesson/ Salah | Always arrive in time, on time for school and lessons and wait quietly for the lesson to begin (30min Supervised Study Detention). |
| Failure to complete classwork/ HW/ CW | Always complete the work set, within the time given. Politely ask for help if required (Student can be asked to stay behind at break/lunch or afterschool to complete with class teacher/HOD). |
| Poor effort | Always try your best. |
| No/ incorrect equipment | Always be prepared and equipped A-Z for school. |
| Persistent talking/ shouting out | Always listen carefully, and put your hand up and wait for the Teacher to ask you to speak. |
| Uniform breach | Always attend lessons in full uniform and remove outdoor wear before you enter the building (30min Supervised Study Detention). |
| Uniform breach PE | Always bring your PE kit to lessons. |
| Misuse of equipment/ ICT | Always use your own or school equipment appropriately and safely. Always return your tray and anyone's property. |
| Leaving seat/ row without permission | Always stay in your seat/ row unless instructed. |
| Eating/chewing/ drinking in class | Always eat and drink only at designated times and areas and do not drop litter. |
| Low level disruption other | Always remain focussed and allow yourself and others to learn. Always walk around the school quietly, respectfully and sensibly without disrupting others |
| Category 2 & 3 | ALWAYS ALWAYS! NEVER NEVER! |
| Repeat of category 1-3 offence/ Non compliance | Always follow the instructions of all school staff |
| Initial Bullying | ALWAYS treat people with respect NEVER hurt, scare, or upset anyone emotionally, physically, or verbally for any reason in school, online, travelling to or from school or in private |
| Accidental swearing | ALWAYS think about what you are about to say NEVER swear accidentally |
| Category 4 - 5 | NEVER NEVER!! |
| All other category incidents 3 - 5 | NEVER NEVER bring in any banned items, steal, threaten, fight, or swear at anyone. |

LESSONS | NEGATIVE 'C' CONSEQUENCES

The school has a range of measures to tackle negative attitude to learning before it escalates into persistent negative attitudes. During lessons the school has refined the consequence system to help staff tackle behaviour in lessons. The following table provides a summary of the system.

| THE C's |
|--|
| C1 – CHOICE |
| C2 - CHANCE |
| C3 - CHANGE |
| C4 – CALL-OUT |
| IF YOU ARE UNSURE ABOUT YOUR CONSEQUENCES, SPEAK TO YOUR TUTOR, HOUSE HEAD OR SLT |

| MADANI SCHOOLS FEDERATION LESSON CONSEQUENCES TABLE | |
|---|--|
| Consequence | Sanction Information |
| <p>C1 (Choice)</p> <p>Verbal Warning</p> | <p>Pupil is given a chance to improve their attitude to learning for the initial breach* and if they do, nothing is recorded.</p> <p>*Any first breach from a higher category will jump to the appropriate consequence. E.g., fighting, or physical aggression (PA4) will jump straight to C4.</p> |
| <p>C2 (Chance/ Chat)</p> <p>Written Warning</p> | <p>Pupil has chosen to continue behaving inappropriately. Both consequences will now be recorded.</p> <p>This is the stage where a student may be sent out of the class (if needed, and no more than 3 mins) to reflect on the inappropriate behaviour and remind them that the next breach will lead them to a 30min SSD and their 'final warning'. This must also be logged.</p> |
| <p>C3 (Change)</p> <p>Final Warning</p> | <p>Pupil has chosen to continually behave inappropriately and will receive a 30 minute supervised study detention after school. All consequences will be recorded and parents will be contacted.</p> |
| <p>C4 (Call Out)</p> <p>On Call</p> | <p>The pupil has not heeded the final warning and will be removed from the lesson and expected to go directly to the Reception/ Restart Room / or collected by a member of staff/ SLT.</p> <p>Pupils will receive a 30min detention on the day (or next school day if Friday) & 60-minute C4 supervised study detention on Friday. All consequences will be recorded and detailed in a letter/communication to parents warning about future expectations at the school.</p> <p>Two on calls in a day will result in isolation/Restart for the remainder of the day.</p> |
| <p>Failure to attend supervised study detentions and persistent reoccurrence of any consequences over time will lead to higher level sanctions included a period (of day/s) within the Restart Room.</p> | |
| <p>For more information speak to a member of SLT</p> | |

THE C's | C5 FURTHER GUIDANCE/ EXAMPLES

EXAMPLE – C5

| Category/ Consequence | Who | When/Length/Other |
|--------------------------|---|--|
| 1 | Teacher/Form tutor | none/reminder conversation around expectations |
| 2 | Teacher/Form tutor | 15 minutes* (If necessary/optional) |
| 3 | HOH/HOD or teacher (optional)/ School Supervised Study Detention 1 | 30 minutes |
| 4 | School Supervised Study Detention 1 & 2 - SLT | 30 minutes (on school day**) & 60 minutes (Fri) / Restart Period |
| 5 | School Supervised Study Detention 1 & 2 - SLT | 30 minutes (on school day if needed) & 60 minutes (Fri)/ Restart Period / Permanent Exclusion. |

*School uniform and punctuality to school will recorded as a C2 but issued with a 30mins 'Supervised Study Detention'.

