



# Behaviour Policy and statement of behaviour principles

## Document Control

This policy has been approved for operation within Dar Ul Madinah Primary School.

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# 1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

# 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › Behaviour in schools: advice for headteachers and school staff 2023
- › [Searching, screening and confiscation: advice for schools 2023](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#) In

addition, this policy is based on:

Maintained schools, pupil referral units (PRUs), Independent Schools and non-maintained special schools:

- › Section 175 of the [Education Act 2002](#), outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), require schools to regulate pupils' behaviour publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explains that maintained schools must publish their behaviour policy online
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explains that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

# 3. 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)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as 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
- E-cigarettes or vapes
- 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)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 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

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

## Dar ul Madinah Anti-Bullying Strategy

At Dar ul Madinah, our primary goal is to provide a safe and inclusive learning environment for all students. Our comprehensive anti-bullying strategy outlines our commitment to preventing and addressing bullying within our school community. This strategy involves the active participation of students, parents/carers, and staff members and covers the following key points:

### 1. Prevention of Bullying:

We believe that the best way to address bullying is to prevent it from happening in the first place. To achieve this, we employ the following measures:

- **Promoting a Positive School Culture:** We actively promote a positive school culture that values respect, empathy, and inclusivity. These values are reinforced through classroom discussions, assemblies, and extracurricular activities.
- **Educational Initiatives:** Anti-bullying education is integrated into our curriculum, ensuring that students understand the consequences of bullying and the importance of kindness and acceptance.

### 2. Reporting Incidents of Bullying:

We encourage open communication channels for students to report bullying incidents promptly and without fear of reprisal. Reporting mechanisms include:

- **Anonymous Reporting:** We provide a confidential and anonymous reporting system, allowing students and concerned individuals to report bullying incidents discreetly.

### 3. Investigating Allegations of Bullying:

In the event of a reported bullying incident, we are committed to conducting thorough and impartial investigations. These investigations are carried out with the utmost respect for the privacy and dignity of all parties involved.

#### **4. Addressing Bullying Off School Premises or Online:**

Our anti-bullying policy extends to incidents that occur off school premises or online if they have a significant impact on the school community. We collaborate with relevant authorities and organizations to address such cases effectively.

#### **5. Recording, Analysing, and Monitoring Incidents:**

To track progress and identify areas for improvement, we maintain detailed records of bullying incidents. These records are regularly reviewed and analysed to identify trends and areas requiring additional intervention.

#### **6. Sanction Procedures:**

Sanctions for bullying incidents are clearly defined in this policy.

#### **7. Support for Affected Students:**

Students who have been bullied receive immediate and comprehensive support from our pastoral care team. We offer a safe space for them to share their experiences and feelings, and we work with them and their families to develop individualised support plans.

#### **8. Regular Review and Adaptation:**

We understand the importance of continuous improvement, and as such, we regularly review and adapt our anti-bullying strategy to stay updated with best practices and emerging trends in bullying prevention and intervention.

Darul Madinah School is committed to creating a safe and nurturing environment where every student can thrive academically and emotionally. Our anti-bullying strategy is a vital part of this commitment, and we remain dedicated to its implementation and improvement.

## **5. Roles and responsibilities**

### **5.1 The Directors**

The Directors are responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the Headteacher
- › Monitoring the policy's effectiveness
- › Holding the Headteacher to account for its implementation

### **5.2 The Headteacher**

The Headteacher is responsible for:

- › Reviewing this policy in conjunction with the Directors.
- › Giving due consideration to the school's statement of behaviour principles (appendix 1) ›  
Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
  - › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see Appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and Carers**

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

### **5.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › They have a duty to follow the behaviour policy
- › The school's golden rules (see Appendix 5)
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

Pupils are not allowed to bring mobile phones to school.

## 7. Responding to behaviour

### 7.1 Classroom management

In Dar ul Madinah, our teaching and support staff play a pivotal role in setting the tone and context for positive behaviour. Our commitment encompasses the following actions:

- Creating a Stimulating Environment: We diligently create and maintain an enriching environment that fosters student engagement and active participation in their learning journey.
- Displaying the Golden Rules: The golden rules are prominently displayed in each classroom, serving as a constant reminder of our school's values and Islamic teachings on good behaviour and manners.
- Fostering Positive Relationships: We endeavour to build positive relationships with our students through various means, including:
  - Warm greetings in the morning and at the outset of lessons.
  - Establishing clear and consistent daily routines to provide structure.
  - Conveying expectations of behaviour through non-verbal cues and positive reinforcement.
  - Actively highlighting and promoting acts of good behaviour.
  - Concluding each day on a positive note, offering a fresh start for the next day.
  - Maintaining a well-thought-out plan to address low-level disruptions with patience and wisdom.
  - Employing positive reinforcement techniques to encourage and inspire good behaviour.

