



Behaviour policy and statement of behaviour principles

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|----------------------------|--------------|
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Introduction

Educational excellence, discipline, mutual care, respect and community service are the foundations for our approaches to leading and managing learning and behaviour at the Darul Uloom Dewsbury (hereby referred to as 'Institute'.)

At the core of our vision we want our students to become responsible leaders in communities around the UK and the world. For this personal and moral development to be achieved, every student needs to have an excellent attitude to behaviour, sharing the ideals that are taught by Nabi Muhammad (SAW). Furthermore, a culture of good behaviour needs to be established and maintained across all areas of the Institute.

As a boarding Institute, we regard ourselves as part of one family in which every individual understands their respective roles, responsibilities and the potential impact of their actions on the wider community.

This policy will apply to all learners regardless of age, who represent the Institute in any capacity at any location and at any time.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the Institute community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy relies on government guidance on adult learners.

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

5. Roles and responsibilities

5.1 The Trustees

The Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the Institute environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in RM Integriss (see appendix 1 for a behaviour log if RM is not available)

Commented [1]: Add link to RM

The Behavioural team will support staff in responding to behaviour incidents.

6. Pupil code of conduct

Pupils are expected to:

- To be outstanding
 - Have complete trust in Allah and follow the life of Nabi Muhammed (SAW)

- Take responsibility for your actions
- Achieve excellence
 - Arrive for lessons and Salah punctually, fully prepared, focused and motivated.
 - Wear the correct uniform at all times
- Quality of excellence in acquiring knowledge and attaining spirituality.
 - Aspire to raise attainment by having a positive attitude towards learning
 - Display enthusiasm and attentiveness.
 - Make Dua to achieve excellence in the pursuit of knowledge and development.
- Work respectfully
 - Behave in an orderly and self-controlled way
 - Respect all teachers, staff and prefects.
 - Treat the Institute buildings and Institute property with respect
- Aspire to volunteer
 - Do good actions for the pleasure of Allah.
- Assist others (Da'ee)
 - Encourage, motivate and inspire others by example
 - Refrain from behaving in a way that brings the Institute into disrepute, including when outside the Institute.

7. Rewards and sanctions

The Rewards and Sanctions have been developed in order to celebrate the contribution of every student, and give them the best possible opportunity to succeed. Students will have a fresh start at the start of every term.

Rewards and sanctions can be given at any time and in any place, as long as the pupil is representing the institute.

Parents will be able to view the positive and negative points awarded to their child(ren) by monitoring the RM Parent Portal.

7.1 Recognition and Reward

In line with the Pupil code of conduct, TAQWAA points will be awarded by members of staff when good behaviour is noticed. These points will be recorded on the RM Integris behaviour module.

Staff are encouraged to use professional judgement when giving good behaviour points.

All awarded points will be subject to review by the behavioural team, and the behavioural team will have the power to rescind points that have been awarded. The behavioural team will exercise this right extremely carefully, and all decisions and its motivations will be recorded in RM Integris.

See appendix 3 for the TAQWAA points system structure.

7.2 Disciplinary and Sanctions

The severity of the actions that the student has committed or omitted will decide the category of sanctions. The criteria list is by no means exclusive or exhaustive and professional judgement must always be applied, in order to ensure that the sanctions are appropriate.

See appendix 4 for the Cautions Categories table.

Once cautionable actions have been committed, Staff must record the incident onto RM as soon as possible.

The behavioural lead may exercise the right in response to serious or persistent breaches of this policy to send a pupil to an isolation room. If they are disruptive, they will be expected to complete the same work as they would in class.

The behavioural lead will be responsible to arrange an isolation room and supervision.

7.3 End of Term Awards

These Awards will begin from the 2022/23 Academic Year.

At the end of each term, awards will be given to learners based on the number of points that the student has collected over the period of the term.