**if consequence occurs on a Friday, 60 mins will be carried out on the day & 30mins carried over to the following school day.

EXAMPLE - Points Debit

| Category | Incident type | Code | Debits |
|---|---|------|--------|
| 1 | Poor effort | UB1 | 0 |
| Verbal warning - regarding effort, attitude to learning, conduct or behaviour | | | |
| 2 | Repeat of Stage 1 incident/misbehaviour | 2 | 2 |
| Written warning - 15 Minute detention and inputted into the system (& planner) including for persistent stage 1 | | | |
| 3 | Repeat of Stage 2 incident/misbehaviour | 3 | 3 |
| Final warning - 30 Minute detention, meeting with parent/s, letter/communication home above informing | | | |
| 4 | Repeat of Stage 3 incident/misbehaviour | 4 | 4 |
| | Banned item (& Low level substance) | BN4 | 4 |
| On Call/ internal exclusion/ 60 Minute detention (HOD/HOH), meeting with parent(s)/carer(s), letter home and possible PSP 3-4 | | | |
| Reoccurrence of category 1-4 behaviour will lead to higher level sanction | | | |
| 5 | Banned item (& Dangerous item/ substance) | BN5 | 5 |
| Exclusion/ SLT detention, meeting with parent/s, letter home and possible PSP 3 or managed move including for reoccurrence of category 4 and persistent category 1-3 | | | |
| Category 5 behaviour will lead to partial or permanent exclusion from school. | | | |
| All incidents must be logged & some of those at category 4 and above will be formally investigated and documented. | | | |

DETENTION/ SUPERVISED STUDY DETENTION (SSD)

A detention is a short sanction and clear reminder of expectations. It provides an opportunity for the pupil to reflect on the issue and find a resolution with the member of staff. Detentions also alert parents/carers to a problem and give them an opportunity to address the issue with their child. All staff are expected to challenge negative behaviour and if necessary, set detentions and ensure its is an appropriate sanction in accordance with the policy.

Ideally, a detention should be carried out as close to the offence as possible, so the impact is immediate. Subject teachers also have the option to keep students for a 15`min detention during break and lunchtimes.

Students will be required to complete 'study/learning throughout the detention especially for periods 30 minutes or more. These will take place afterschool and known as a 'Supervised Study Detention'. These are supervised by staff, middle & senior leaders. Although not required by law, if a SSD is issued for afterschool we will endeavour to tell parents (when possible) in advance as a matter of courtesy.

A letter home/ text or a call will be sent to the parent/ carer informing them of the afterschool Supervised Study Detention, which will also include the details of why it has been set and the detention end time. If a student fails to report for SSD (without a suitable reason) they may be given another SSD the following day and C4 SSD (1 hour) on Friday or placed in the Restart Room the next day for a period time.

C4 SSD will take place on Fridays for 60-minute with SLT as a sanction for serious and persistent misbehaviour. All C4 detentions will include a restorative discussion (where relevant) with the member of staff/ & HOD on future expectations. Students will be expected to work during SSD and it could include activities to reflect on the pupil's attitude to learning / behaviour.

ON CALL | INTERNAL EXCLUSION (RESTART ROOM)

On calls are defined as instances where pupils have moved through the available class-based consequences via persistent or repeated low level disruption to learning (Category 1 & 2) and/ or direct on call due to serious misbehaviour which cannot be deescalated in the learning environment.

Housed in the 'Restart Room', these sanctions provide both a deterrent and allow the teacher and other pupils to continue learning in an undisturbed learning environment. Pupils in the Restart Room that have proven to find it difficult to engage in positive school routines and learning receive dedicated support whilst on call or placed on internal exclusion. Pupils will be supported back into the normal learning environment in a strategic and relevant manner suitable to the individual student.

Pupils on return from fixed term exclusions may also be placed in the Restart Room for initial monitoring and re-integration.

The school rules at Madani Schools Federation for apologising are also very clear.