Furthermore, our curriculum includes Islamic studies lessons that serve as a platform for teaching our students the profound importance of good manners and kindness, guided by Islamic teachings. These lessons reinforce the Hadiths we are studying and provide valuable insights into how Islam guides us to treat one another with respect, compassion, and consideration.

At Dar ul Madinah, we are dedicated to nurturing individuals who excel not only academically but also embody the virtues and ethics upheld by Islam. Through our collective efforts, we aim to empower our students to become respectful, compassionate, and responsible members of our community, upholding the noble teachings of Islam with pride.

Together, as a community, we strive to create a school environment where the light of knowledge and the wisdom of Islamic values shine brightly, shaping the future of our students and our world for the better.

## 7.2 Safeguarding

The school 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 the suffering or is likely to suffer significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

## 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. **Positive behavior will be rewarded with:**

- > Verbal praise from teachers and staff
- > Communication of praise to parents/carers through phone calls or written correspondence
- > Certificates, prize ceremonies, or special assemblies to honour exceptional behavior
- > Positions of responsibility, such as prefect status or involvement in decision-making projects
- > Whole-class or year-group rewards, which may include engaging in popular activities

### Specialised recognitions include:

- > "Star of the Week" certificate for outstanding overall conduct
- > "Hadith of the Week" certificate for exemplifying school values

### Class-wide collaboration rewards:

- > House group system, where the entire class contributes points when they work well together. The
- > classes receive a special reward as a token of appreciation for their collective effort

These rewards and recognitions help maintain a positive school culture and ethos, encouraging students to excel, respect others, and work together harmoniously.

## 7.4 Responding to Misbehaviour

When a pupil's behavior falls below the standard that can reasonably be expected of them, staff at Darul Madinah School will respond in order to restore a calm and safe learning environment and to prevent the recurrence of misbehavior. Our staff is committed to creating a predictable environment by consistently addressing behavior that does not meet our standards in a fair and proportionate manner. This ensures that pupils understand that misbehavior will always be addressed.

De-escalation techniques, such as the use of pre-arranged scripts and phrases, may be employed to prevent further behavior issues from arising. We believe in treating all pupils equitably under this policy, taking into account any factors that may have contributed to the behavioral incident.

When applying behavior sanctions, our staff will also consider what support can be offered to a pupil to help them meet our behavior standards in the future. Our school may use one or more of the following sanctions in response to unacceptable behavior, with the severity of the sanction commensurate with the level of the behavior:

### Step 1 - Low Level Behavior: >

Verbal warning

### **Step 2 - Low Level Continues:**

- › Change of seating position

### **Step 3 - Poor Behavior:**

- › Time out in the classroom (rejoin after 10 minutes of reflection)
- › Pupil to miss some playtime (write an apology letter)
- › Class teacher to contact parents

### **Step 4 - Serious Inappropriate Behavior:**

- › Time out in another classroom and fill out a reflection sheet
- › Pupil to miss playtime
- › The pupil's name and behavior recorded in the behaviour log
- › Note sent home

### **Step 5 - Unacceptable/Extreme Behavior:**

- › Referral to Deputy Head
- › Referral to Head
- › Contact parents via phone call or letter
- › Possible internal exclusion
- › Extreme behaviour results in external inclusion

The personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, with a focus on perceived fairness and the impact of the chosen sanction.

By consistently applying these measures, we aim to maintain a positive and conducive learning environment for all students at Dar ul Madinah.

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force 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/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **7.6 Confiscation, screening and searching**

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

## Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- › Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
  - › Hats, scarves, gloves, shoes or boots
-

## Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

### Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical well-being and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and well-being of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search

the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult). The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is a risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

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

- 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 a staff member (e.g. on a school-organised trip).

## 7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school 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 school's response will be: ➤ Proportionate

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

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

Please refer to our child protection and safeguarding policy for more information.