3 TAQWAA achievement points will be awarded for the weeks that have 100% attendance, and all awards will be shared with parents. The recipients of the awards will also be published in the termly newsletter.

| | Criteria | Award |
|--|--------------|--|
| The Hadhrat Hafiz Sahib (RA) Gold Award of Excellence | 200 + points | Gold Award certificate Termly. Gold award trophy presented at the end of the year. Entered into a £50 prize draw/year group for meeting all Gold criteria End of year trip |
| Silver | 150-199 | Silver Award certificate termly. Silver award trophy presented at the end of the year. Entered in to £30 prize draw/year group for meeting all Silver criteria End of year trip |
| Bronze | 100-149 | Bronze Award Certificate termly Entered in to £20 prize draw/year group for meeting all Bronze criteria Bronze award trophy presented at the termly assembly. End of year trip. |

7.4 End of Year Trip

Learners will be invited to the end of year trip based on the criteria above for attendance, punctuality and behaviour and will be calculated over each term.

The criteria will be updated in due course.

Expected rollout in 2023/24 Academic year.

7.5 Zero-tolerance approach to sexual harassment and sexual violence

The Institute will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The Institutes response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be in line with the Sanctions categories as outlined in Appendix 3.

The Institute has procedures in place to respond to any allegations or concerns regarding a pupil'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 Student's social care
 - Report to the police

Please refer to our safeguarding policy for more information.

7.6 Incident Investigation

Before any investigation takes place, medical attention must be given priority. Any complaints from the pupil or any First Aid that has been given must be reported on the appropriate log.

As part of the investigation, the following will take place:-

1.
 - a. Notify parents/carers of all those involved as soon as possible after an incident has occurred. Let parents know you will be conducting an investigation and you will let them know the outcome as soon as possible.
 - b. Record date, time and conversation.
 - c. Update this information on the incident log in RM for each pupil involved.

2.
 - a. Interview the complainant. Take a written statement ensuring it is a true factual account and signed by the pupil.
 - b. Record the following on the incident log in RM:
 - i. Description of the incident
 - ii. Where and when the alleged incident occurred
 - iii. The identity and number of individuals who participated
 - iv. Context in which the alleged incident occurred
 - v. How often the conduct occurred
 - vi. Past incident or past continuing patterns of behaviour from any party involved
 - vii. The relationship between the parties involved
 - viii. Any witnesses details
 - ix. Whether the alleged victim felt the incident is affecting their learning
 - x. Whether the alleged victim felt an imbalance of power (victim felt he/she had no power to stop what was happening)

3.
 - a. Separately interview the accused. Take a written statement ensuring it is a true factual account and signed by the pupil.
 - b. Record the following on the incident log in RM:
 - i. Description of the incident
 - ii. Where and when the alleged incident occurred
 - iii. The identity and number of individuals who participated
 - iv. Context in which the alleged incident occurred
 - v. How often the conduct occurred
 - vi. Past incident or past continuing patterns of behaviour from any party involved
 - vii. The relationship between the parties involved
 - viii. Any witnesses details

- ix. Go over what the alleged perpetrator has said and have he or she sign a written statement that these facts are correct or where amendments are requested
4. Interview any person who witnessed the incident or who may have related information. Take a written statement ensuring it is a true factual account and signed by the pupil. Record relevant information on the incident log in RM.
 5. Record the findings of the investigation on the incident log in RM to determine the outcomes/appropriate sanctions.
 6. For the perpetrator - Document actions taken and sanctions received as outlined in the behaviour policy on the incident log in RM. Risk assessment created.
 7. For the victim – Document actions taken to protect the victim in a written safety plan to ensure the student feels safe and secure at the Institute. Share with relevant staff. Update the incident log in RM.
 8.
 - a. Once the investigation is completed, organise a meeting with the parents/carers of both the victim and perpetrator on the outcome of the investigation.
 - b. During the meeting, parents/carers of the perpetrator are helped to understand the decision making process and allocated sanctions as a result of the outcomes of the investigation.
 - c. During the meeting, parents/carers of the victim are explained the decision making process and any actions that are being taken to protect their child through the safety plan.
 - d. Where Early Help is required, discuss consent at this meeting.
 - e. Record minutes from both meetings on the incident log in RM.
 9. Where an Early Help Referral is made, record details on the incident log in RM.
 10. If the outcome of the investigation/professional judgement steers you towards bullying/harassment, review with the Head Teacher, add to Central Bullying Log where appropriate, ensure appropriate interventions are recorded and actioned for both the victim and perpetrator. Update the incident log in RM with this information.