9 ESSENTIAL INGREDIENTS OF A TRUE APOLOGY

- 1) Does not include the **word “but”**.
- 2) Keeps the **focus** on **your actions** and not on the other person’s response.
- 3) Includes an **offer** of **reparation** or restitution that fits the situation.
- 4) Does not **over do**.
- 5) Doesn’t get **caught up** in who’s **more to blame** or **who started it**.
- 6) Requires that you **do your best** to **avoid** a **repeat performance**.
- 7) Should **not** serve to **silence**.
- 8) Shouldn’t be offered to **make you feel better**, if it **risks** making the hurt party **feel worse**.
- 9) Does **not ask** the hurt party **to do anything**, not even forgive.

INTERVENTION SUPPORT PLAN (ISP1-5) – REPORT CARDS

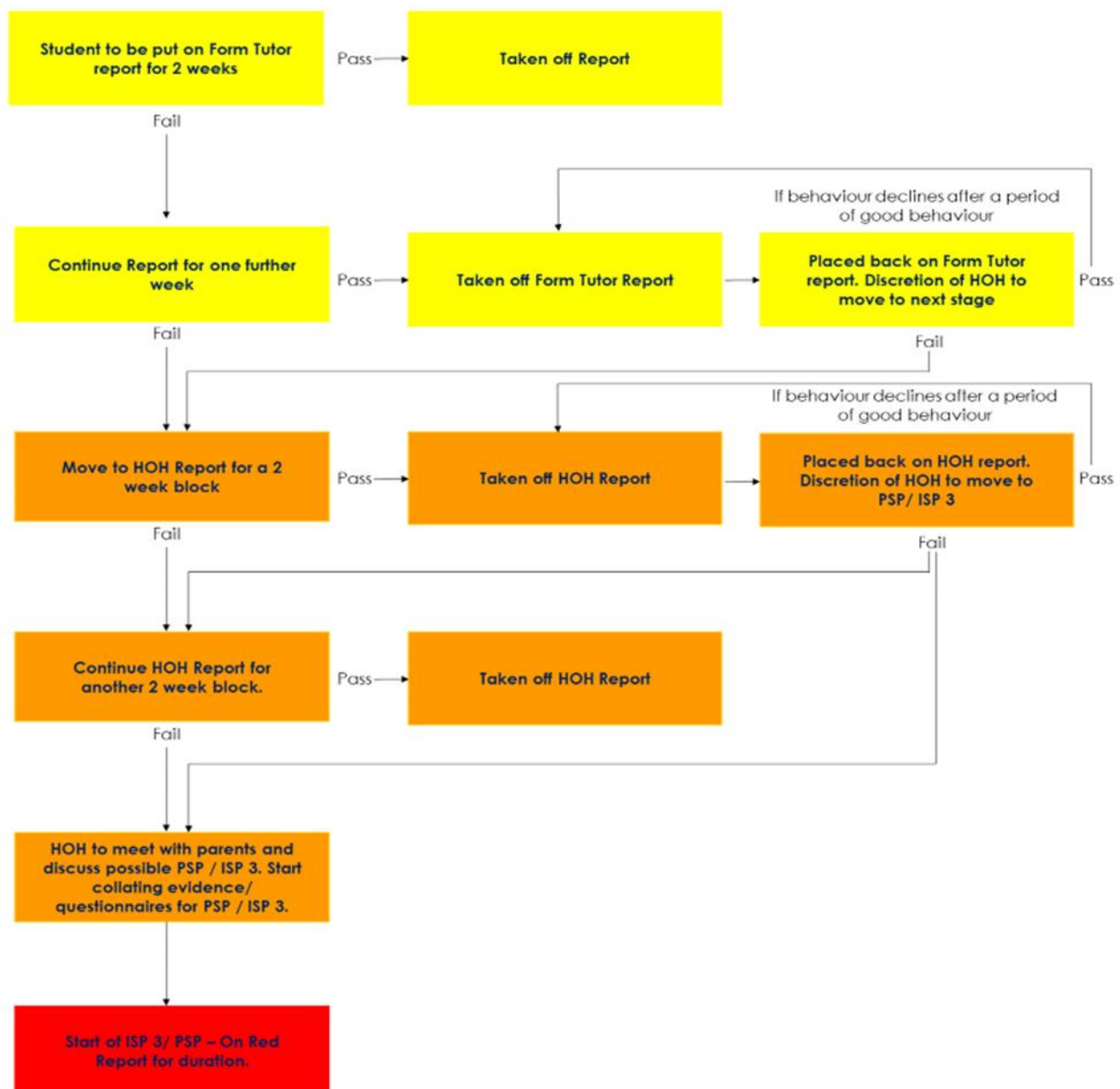
Report cards may be issued as below particularly after a sanction of persistent misbehaviour to monitor and support pupil progress. Parents are expected to sign the report card daily and add comments as appropriate. Parents will be contacted if the pupil has failed to meet their target, this will result in an additional week or moving to a higher lever monitoring report card.

