



## **Behaviour, Discipline and Support Policy**

Policies at Lady Aisha Academy are designed to support the ethos, aims and vision of the school. They are written in accordance with the five outcomes contained within Every Child Matters:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing.

### **1. Rationale**

- Good behaviour and discipline is a necessary condition for effective learning and teaching. Children learn best and behave best when they know what is expected of them, when they are positively encouraged to behave well and when they are consistently, fairly and appropriately treated if they don't behave well.
- This policy has been agreed by the senior team. All members of staff and all pupils are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

### **2. Broad Goals**

The main purpose of this policy is to enable us to:

- Encourage pupils' adherence to meet behaviour standards and expectations as outlined in the Pupil Agreement.
- To support pupil attendance as outlined in the school attendance policy and the local education authorities attendance policy.
- To give clear guidelines for staff on action to be taken in instances of unacceptable behaviour and discipline. These include rewards, sanctions and support.

### **3. Pupil Attainment**

We expect the following outcomes:

- All classrooms to have rules and the Pupil Agreement displayed.
- All pupils to be aware of the rules states in the Pupil Agreement.
- 100% return of Pupil Agreements and Terms and Conditions of Registration.

### **4. Implementation**

In order to achieve our goals we will take the following action: the Pupil Agreement will be displayed in classrooms and other parts of the school as appropriate, and during the first registration of every academic year, the form tutor will go over this with their form class.

Alongside this, to ensure that a wholesome environment is created in which students are encouraged to behave well, staff members must follow the Code of Conduct for staff.

In general all staff should:

- Be prepared for all lessons
- Manage the entry and exit of pupils to and from lessons in an orderly and quiet way
- Know and treat the pupils as individuals
- Model the standards of courtesy and behaviour expected from the pupils
- Use appropriate tone and volume of voice when talking to pupils
- Use appropriate body language when talking to and dealing with pupils
- Emphasise the positive
- Make sparing, fair and consistent use of reprimands
- Criticise the behaviour and not the person
- Use private rather than public reprimands where possible
- Avoid sarcasm and threats
- Make sparing, fair and consistent use of punishments/sanctions
- Avoid whole group punishments

## **5. Rewards**

Praise and rewards encourage good standards of behaviour and discipline. Rewards have a motivational role in helping pupils to realise that good behaviour is valued. Staff are therefore encouraged to make use of the full range of praise and rewards in school. These are:

- Positive Reports
- Individual subject rewards and certificates
- Whole school certificates
- Positive parental contact
- Rewards Assemblies
- House points
- Merits

## **6. Sanctions**

**6.1** Sanctions should be fair, consistent and reasonable. They may be issued for some of the following reasons:

- Poor behaviour (including swearing, using foul language and graffiti)
- Not obeying staff / teacher instructions
- Bullying and cyber- bullying
- Anti-social behaviour
- Not following the school's rules and regulations which are outlined in the Pupil Agreement

(The above list is not exhaustive)

**6.2** The following should always be taken into account:

- The nature of the behaviour being sanctioned.
- The age of the pupil
- Any special travel arrangements
- Any special educational needs.

**6.3** Detentions should always follow the following guidelines:

- Detentions should take place at lunchtime except in certain circumstances when they may be given after school.
- After-school detentions over 15 minutes to 1 hour **may only be given if the parents of the pupil have been informed via text or phone call.**
- Write down all detentions, lunch time and after-school, in the detention book, stating the reason and the amount of time.
- *Whole class detentions should not be given as in almost all cases there will be some innocent pupils present.*

**6.4** Where sanctions become necessary the first stage is individual staff sanctions. The second stage of referral is to Ms Khanom– the Deputy headteacher, or in her absence, Mr Aslam, the headteacher. This is outlined in more detail below.

### **Individual Staff**

- Detentions – These should include appropriate punishments where appropriate e.g. completing homework or class work, cleaning graffiti. It is not appropriate to use whole class detentions.
- Removal of pupils by senior member of staff on duty.
- Parental contact.

If it becomes necessary individual staff should refer pupils to the senior teacher (Mr Aslam – headteacher or Ms Khanom – deputy headteacher and behaviour management lead) for further action to be taken.