7.7 Off-site behaviour

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

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

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 Institute
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the Institute

Sanctions will only be given out on Institute premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a Institute-organised trip).

7.8 Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the Institute (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 adult's social care may be appropriate.

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

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

They will, :

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils with salaam in the morning and at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption (see appendix 7)
 - Using positive reinforcement

8.2 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 (see appendix 1 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

8.4 Pupil support

The Institute 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 Institute'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.

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

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

8.5 Safeguarding

The Institute recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy.

9. Pupil transition

The Institute will take all necessary measures to ensure a smooth transition as Pupils progress to the next stage of their learning.

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.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Staff are also provided with a handbook that contains all the key information about behaviour management.

In addition, the behavioural team will share material that promotes best practice on a regular basis. The behavioural team will also aim to shadow lessons with the sole objective to provide tips to improve behaviour management.

Behaviour management will also form part of continuing professional development. The behavioural team will aim to schedule CPD sessions periodically throughout the year.

Staff training will be logged on RM Integris.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing board annually. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

Appendix 1: Behaviour Log

Please add this information to RM Integris at the next available opportunity. This sheet is only to help in preserving the information until this point.

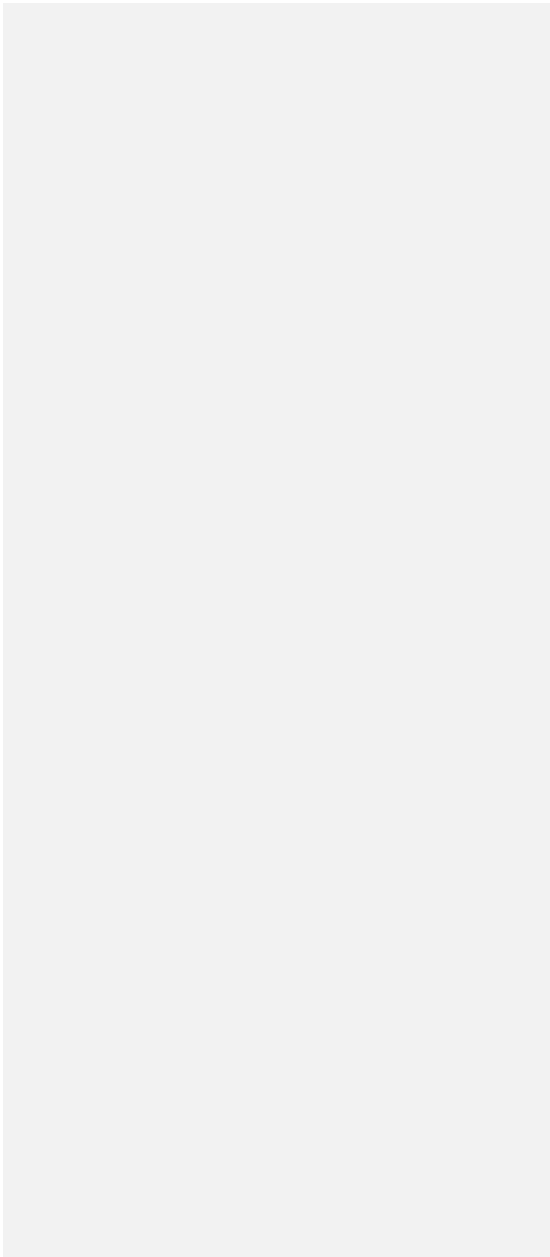
| | |
|---|--|
| PUPIL'S NAME: | |
| NAME OF STAFF MEMBER REPORTING THE INCIDENT: | |
| DATE: | |
| WHERE DID THE INCIDENT TAKE PLACE? | |
| WHEN DID THE INCIDENT TAKE PLACE? (BEFORE LESSONS, AFTER LESSONS, LUNCHTIME, BREAK TIME) | |
| WHAT HAPPENED? | |
| WHO WAS INVOLVED? | |
| WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS? | |
| IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS | |

PUPIL'S NAME:

PEOPLE INFORMED OF THE
INCIDENT (STAFF,
GOVERNORS, PARENTS,
POLICE):

Appendix 2: Staff Training Log

| TRAINING RECEIVED | DATE COMPLETED | TRAINER / TRAINING ORGANISATION | TRAINER'S SIGNATURE | STAFF MEMBER'S SIGNATURE | SUGGESTED REVIEW DATE |
|-------------------|----------------|---------------------------------|---------------------|--------------------------|-----------------------|
| | | | | | |
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Appendix 3: Recognition and Reward

| | Criteria | Award |
|---|---|--|
| 1st Quality Try your best to be outstanding at IoIE | <ul style="list-style-type: none"> ○ Have complete trust in Allah ○ Adopt a sunnah which isn't commonly practiced ○ Be confident and proud of your British Muslim identity ○ Respect and promote the rules of the institute ○ Value the vision | <ul style="list-style-type: none"> ○ 2 points awarded on each recognition of this behaviour ○ Log appropriate 1-Outstanding in RM. (This will automatically be shared with parents) |
| 2nd Quality Achieve excellence in attendance and punctuality | <ul style="list-style-type: none"> ○ Be fully prepared and organised in lessons ○ Be focussed and motivated during learning time ○ Be alert towards the surroundings | <ul style="list-style-type: none"> ○ 1 points awarded on each recognition of this behaviour ○ Log appropriate 2-Excellence in RM. (This will automatically be shared with parents) |
| 3rd Quality Quality of excellence in Knowledge and Spirituality | <ul style="list-style-type: none"> ○ Aspire to raise attainment ○ Have a positive attitude towards learning ○ Enthusiasm ○ Attentiveness ○ Humility | <ul style="list-style-type: none"> ○ 1 points awarded on each recognition of this behaviour ○ Log appropriate 3-Quality in RM. (This will automatically be shared with parents) |
| 4th Quality Work Respectfully | <ul style="list-style-type: none"> ○ Show mutual respect and tolerance to:- <ul style="list-style-type: none"> ● Teachers ● IoIE staff ● Colleagues and democratically elected student councillors | <ul style="list-style-type: none"> ○ 1 points awarded on each recognition of this behaviour ○ Log appropriate 4-Respect in RM. (This will automatically be shared with parents) |
| 5th Quality Aspire to volunteer (for the pleasure of Allah) | <ul style="list-style-type: none"> ○ Volunteer enthusiastically ○ Perform good deeds ○ Desire to serve sincerely | <ul style="list-style-type: none"> ○ 2 points awarded on each recognition of this behaviour ○ Log appropriate 5-Aspire in RM. (This will automatically be shared with parents) |
| 6th Quality Assist others | <ul style="list-style-type: none"> ○ Encourage ○ Motivate and Inspire ○ Be an outstanding ambassador of Islam ○ Play an active role in the wider community | <ul style="list-style-type: none"> ○ 2 points awarded on each recognition of this behaviour ○ Log appropriate 6-Assist in RM. (This will automatically be shared with parents) |
| <ul style="list-style-type: none"> ○ End of each week a student with 100% attendance will receive +3 points ○ End of each week a student with no C's will receive +2 points | | |