| ISSUED BY/ ISP 1-5 | TUTOR/ TEACHER/ SLT - ISP1 | TUTOR/ TEACHER - ISP2 | HOH/HOD – ISP3 | AHT/DHT – ISP4 | DHT/EHT – ISP5 |
|-----------------------|----------------------------------|-----------------------------|-------------------|-------------------|-------------------|
| Report | Green* | Yellow | Amber | Red | Maroon |

*The Green Report can be used by a Tutor/Teacher/SLT as a 'High Attainers Monitoring Report' or as an 'Early Intervention Monitoring Report' (students that don't reach the 15 negative debits, or staff feel PSP 1 may help/make an impact) for two weeks (or longer if required).

The flowchart below shows ISP 2 & ISP 3 and how the start of the Pastoral Support Plan may be triggered (the PSP procedure and process is designed to support any pupil for whom the normal school based strategies have not been effective. It is a structured, coordinated, school intervention designed to support pupils at risk of permanent exclusion.)

Intervention Support Plan 2-4 Flowchart



PROHIBITED ITEMS | CONFISCATION

There are a number of banned items as categorised by the school. These range from a uniform breach at category 1 such a 'hoody', wearing outerwear in the school building or non-prescribed clothing; electronic devices at category 3 and dangerous items at category 5 with respective consequences. Ordinarily category 5 offences for dangerous items are likely to result in exclusion or removal from school. Please refer to the summary table and banned item list below and within this and associated policies for more guidance.

- Any dangerous item that can be used or appear as a weapon (including replicas)
- Laser pens & smart Watches
- Electronic devices including mobile phones, personal cameras, tablets, MP3 players and ipods.
- Shisha/vape pens & e-cigarettes / cigarettes, lighters/ matches
- Any smoking paraphernalia, drugs of any description, all intoxicants
- Fireworks
- Energy drinks / fizzy drinks / crisps / chocolates / sweets
- Tinsel / poppers
- Make-up
- Any inappropriate material for age group/ rating E.G CDs/DVDs/Computer games
- Inappropriate coats, clothing, footwear & jewellery
- Aerosol (spray) deodorants
- Glass bottles of any kind
- Any substance that has an adverse effect on conduct

N.B: This list is not exhaustive and is subject to addition at the discretion of the Executive Headteacher / SLT.

Please note that prohibited items will be confiscated and may not be returned to the Student / Parent / Carer. Items judged as dangerous / offensive may be provided to the police / partner services.

Senior Leaders and staff authorised by the Executive Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item by the school. They may confiscate any prohibited item found as a result of a search including any considered harmful or detrimental to school discipline.

The School may on occasion require pupils to undergo screening by a walk through or hand held metal detector without the consent of the pupils. In the context of these particular powers thus interventions will always endeavour to be justified, proportionate and undertaken sensitively in accordance with DFE guidance.

For more information and guidance please refer to the DFE's Searching, Screening & Confiscation Advice.

ELECTRONIC DEVICES

Mobile phones and other electronic devices such as iPods, MP3 players, etc. are not permitted in school. If the device is brought to school accidentally, it must be handed in at the main reception on arrival and collected at the end of the school day. If a student is found to have any of these devices, it will be confiscated and locked in the school's safe for a **remainder of the term**. In cases where the offence has occurred within close proximity of the end of term this will carry across to the following half term. Parents who would like their child to have access to a

mobile phone on the journey to and from school or for other family reasons must write to the child's tutor or Head of House and subsequently on approval use the hand in system as above.

PHYSICAL RESTRAINT

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

EXCLUSIONS

When a serious incident (category 4 or 5) has occurred the HOH/SWO should bring statements and associated documents to the Deputy Headteacher to seek the Executive Headteacher' approval. There should be a statement from the student which is signed and dated, a statement from the main witness plus any other additional statements from pupils or staff who have witnessed the event (all signed and dated).

If the Executive Headteacher' is not immediately available, parents should be informed that a serious incident has taken place and that a decision about the punishment is being considered. If any pupils have been physically harmed, they should be formally assessed by a first aider without delay and parents notified immediately.

The decision whether the incident warrants an exclusion rest with the Executive Headteacher designated representative in their absence. The exclusion policy lays out all procedures carried out by the school including measures taken to avoid permanent exclusion, such as the managed move process.

