



## **DISCIPLINE AND EXCLUSIONS POLICY**

At Rida Girls' High School we expect all individuals to be respected and their individuality valued. Any form of bullying or other anti-social behaviour will not be tolerated.

We strive to develop pupils' religious, moral, social and cultural values and promote discipline, behaviour, excellent personal manners/morals and mutual respect for all.

We seek to achieve good behaviour as a norm within a secure and happy environment by setting high standards, following Islamic etiquettes, and applying rules firmly and fairly. Sanctions will only be used as a last resort.

To achieve our aims this discipline and exclusions policy should be read in conjunction with our Behaviour Policy, both of which will be supported by the whole school; parents, staff and children. These policies and expected behaviour are based on a sense of community and shared Islamic values and will be implemented fairly and consistently.

### **Responsibilities**

- All adults must take responsibility for children's behaviour around school. High standards of behaviour depend on staff setting a good example. All staffs should teach and model 'good' behaviour and manage children positively whenever possible.
- Take the initiative in establishing a positive ethos, communicating in a clear and friendly manner, and giving and expecting respect.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. Shared values and attitudes will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- Children must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.
- All children and staffs must understand that bullying, inappropriate and non-islamic behaviour will not be tolerated in any form.
- The Head Girl is encouraged to assist staff in upholding the required standards of behaviour in the school.
- To treat problems when they occur in a professional, caring and sympathetic manner in the hope of achieving an improvement in behaviour.

## **Recognising Positive Behaviour**

Whenever a child has achieved a goal, however small or large, it has to be recognised. The school acknowledges that pupils work better when their good work and good behaviour is recognised. Teachers will praise pupils on their good behaviour, enthusiasm and hard work verbally or by writing positive comments in the planner or on their work.

Incentives such as stamps in planners, star of the week, term certificates, table points, prizes are seen as a motivating force for positive behaviour.

Most children respond to this positive approach, where their efforts are seen to be valued, and hence make considerable efforts to improve their work, and, where necessary, their behaviour.

## **Negative Behaviour**

Regarding unacceptable behaviour, children need to know where the bounds of acceptable behaviour lie, as this is a part of growing up. School rules should be obvious and clearly displayed.

Problems are normal when children are learning and testing the boundaries of acceptable behaviour. Our achievement is tested not by the absence of problems, but rather by the way we deal with them. In addressing problems, we should be;

- Be positive and build relationships
- Know our pupils as individuals
- Do not shout
- Keep calm and do not over react
- Listen as it will earn respect
- Ascertain the facts and judge only when certain
- Avoid sarcasm and humiliation as it will breed resentment
- Carry out any threats and be consistent, firm and fair
- Follow up problems to their conclusion
- Avoid collective punishment
- Use punishments only as a last resort
- Communicate with relevant staff on any action taken

Any unacceptable behaviour is dealt with by the staff member working with the child in a caring, supportive and fair manner, with some flexibility regarding the age and understanding of the child.

We need to remind ourselves that the vast majority of our pupils are co-operative and supportive. In dealing with the few who present problems a successful resolution is more likely to be achieved if we can establish our authority firmly and calmly.

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to reprimands.

## **Dealing with Negative Behaviour**

At all times staff should encourage good behaviour through praise and rewards and treat each child equally and fairly. No member of staff must in any way physically chastise a child.

Teachers may use the following approaches to challenge behaviour, depending on each child's needs:

- Tell the child what is required in simple terms, rather than explaining the unwanted behaviour
- Talk to the child – discuss what has happened to find out why the child behaves as she does
- Redirect to another activity
- Set targets and give rewards
- Move the child from the group to work on her own
- Repeating work or additional work
- Withdrawal of privileges eg. Break etc

If the unacceptable behaviour carries on, the child will be spoken to by the SMT and if this fails, the child will be put in isolation. Sanctions above phase 5 (punishment 2), the parents/ carers will be notified through a letter. (Please refer to our Behaviour Policy)

Cases of extreme misbehaviour may need to be brought directly to the attention of the governing body. The parent/carer will be requested to come into school. We believe that a successful partnership between parents and the school can bring out the best in children.

## **Children with Identifiable Behaviour Difficulties**

Children who may have identifiable behaviour difficulties will be treated in ways advised by specialists in this field.

All staff should adopt a positive approach to improving behaviour in order to reward effort and build self-esteem. Staff should work in partnership with those who know the child to:

- Find out why the child behaves as he/she does
- Understand the factors that influence a child's behaviour
- Identify early warning signs that indicate possible behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm.

## **Recording**

Day to day behaviour issues will be recorded in the home/school planner. Any escalation will be recorded in the school discipline and exclusion folder.

## **Exclusions**

If a child's behaviour is constantly of concern. Exclusion needs to be considered. This would only happen in the very last resort.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult

- Racist verbal abuse
- Sustained bullying (see Anti Bullying Policy)
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

At Rida Girls' High School we have a zero-tolerance policy towards any kind of abusive or threatening behaviour from parents towards any member of staff, child, other parent or member of the Governing Body.

This includes any derogatory comments made on social media websites, regarding any member of staff, child, Governing Body member or the school. We also expect our staff members and Governing Body members to abide by this requirement.

As zero tolerance suggests, if after conducting an investigation find this acceptable behaviour has taken place, we will seek to remove your child from the setting. There will be no warning or second chance given.

If this regrettable situation occurs, the decision of the Governing Body will be final and future re-admission is not an option.

### **Guidelines**

Teachers in our school **do not use any form of corporal punishment**. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

If an incident requiring the use of force should take place within school, immediate steps will be taken to discuss why the incident occurred and steps that could be taken in the future to prevent a re-occurrence.

### **Staff Training**

All staff and students receive training in positive behaviour management and the range of intervention techniques.

### **Complaints**

Parents and pupils have a right to complain about actions taken by school staff with regard to the use of the discipline and exclusion policy. Any such complaints should follow the usual procedure for complaints.