



Behaviour & Exclusion Policy

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V8.0



1. Rationale

Barnet Hill Academy's Islamic ethos places high standards of behaviour and moral conduct at the centre of school life.

Good Behaviour is what we strive through our life to achieve as Muslims. A sign of Allah's bounty upon the Prophet is his good behaviour. This is mentioned in the Quran when Allah (SWT) says:

"And verily you are on an exalted character" Surah Qalam: Verse 4

At Barnet Hill Academy our aim is to strive to provide the best education for all pupils in a safe and secure environment through the application of the Quran and the Sunnah."

As in a family, the key to helping young people learn to behave appropriately in school lies in having a very consistent and fair approach. This policy sets out to define a code for appropriate behaviour at Barnet Hill Academy. The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual.

Positive behaviour is an essential part of effective teaching and learning. At Barnet Hill Academy we believe that everybody has the right to work in an environment that is safe, friendly, peaceful and fair. All teachers, children and parents are expected to be committed to ensuring positive Islamic Adaab at all times within the school.

In accordance with Islamic tradition, we insist that the adults respect young ones and in return the young ones respect the adults.

The Prophet (peace and blessings be upon him) said,

"He is not of us who does not have mercy on young children, nor honour the elderly" (Al-Tirmidhi).

Positive behaviour must be carefully developed and supported. High self-esteem promotes positive behaviour along with effective learning and positive relationships. It is important to reward success and potential and give descriptive praise for effort and achievement, rather than focusing on shortcomings and failure. Encouraging and developing responsibility for own behaviour is also an important element of effective teaching and learning.

This policy applies to behaviour on the school premises and outside school 'on school business' or where representing the school, for example, on school trips, away school sports fixtures. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not 'on school business', the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.

Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a



duty to make reasonable adjustments to policies and practices. This policy and other behaviour policies and procedures, also have regard to Keeping Children Safe in Education. The school leaders will ensure, at any stage, that practices are free from discrimination. It is unlawful to exclude for a non-disciplinary reason.

2. Aims of the policy

- The primary aim of Barnet Hill Academy is to build the personality of the children in accordance with Islam. The behaviour of the children in school should therefore reflect the Islamic personality which is underpinned by high moral standards and good manners as a result of spiritual awareness.
- All staff agree to accentuate the positive, and though we expect good Islamic behaviour as norm, we should be seen to value and encourage it. Children will be encouraged to take responsibility for their own actions. This will build an understanding of accountability to Allah once the children reach adulthood.
- It is important that we all understand what acceptable and unacceptable behaviour is. The consequences of unacceptable behaviour must also be clearly stated.
- The general standard of behaviour is the collective responsibility of the whole staff. These aims are best achieved in a busy, pleasant atmosphere in which pupils are able to give of their best, both in and out of the classroom. This demands a positive policy of encouraging acceptable behaviour and high standards of learning, recognising success wherever possible and the constant setting of good examples by staff and parents.
- Praise and encouragement should be used so behaviour management can take the form of rewarding rather than punishing. We aim to emphasise the positive rather than criticise. However, staff should be careful to praise the achievement, not the child.
- When we do have to criticise we attempt to be constructive by giving advice on how to improve. Our school rules encourage children to think and make the right decisions. They make our high expectations simple to understand.
- The majority of pupils will respond to encouragement. A good reward system is essential to ensure progress rather than perfection. It is our aim, that by promoting positive behaviour and good learning, we will set the standards that we all wish to see throughout the school.

In no circumstances will the school tolerate any form of physical punishment.

3. Different Kinds of Behaviour

We have divided children's conduct into three behaviour categories:

- 1) Childish
- 2) Disruptive



- 3) Unacceptable (sometimes Haraam = not allowed in Islam)

3.1 Childish Behaviour

Childish behaviour is those things we would not expect of adults and are trying to modify in the children, it includes the following:

1. Putting things in mouths
2. Making innocent fun of others
3. Being silly or cheeky
4. Picking nose
5. Eating hair
6. Licking furniture
7. Biting nails
8. Pulling out plants in the garden
9. Hurting insects or animals

This type of behaviour should be dealt with by firstly giving the child a look letting them know that you have seen what they are doing; if this fails then ask the child to stop what they are doing and engage the child in discussion so that they understand that what they are doing wrong; if the child persists then take them aside and speak to them firmly about what they have done wrong and the consequences of persisting with this behaviour.