The Executive Headteacher' will decide if there are any health and safety issues, which could mean that the pupil should be excluded and remain at home. Wherever possible, if appropriate the exclusion should be served internally in the Restart room. The number of days of exclusion will be related to the offence at the discretion of the HOS.

INFORMING PARENTS

Parents will be informed of the decision to exclude. This is preferably done face to face, and if possible, parents will be asked to come to the site so that they can be briefed.

Parents will be given a copy of the personalised exclusion letter, which outlines the date of the re- admission meeting. If the exclusion is for one day, then the re-admission meeting will be arranged for the next day before school. Presence at the meeting will be dependant on the nature of the offence.

RE-INTEGRATION MEETING

At the re-integration meeting, parents, staff, and pupils will all agree re-integration targets (which may also include a period in the Restart Room) these will be recorded and monitored on a report (PSP 3-5).

The pupil will be briefed about the requirements while on report: to have the report signed at break, lunch, and after-school each day, with an expectation that behaviour does not drop below the agreed expectation. If behaviour dips below good, then an immediate detention will be given either at break, lunch or SSD afterschool. Parents will be spoken to if there are any issues relating to the report. Parents are asked to sign the report on a daily basis.

For more information please also refer to the school's Exclusion Policy.

SUPPORT | PUPIL, STAFF, PARENT & CARER

PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

A directory of resources, activities, organisations, and support services which can be drawn upon by staff/parents to support identified children to ensure they are safe and happy and are able to access their learning.

These may include:

- 1-2-1 support
- Focussed Tutoring
- Madani tutorial programme
- Attitude to learning policy induction
- Access to policies and opportunities to contribute to the policy E.G School Council
- Peer Mediation via the Pastoral Team
- Referral to the School Nurse/ Medical Support
- Referral to the Mentor
- Help Box & Help Inbox
- Department Report
- Form Tutor Report
- Head of House Report
- Deputy Headteacher Report
- The Restart Room
- Pastoral Support Programme

Following an exclusion

- SLT/Executive Headteacher Report
- Behaviour Contract via SLT following an exclusion
- Fixed term respite at another school
- Managed Move
- Permanent Exclusion
- Governors' Behaviour Appeals Panel

PUPIL 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

PARENT/ CARER SUPPORT

In addition to Pupils and Staff, the Attitude to Learning Policy is designed to support and guide Parents/ Carers by various means.

These may include amongst others:

- Full access to all behaviour related policies, forms and associated documentation.
- Consultation opportunities to refine the policy to meet the needs of and reflect the aspirations of all stakeholders.
- Daily (on MCAS)/ weekly/ half termly and end of term breakdown of all positives and negatives accumulated by pupils.
- Fully informed of all category 3 and above negatives and positives
- Regular feedback, contact and correspondence as incorporated within the policy.
- Meetings for initial discussion of concerns and follow up meetings as required.
- Settling in and Parents evenings
- Day allocated to meet the Form Tutor and senior staff to discuss positives and negatives.
- Cyber sentinel and other software to assist with monitoring and raise awareness of e-safety.
- Free information, guidance and resources via the website and print on key themes such as parenting, online grooming, parental controls, cyber bullying, healthy eating and other issues.
- Proposed Parent Council
- Parent conference
- Parent training opportunities

STAFF SUPPORT

This policy serves to support all staff at Madani Schools in their expectations and handling of positive rewards and negative behaviour sanctions. It is vital to the success of policy implementation that all staff are supported with both the application of the policy and are also able to contribute ideas, findings and recommendations, which will be taken into account in future reviews of this evolving policy each academic year.

This will be done through the following ways:

- MSF Leadership Handbook (Behaviour & Attitudes)
- Induction to the policy and associated roles, routines and responsibilities.
- Support via main and pastoral line management.
- Resources provided to staff including best practice, changes in legislation and new guidelines. This includes for example Charlie Taylor's Behaviour Checklist shared with staff to refine existing practice and discuss as a staff team changes required to the existing policy.
- On-going staff contribution and consultation to refine behaviour policies, processes and procedures

- Agenda item added to scheduled Extended Leadership Team, Curriculum & Pastoral Development Group, Department and Tutor meetings, providing staff a forum to voice their findings.
- INSET and other CPD training opportunities identified and shared for staff development
- Coaching triads offering peer support.
- Range of behavioural data provided via the Pastoral Officer.

FURTHER GUIDANCE

BULLYING

At Madani Schools Federation, we have a zero-tolerance policy on all forms of bullying. Pupils proven to demonstrate bullying behaviour or actions as defined by the locally adopted anti bullying strategy 'STOP' definition will be managed in accordance with this and the school's anti-bullying policy.