## 7.11 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 consider whether to 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 consider whether to 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 (LADO), 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.

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

## 8. Serious sanctions

### 8.1 Detention

Pupils can be issued with detentions during break or after school.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### 8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioral strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment ➤

Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Headteacher and will be removed for a maximum of 30 minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
  - Short-term behaviour report cards
  - Long-term behaviour plans
  - Pupil support units
  - Multi-agency assessment
-

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### 8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

At Darul Madinah School, we are committed to proactively anticipating and removing triggers of misbehaviour by adopting a holistic and inclusive approach that takes into consideration the diverse needs of our students.

Our approach includes the following strategies and examples:

- **Individualised Support Plans:** We develop and implement Individualised Support Plans (ISPs) for students with specific needs, including those with SEND (Special Educational Needs and Disabilities). These plans outline personalised strategies to address triggers and provide necessary accommodations. For instance:
  - Short, planned movement breaks can be scheduled for a pupil with ADHD who finds it challenging to sit still for extended periods.
- **Seating Arrangements:** We adjust seating plans to cater to the needs of students, especially those with sensory or hearing impairments. For example:
  - A pupil with a hearing impairment may be seated closer to the teacher to ensure they have clear visibility of lip movements and facial expressions for effective communication.
- **Uniform Modifications:** We are flexible with uniform requirements to accommodate students with sensory sensitivities or medical conditions. For instance:
  - A student with severe eczema may be allowed to wear a special uniform made from soft, hypoallergenic materials.
- **Staff Training:** Our staff undergo regular training and development programmes to enhance their understanding of various conditions, such as autism, ADHD, and sensory processing disorders. This training helps staff members recognise potential triggers and respond appropriately to students' needs.
- **Sensory Zones and Nurture Rooms:** We provide dedicated spaces within the school, such as sensory zones or nurture rooms, where students can seek refuge and regulate their emotions during

moments of sensory overload or heightened stress. These spaces are equipped with sensory tools and materials to support emotional well-being.

- **Communication Plans:** For students with communication difficulties or speech disorders, we develop communication plans that include alternative communication methods, such as using visual aids, communication boards, or augmentative and alternative communication (AAC) devices.
- **Collaboration with Parents and Specialists:** We maintain open communication with parents, guardians, and external specialists to create a supportive network for students. This collaboration helps us better understand a student's unique triggers and needs and develop appropriate strategies.
- **Regular Review and Adjustments:** We recognise that students' needs may change over time. Therefore, we conduct regular reviews of support plans and strategies to ensure they remain effective and relevant.

Our proactive approach to anticipating and removing triggers of misbehavior reflects our commitment to fostering an inclusive and supportive learning environment at Darul Madinah School, where all students can thrive and reach their full potential.

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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 child. We will work with parents/carers to create the plan and review it on a regular basis.

## 9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan. The Local Authority Darul Madinah School will be in contact with is:

**Slough Borough Council.**

## 10. Supporting pupils following a sanction

Following a sanction, Darul Madinah School is committed to helping the pupil understand how to improve their behaviour and meet the expectations of the school. This support extends to pupils who have been removed from the classroom, spent time in a pupil support unit or another setting under off-site direction, or have been suspended. Our strategies for reintegrating pupils include:

1. **Reintegration Meetings:** For pupils who have been removed from the classroom or placed in a pupil support unit, we conduct reintegration meetings involving the pupil, their parents or guardians, the class teacher, and relevant support staff. During these meetings, we discuss the reasons for the sanction, the expectations moving forward, and any necessary adjustments or support.
-

2. **Behaviour Report Card:** For certain cases, we implement a behaviour report card system. This personalised report card outlines specific behaviour goals for the pupil to work towards. The pupil's progress is regularly assessed, and feedback is provided to both the pupil and their parents or guardians.
3. **Individualised Support Plans (ISPs):** Pupils who consistently struggle with behaviour may have an Individualised Support Plan (ISP) developed or updated. ISPs outline strategies, interventions, and support mechanisms tailored to the pupil's unique needs. These plans are regularly reviewed and adjusted as necessary.
4. **Mentoring and Counselling:** Some pupils may benefit from one-on-one mentoring or counselling sessions to address underlying issues contributing to their behaviour. These sessions provide a safe space for pupils to discuss their concerns and work on coping strategies.
5. **Restorative Practices:** We promote the use of restorative practices to repair relationships and rebuild trust within the school community. Pupils may be involved in restorative conversations to address the impact of their behaviour on others and find ways to make amends.
6. **Parental Involvement:** We encourage active involvement of parents or guardians throughout the reintegration process. Regular communication with parents ensures that they are aware of their child's progress and can provide support at home.