Appendix 4: Cautions Categories

| All of the below are applicable in and out of lesson time | | | |
|---|--|---|---------------------|
| C1 | <p>Madrassah</p> <p>C1 > Talking during lesson time and not following instructions. C1 > Shouting out in class. C1 > Disrupting Lesson/Form time. C1 > Being non-compliant</p> <p>Boarding Specific</p> <p>C1 > Being late to sleep</p> | <p>Report to Lesson teacher</p> <p>Name written on board Log behaviour to RM and also detail the action taken. Class teacher has the authority to give sanctions which they themselves will oversee.</p> | - 0points |
| C2 | <p>Madrassah</p> <p>C2 > Failure to follow Warning/Caution C2 > Being late C2 > Talking and not listening C2 > Shouting out in class C2 > Disrupting Lesson/Form time C2 > Being non-compliant C2 > Missing equipment (Stationary, Books etc) C2 > Chewing gum/Eating in class C2 > Failing to complete classwork or homework C2 > Graffiti/Work Presentation C2 > Incorrect Uniform C2 > Poor attitude towards learning/work ethic C2 > Sleeping during lesson. C2 > Inconsistencies in Mutala/Taqraar</p> <p>Boarding Specific</p> <p>C2 > Playing ball games in dorm C2 > Not maintaining hygiene in personal space C2 > Not throwing litter in the bin C2 > Having meals in the bedrooms C2 > Not waking up/leaving the boarding area late C2 > Causing disruption in boarding</p> | <p>Report to Behavioural Team Officer</p> <p>10 mins Muhasabah during lunch times, on the Mon-Fri with teachers/asaatizah.</p> <p>Log behaviour C2 to RM and also detail the action taken.</p> <p>Correct uniform <u>must be checked</u> by LC/Form Tutor the following day</p> <p>Management reserves the right to escalate and suspend as it deems necessary.</p> | -2 Points |
| C3 | <p>Madrassah</p> <p>C3 > Failure to turn up to C2 Muhasabah C3 > Using foul language (verbally/in writing) C3 > Hair not according to Madrasah guidelines. C3 > Using inappropriate websites C3 > Bringing the Institute into dispute (minor) C3 > Bringing forbidden items into the Institute (minor) C3 > Physical aggression (minor) C3 > Persistent behaviour that is inconsistent with the Institutes ethos C3 > Inappropriate use of the Institutes equipment/screens</p> <p>Boarding Specific</p> <p>C3 > Ordering food from outside unauthorised C3 > Missing congregational prayers/Muatala/programmes</p> | <p>Report to Behaviour Lead</p> <p>Phone call home by Behaviour team. Feedback documented on RM.</p> <p>30 mins - 1 Hour detention Saturday Lunch time as per DT Rota (teacher to confirm date with parents if on Saturday)</p> <p>Log appropriate C3 on RM with detail and the action taken.</p> <p>Hair should be cut by the following day and checked by LC/Form Tutor.</p> <p>Management reserves the right to escalate and suspend as it deems necessary.</p> | -5 points |
| LC Report | <p>When students have reached -15 points they will be put on a weekly report with their Learning co-Ordinator.</p> | <p>The learning co-ordinator may contact parents to give feedback.</p> <p>LC will log progress on the report on RM.</p> | |

| | | | |
|-------------------|--|--|--|
| HOD Report | When students have reached -25 points they will be put on a weekly report with the designated Head of Department. | The Head of Department will contact parents to give feedback. LC will log progress on the report on RM. | |
| SLT Report | When students have reached -30 points they will be put on a weekly report with the full SLT. | The SLT contact parents to give feedback. LC will log progress on the report on RM. | |