Bullying: To hurt, scare, or upset someone emotionally, physically, or verbally for any reason, several times on purpose, at school, travelling to school, online or in private.

Pupils are urged to speak to their Tutor, Teachers, HOH, Staff, SLT, Friends, Family or any responsible adult without delay. Pupils may also place a note in the 'Bullying/ Help Box' (explained again below) placed in strategic locations around the school.



STOP

To hurt, scare, or upset someone emotionally, physically, or verbally for any reason

@
School
Travelling
Online or in
Private
= Bullying

help@madani.leicester.sch.uk

STOP

To hurt, scare, or upset someone emotionally, physically, or verbally for any reason

+
Several
Times
On
Purpose
= Bullying

help@madani.leicester.sch.uk

GO

And speak to your Tutor, Teachers, Head of house, Staff, SLT, Friends or Family without delay.

@
Start
Telling
Other
People
#Stand Up to Bullying

help@madani.leicester.sch.uk

Serious or persistent incidents of bullying across all behaviour categories will result in higher-level sanctions such as exclusion or permanent exclusion from the school.

All incidents of bullying will be logged as a school centrally and documented via the bullying report form and subsequently monitored as appropriate.

For more information please also refer to the school's Anti-Bullying Policy.

HELP@MADANI

Based on pupil feedback and questionnaires it was highlighted that a very small number of pupils have not reported cases of bullying and other concerns. To alleviate this issue, the school has introduced both an email 'help inbox' account HELP@madani.leicester.sch.uk and a physical 'help box', which is based in reception that anyone can access privately to raise any concerns and report bullying. The school will regularly check, investigate and if applicable respond to all genuine concerns submitted. This advice has also been printed on all pupil ID cards.

ATTENDANCE

School is an important part of the lives of pupils. It is where they begin to develop new skills, make friendships and it helps prepare them for their future. When a pupil misses school, they can miss out on these vital opportunities and their learning and friendships may suffer. Whilst 93% is an excellent result in a test, a child with an attendance level of 93% or less is classed by the school as a poor attender and their outcomes in school can be badly affected.

As part of a collective agreement of schools in Leicester, will very rarely agree to parents taking pupils out of school for the purposes of leave of absence / holidays in term-time. This is not an automatic entitlement and only the Executive Headteacher can authorise this if a parent applies in advance for exceptional circumstances. **If a pupil misses school for any purposes without authorisation, parents/ carers may be issued with a Penalty Notice and may be prosecuted via the local authority.**

In saying this, we are proud of our historically high levels of attendance at Madani Schools'. We work closely with pupils, parents and the Education Welfare Officer to maintain these high standards and will continue to do so. Notably pupils receive Half/ Termly Certificates for attendance (100% - Gold, 97 - 100% - Silver & Bronze for any significant improvements).

PUNCTUALITY

All pupils are expected to arrive to school and all of their lessons **in time, on time**. Negative punctuality is highly detrimental to the learning of those individuals, to others and to the preparation for working life.

Once the teacher starts the lesson, a student will be marked "Late". In the instance that a pupil is late to the lesson, the pupil should be challenged and requested to payback the time during break or alternatively as requested by the class teacher.

Lateness in the morning is likely to result in immediate daily afterschool Supervised Study Detentions for 30 minutes (and debits). Lateness to lessons will also result in a 30min SSD afterschool, this may occur on the day or the next school day.

If the student is persistently late in the morning, sanctions and support would escalate accordingly to nullify poor punctuality and address any related issues.



IN TIME ON TIME

THE SCHOOL DAY
STARTS AT 8.15AM
YOU MUST BE IN
CLASS OR YOU ARE



IF YOU REQUIRE SUPPORT WITH GETTING TO SCHOOL ON TIME, SPEAK TO YOUR TUTOR, HOUSE HEAD OR SLT

UNIFORM

School uniform is an important part of our school expectations, requiring pupils to be smartly and appropriately dressed. We have a 'zero' tolerance culture with respect to any pupils not wearing the correct uniform and footwear as expected. This includes a 'Madani' blazer & prayer hat (kufi) for boys and a ban on hoodies for all pupils.

Any uniform breaches will be sanctioned accordingly based on the structure outlined within this policy (a minimum of a 30min detention on the day) and pupils may also be sent home on arrival and asked to return as soon as possible in correct uniform. For more information please also refer to the school's parent information guide.