## **7. Support**

Most effective discipline is always that administered by the member of staff concerned, however, this policy recognises that there will be occasions when staff may need support, especially newly qualified teachers and staff new to the school, thus staff receive support through staff training, induction for new staff and through the senior teachers.

## **8. Procedure**

**8.1** If a pupil is causing disruption give them a warning politely.

**8.2** If she persists, move her to the back of the class, send her outside or to R4/R7 to work quietly on her own.

**8.3** Bring the pupil back after 5 or 10 minutes indicating the consequences if it happens again.

**8.4** If the disruption continues the pupil needs to be sent back to work on her own for the rest of the lesson.

**8.5** If the pupil is disruptive while sitting on her own, send her to a senior member of staff to be dealt with.

**8.6** Pupil to be given appropriate punishment by teacher concerned.

## **9. Monitoring and Evaluation**

This policy will be monitored by:

- Performance management and other classroom observations
- Review meetings
- Senior member of staff

## **10. Reasons for suspension and exclusion**

Suspensions may happen in the following instances:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Your child has committed a single serious offence, even if they have never been in trouble before. However, it is up to each school to define what counts as a serious offence.
- Inappropriate use of social media and cyber bullying.

Permanent exclusion should only happen:

- In response to a serious breach or persistent breaches of the school's behaviour policy **and**
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In practice this means that there are three likely scenarios for a permanent exclusion:

- Your child has had a history of disruptive behaviour and the school feel they have come to the end of the road.
- Your child has committed a single serious offence, even if they have never been in trouble before. That might be something like assaulting a pupil or member of staff or bringing a knife or drugs into school. Bringing in objects that can cause harm to themselves and other pupils may also lead to exclusion. However, it is up to each school to define what counts as a serious offence.
- Inappropriate use of social media and cyber bullying.

See Appendix A for more detail regarding suspensions and exclusions.

## **Standard of proof**

The head's decision to exclude must be taken on the 'balance of probabilities'. This means that it is more likely than not that the pupil did what they are accused of. This is not the same as the 'beyond reasonable doubt' standard required in a criminal case. There is no chance to appeal if you do not agree with the decision, as it is a breach of contract between the school and parents/pupil.

## **Behaviour outside school**

Pupils can be excluded for behaviour outside school, but this should be in line with the school's behaviour policy. Commonly this will include behaviour on social media sites, school trips, behaviour when in uniform or on the way to and from school **and behaviour which may bring the school into disrepute.**

### Appendix A

Lady Aisha Academy is committed to dealing with negative behaviour in a non-confrontational and constructive manner. Wherever possible, disruptive or challenging behaviour will be tackled collectively between staff and pupils at Lady Aisha Academy. Such procedures are outlined in the policy above. However, there are occasions when such strategies alone will not alter or prevent negative behaviour. In such cases, further action will be necessary, including reviewing a child's place at Lady Aisha Academy, on either a temporary or permanent basis.

Persistent unacceptable behaviour from a pupil will result in a meeting with the pupils' parents and any sanction (if necessary or appropriate) will be issued at the end of the meeting. Lady Aisha Academy has the right to temporarily suspend or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour and this is decided at the discretion of the head teacher.

In the event of a serious or dangerous incident, a pupil may be suspended with immediate effect. In such circumstances, the pupil's parent/carer will be contacted immediately and asked to collect their child. If a parent/carer is unavailable to pick up their child, they will be notified with a phone call and once it is confirmed over the phone that the pupil is being sent home, they will be allowed to leave the premises.

After an immediate suspension has taken place, the headteacher will arrange a meeting with the pupil concerned and their parents/carers to discuss the incident and decide the appropriate action / outcome.

Staff should always keep parents/carers informed about behaviour management issues relating to their child and attempt to work with them to tackle the causes of disruptive or unacceptable behaviour.

When a suspension is over, the pupil will be expected to return to Lady Aisha Academy and resume her studies as per usual. Ideally this should be an opportunity for the pupil to start again with a 'clean slate'.

Details of all warnings, suspensions and exclusions will be recorded and kept on record by the school.

Reviewed by: N Mistry (DSL)  
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