| | | | | |
|-----------|--|--|---|-----------|
| C4 | Bullying | Verbal bullying | Report to SLT Team - Investigation The appropriate suspension plus the below to support reintegration: <ul style="list-style-type: none"> • Log appropriate C4 on RM and initiate an investigation action • Depending on investigation outcomes, if a suspension is necessary, Attendance Officer to update RM Integris with exclusion details, and prepare formal letter for parents. • 1hr Weekly Detention for the weeks on report with BL. • Mobile phone to be confiscated • Management reserves the right to escalate and suspend as it deems necessary. | -7 |
| | Abuse against adult (verbal/threatening behaviour) | Being Disrespectful to any member of staff | | |
| | | Swearing | | |
| | | Threatened violence | | |
| | | Verbal intimidation | | |
| | Abuse against pupil (verbal/threatening behaviour) | Being Disrespectful to any member of staff | | |
| | | Swearing | | |
| | | Threatened violence | | |
| | | Verbal intimidation | | |
| | Abuse against sexual orientation and gender identity | | | |
| | Abuse relating to disability | | | |
| | Carrying/Using a Mobile Phone | | | |
| | Damage | Arson | | |
| | | Graffiti | | |
| | | Learners' Work | | |
| | | Vandalism | | |
| | External Premises | Leaving the Institutes premises unauthorised | | |
| | | Returning late after holidays unauthorised | | |
| | | Truancing | | |
| | Inappropriate use of social media or online technology | | | |
| | Challenging behaviour | | | |

| | | | | |
|--|-----------------------------------|--|--|--|
| | Persistent disruptive behaviour | Disobedience | | |
| | | Persistent violation of the Institutes rules | | |
| | Physical assault against a pupil | Fighting | | |
| | | Obstruction and jostling | | |
| | Physical assault against an adult | Obstruction and jostling | | |

| | | | | |
|-----------|--|---------------------------------------|---|------------|
| C5 | Bullying | Homophobic bullying | Immediate Suspension pending Investigation The appropriate suspension plus the below to support reintegration: <ul style="list-style-type: none"> • Log appropriate C5 on RM and initiate investigation immediately • Attendance Officer to update RM with exclusion details, prepare formal paperwork and letter for parents. • 1hr Weekly Detention for the weeks on report • Management reserves the right to escalate and expel students as it deems necessary. | -10 |
| | | Physical bullying | | |
| | | Racist bullying | | |
| | | Verbal bullying | | |
| | Abuse against adult (verbal/threatening behaviour) | Aggressive behaviour | | |
| | | Carrying an offensive weapon | | |
| | | Homophobic abuse and harassment | | |
| | | Swearing | | |
| | | Threatened violence | | |
| | | Verbal intimidation | | |
| | Drug and alcohol related | Alcohol abuse | | |
| | | Drug dealing | | |
| | | Inappropriate use of prescribed drugs | | |
| | | Possession of illegal drugs | | |
| | | Smoking | | |
| | | Substance abuse | | |
| | Racist abuse | Derogatory racist statements | | |
| | | Racist bullying | | |
| | | Racist graffiti | | |
| | | Racist taunting and harassment | | |

| | | | | |
|--|--|---|--|--|
| | | Swearing that can be attributed to racist characteristics | | |
| | Physical assault against a pupil | Fighting | | |
| | | Violent behaviour | | |
| | | Wounding | | |
| | Physical assault against a adult | Violent behaviour | | |
| | | Wounding | | |
| | Sexual Misconduct | Lewd Behaviour | | |
| | | Sexual abuse | | |
| | | Sexual assault | | |
| | | Sexual bullying | | |
| | | Sexual graffiti | | |
| | | Sexual harassment | | |
| | Theft | Selling and dealing in stolen property | | |
| | | Stealing from local shops | | |
| | | Stealing personal property (pupil or adult) | | |
| | | Stealing Institute property | | |
| | 3 instances of C4 (professional judgement) | | | |
| | Use or threat of use of an offensive weapon or prohibited item | | | |
| | Wilful and repeated transgression of protective measures in place to protect public health | | | |

Appendix 5: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in the Institute as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to the Institute to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me so we can discuss a way forward.

Insert details of how to contact the Institute to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____ Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in the Institute.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the Institute to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