A-Z EQUIPMENT

All pupils are expected to be EQUIPPED appropriately for school each day as part of their basic expectations at the school and daily point's allocation. Parents/ carers are requested to support their child by purchasing the following A-Z equipment below. Items in **bold** are essential for every pupil each day. Form tutors & Teachers will check equipment regularly and sanctions will be issued accordingly. Basic equipment will be available to purchase at a subsidised price via reception through pupils individual lunch account during registration & other set times.

A Pencil, Black pen/s, Compass, Dictionary, Eraser & Sharpener, Full uniform, Green pen/s, Homework, ID Card (future), Jacket/ Coat, Kit PE, Lesson book/s, Medical items (Inhaler, insulin), Name your belongings, Other (Colouring pencils, glue stick), Protractor set, Quran (Pocket version - carry responsibly), Ruler, Scientific calculator, Tasbih, USB/ Memory stick, V neck grey jumper (Boys) or Madani Cardigan (Girls), Reading book, X, Year school planner, Zipped or tin pencil case.



PERSONAL BELONGINGS/ LOCKERS

Pupils are strongly encouraged not to bring valuables to school and are advised as per the pupil checklist to name their belongings (discreetly if necessary). If they are lost or stolen, the school will not be held responsible.

Pupils allocated a locker such as senior pupils, prefects or those with medical conditions, are not allowed to go to their locker during or between lessons (after period 1, 3 and 5). If a pupil abuses their locker privilege, the locker will be withdrawn.

TOILET REQUESTS

The general rule is that students should not go to the toilet during lesson time. If an urgent request is made to go the toilet, the teacher may allow the student to go to the toilet with a pass in their Planner. Passes are provided by staff for all instances during lessons.

If there is a medical condition, the parent/ carer must inform the school and the Form Tutor/ Head of House of the situation so the information can be placed on the system. On approval the Head of House will issue a 'toilet pass' for the pupil.

AROUND THE SCHOOL

Both the LEARNERS strategy and categories of Always and Nevers are applicable to all areas of the school. Negative conduct around the school has been specifically incorporated in the list provided, this includes running in corridors, shouting, failing to follow instructions and other common misdemeanours.

Whilst this includes the Masjid, canteen area, lunch halls, library, exams, practical rooms, trips and other communal areas. Departments and relevant leads will provide specific guidance to pupils of specific expectations in these areas or school activities.

An example of this would also be pupil expectations during practical lessons, exams including specific reference to JCQ regulations and those related to congregational prayer. In both these instances and others additional guidance for staff and pupils will be provided.

For more information please also refer to Masjid rules and other departmental/ activity guidance.

BREAK | LUNCH

School rules must be followed at all times and outside areas are no exception. Any category of inappropriate conduct or failure to follow school rules or staff instruction will not be tolerated. Incidents as per their categorisation will be forwarded to the relevant member of staff.

Break duty staff and lunchtime supervisors will supervise pupils and ensure their appropriate conduct and safety during the lunchtime period. Duty staff and LSUP's will be easily locatable around the site carrying a radio (Team Leader), wearing a lanyard and name badge and a high visibility vest.

A member of SLT will also be on duty each break and lunchtime. They will be moving around the school site monitoring behaviour & welfare and will assist staff should this become necessary. SLT must be contacted via Radio for any breach of health and safety around the site, first aid requests, hazardous or potential safeguarding issue and any category 4 or 5 infringements.

TRIPS & LEARNING OUTSIDE THE CLASSROOM

Madani Schools Federation share the Governments manifesto regarding trips and learning outside the classroom. This is a crucial document referenced and endorsed by Ofsted in their publication regarding this topic:

At Madani schools: 'we believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances:

We will continue to provide a vast range of learning experiences incorporating salaah and other provision mindful of ethos; it is ultimately parents/carers prerogative to provide consent based on their own suitability and circumstances. Parent/carers can, if they wish, tell the school that they do not want their child to take part in any particular school trip or external activity.

TRIPS & LEARNING OUTSIDE THE CLASSROOM - RISK ASSESSMENT & EXPECTATIONS

We are duty bound to risk assess every learning opportunity based on the method of travel, location, health & safety, medical conditions and activities. During this process we also ascertain the suitability of students attending both for their own safety, the safety of others attending the trip and individuals at the venue. If students deviate seriously from the expectations of Madani School as outlined in this policy (Attitude to Learning Policy) or should there be any concerns regarding your son/daughter's attendance, behaviour (including not following instructions) attitude to learning or outstanding course/homework; We reserve the right to withdraw a student's place or consider if it is appropriate for them to attend the trip or activity.