By implementing these strategies, Darul Madinah School aims to facilitate a smooth and successful reintegration process for pupils following sanctions. We believe in providing the necessary support and guidance to help pupils improve their behaviour, meet school expectations, and continue their educational journey in a positive and constructive manner.

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teachers. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development. A staff training log can be found in appendix 2.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, Directors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Headteacher who will write a report and send it to the Director.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and the Director at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Director.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Director annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Mobile phone policy

### **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Director also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**Appendix 2: staff training log**

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

### Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, 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

PEOPLE INFORMED OF THE  
INCIDENT (STAFF,  
DIRECTORS,  
PARENTS/CARERS, POLICE):

## Appendix 4: letters to parents/carers about pupil behaviour – templates

### First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

-----

## Behaviour letter – return slip

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

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

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

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name]. [Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Detention letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

[Insert a brief description of the behaviour incident that led to the detention here.]

If you would like to discuss this incident, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

-----

## Detention letter – return slip

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

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **At Darul-Madinah we follow these 5 Golden Rules:**

We show good manners at all times!  
(saying Please and Thank you)

We care for each other and be kind!

We respect our school and each other's belongings!

We follow instructions straightaway!

We tell the truth at all times!

	Level of Behaviour	Types of Behaviour	Repercussions
<b>Step 1</b>	Low level	Talking/shouting out Distracting others Not following instructions Inappropriate use of resources Poor learning behaviour and attitude to learning	Reminder of the rules with a verbal warning
<b>Step 2</b>	Low level continues	Repetition of the above or deliberate avoidance of learning	Change of seating positions in the classroom
<b>Step 3</b>	Poor behaviour	Repetition of the above Being rude to an adult Lying Refusing to co-operate and arguing	Time out in the classroom (rejoin after 10 minutes of reflection) Pupil to miss some playtime (write an apology letter) Class teacher to contact parent
<b>Step 4</b>	Serious inappropriate behaviour	Repetition of the above Moderate vandalism Moderate name calling/swearing Physical threat or abuse	Time out in another classroom and fill out a reflection sheet. Pupil to miss playtime. Pupils name and behaviour needs to be entered into the CPOMS Step 4 note to be sent home Refer to Phase Leader Refer to Assistant Head
<b>Step 5</b>	Unacceptable/ Extreme behaviour	Violent behaviour towards adults Violent behaviour towards other pupils Vandalism Theft Assault/Fighting Bullying/Threatening Behaviour Racism/Discrimination	Refer to Deputy Head Refer to Head Contact parents via phone call or letter Possible internal exclusion Extreme behaviour results in external inclusion

# Behaviour Reflections

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reasons for  
my behaviour

Description of my  
behaviour

Consequences of  
my behaviour

How do I feel?

How has my behaviour  
affected others?

Other consequence(s)

Plan for improvement \_\_\_\_\_

\_\_\_\_\_

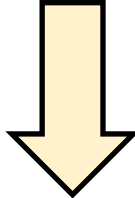
\_\_\_\_\_

\_\_\_\_\_

Pupil	
Parent	
Teacher	

# Behaviour Steps

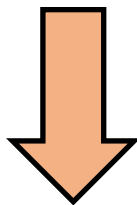
**Step 1** – The child receives a verbal warning



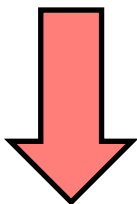
**Step 2** – Change of seating position.



**Step 3** – Time out in class. Child to miss some playtime.  
Class teacher to contact parents.



**Step 4** – Time out in partner class.  
Child fills out Reflection Sheet and misses playtime.  
Referral to Phase Leader/Assistant Head who will contact  
parents.



**Step 5** – Referral to Headteacher

Name:

Class:

Date:

**Step 5 Reflection sheet** Why

are you on a Step 5? Which of our rules did you break?

How do you feel about being on a Step 5?

How do you think your teacher feels about your behaviour?

How does your behaviour affect the other children?

What 3 things are you going to do to make sure you do not get another Step 5?