We speak to our students regularly about our expectations, as representatives of their school and our shared ethos. Should any student fall below these, they will remain in school during the day rather than attending the trip. Students and parent/carers will be informed in advance should they meet the threshold of the categories of students at risk of not attending as below.

- Serious incident: Students defined as having had a serious incident of higher category behaviour deeming them unsuitable to attend any forthcoming trips.
- High risk: Students defined as having serious or persistent trends of behaviour deeming them a risk to attend any forthcoming trips.
- Medium risk: Students defined as currently having concerning trends of persistent behaviour deeming them a potential risk to attend forthcoming trips or behaviour particularly in categories not conducive to attending school trips. These include bringing in banned items, not following instructions and bringing the school into disrepute. Medium risk students will be set clear targets and expectations for future notice and to ensure their categorisation does not escalate to high risk.

In such cases, parents/carers will be informed as appropriate and should a student be removed from a trip, monies will either be returned to parents/carers or subject to the terms outlined in the specific trip letter.

RACIST & DISCRIMINATORY INCIDENTS

Racist & Discriminatory Incidents are recorded on an additional Form as below. This enables monitoring and effective reporting to the LA.

MADANI SCHOOLS FEDERATION | Racist & Discriminatory Incident Form

| | | | |
|--|-------------------------------|---|--|
| MADANI BOYS SCHOOL | | MADANI GIRLS SCHOOL | |
| Date of incident: | | Time of incident: | |
| Type of racism or discrimination | | | |
| RACE | RACIAL or CULTURAL STEREOTYPE | | |
| SEN or Disability | RELIGION | | |
| AGE | SECTARIAN | | |
| GENDER | SEXUAL ORIENTATION (LGBT) | | |
| Victim(s) | | Perpetrator(s) | |
| Pupils | | Pupils | |
| Staff | | Staff | |
| Other (e.g. parents / visitors) | | Other (e.g. parents / visitors) | |
| Number of males | | Number of males | |
| Number of females | | Number of females | |
| Total no of victims in incident | | Total no of perpetrators in incident | |
| Ethnic group(s) of victim(s) | | Ethnic group(s) of perpetrator(s) | |
| Please tick, or if more than one, number | | Please tick, or if more than one put the number | |
| White British | White British | | |
| Any other White | Any other White | | |
| Indian | Indian | | |
| Pakistani | Pakistani | | |
| Bangladeshi | Bangladeshi | | |
| Any other Asian | Any other Asian | | |
| Black Caribbean | Black Caribbean | | |
| Black African | Black African | | |
| Any other Black | Any other Black | | |
| White and Asian | White and Asian | | |
| White and Black Caribbean | White and Black Caribbean | | |
| White and Black African | White and Black African | | |
| Any other mixed | Any other mixed | | |
| Traveller | Traveller | | |
| Any other ethnic group | Any other ethnic group | | |

| | | | |
|---|---------------------------------------|--|--|
| Place incident occurred | | | |
| Classroom | Corridor | | |
| Playground | Outside school | | |
| Dining Room | Masjid | | |
| Online Cyber incident | Other – please specify | | |
| Category of incident e.g. racially motivated bullying | | | |
| Name calling and teasing | Physical aggression | | |
| Inciting others | Verbal aggression | | |
| Use of derogatory language | Damage to school property or Graffiti | | |
| Use of discriminatory language | Distribution of offensive material | | |
| Deliberately excluding | Other | | |
| Cyber incident - e-mail, (mobile) phone calls / texts, social networking sites | | | |
| Other – please use this space to elaborate: | | | |
| Brief description of incident | | | |
| | | | |
| Action(s) taken – tick more than one box if appropriate | | | |
| Logged/ No further action | Verbal warning | | |
| Restart/ Internal | Internal report | | |
| Removal of graffiti | Police involvement | | |
| Detention | Fixed term exclusion | | |
| Involvement of parents/carers | Permanent exclusion | | |
| Other action taken – please specify | | | |
| Racist incident reported by – please tick | | | |
| Staff | Other – please specify | | |
| Pupil | Name: | | |
| Any other supporting information not covered above should be recorded here | | | |
| | | | |

All forms are available from the Head of House / Pastoral Offices. They are also available on the Q:/drive

- MSF On Call Referral Form
- MSF Statement Form
- MSF Timeline Form
- MSF Bullying Reporting & Monitoring Form
- Negative Debits Form (in lesson & around school versions)
- Positive Debits Form
- Mentor Referral Form
- Nurse Referral Form
- Intervention Supports Plans (PSP 1-5)
- Pastoral Support Forms (PSP 1 - 4)
- Report Monitoring Cards
- MSF Racist & Discriminatory Incidents Form