3.2 Disruptive Behaviour

Disruptive behaviour involves affecting the learning environment so that others are distracted examples are:

10. Not following instructions (which have been clearly given and understood)
11. Not sitting on chairs
12. Fidgeting repeatedly
13. Disturbing / distracting others from their work
14. Crying for no reason (this may need to be investigated first).

Disruptive behaviour should be dealt with by sitting the child at a separate table to complete their work. This isolation will mean others are not distracted. This child should be encouraged to complete a reasonable amount of work before they are invited back to join the others.

3.3 Extreme & unacceptable behaviour

Unacceptable behaviour involves an attitude of disobedience and disregard for the teacher and other students.

This may include:

15. Refusing completely to do the work
16. Fighting
17. Swearing
18. Whining continuously
19. Being uncooperative with the teacher
20. Being malicious to other children
21. For children over the age of four lying with the intention to deceive.



This behaviour should be dealt with by sitting the child at a separate desk and also not allowing the child to play at play time, rather they must sit on their chair for a few minutes of the play time during which the teacher should discuss with them about their behaviour.

In some situations, parents should be informed at the end of the day. Examples are:

22. Violent fighting
23. Stealing
24. Bullying
25. Cheating

4. The role of parents

As part of our behaviour policy we recognise that parents/carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Our expectations of parents are made clear in our Home/School agreement. Should a child's behaviour be a cause for concern, their parents will be contacted and the matter discussed.

5. The role of the staff

At Barnet Hill Academy the children need to be taught as early as possible to appreciate that school is a place in which a certain code of behaviour has to be adhered to for the good of everyone.

School staff support the following principles and practice:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good order has to be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and learning.
- Everyone is here for a purpose and must be treated as an individual
- Well-planned lessons that meet the needs of all pupils help all pupils to behave well.
- Good relationships are vital between everyone at every level
- We all make mistakes sometimes and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour
- Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The Headteacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.



All staff will always avoid:

- Humiliating – it breeds resentment
- Shouting – it diminishes you
- Over-reacting – the problems grow
- Blanket punishments – the innocent will resent them
- Over punishment – never punish what you cannot prove
- Sarcasm
- Leaving pupils outside room

All staff will always:

- Keep calm
- Listen
- Be positive
- Build relationships
- Carry out any sanctions consistently
- Be consistent and fair
- Follow up problems to their conclusion
- Be clear that when a problem is resolved we forgive and move on

6. Primary Rewards and Sanctions

6.1 Follow the school rules

Our School Rules

- 1. Raise our hands before we talk**
- 2. Listen carefully when the teacher is talking and follow instructions**
- 3. Use equipment correctly**
- 4. Include and encourage one another**
- 5. Keep our hands and feet to ourselves**
- 6. Walk sensibly around the school**
- 7. Take care of our school and its property**
- 8. Listen to all the adults in school**
- 9. Try our best at everything and help each other**
- 10. Take responsibility for our own actions**

We use Trackit Lights as our system for monitoring behaviour in school. This colour coded system enables teachers to easily track behaviour and acts as a visual prompt for children. The Pastoral Lead monitors behaviour throughout the week using this system and regularly reviews behaviour during meetings. This enables the Senior Leadership Team to identify patterns in behaviour and address these accordingly.



6.2 Rewards

Each colour has a number of behaviour options available to assign to it:

Children are awarded green 'Trackits' for positive behaviour.

For each green Trackit they are awarded 1-5 points depending on the weighting of the positive behaviour.

When pupils reach the thresholds below they will be awarded certificates.

200 points will result in achieving a Bronze Certificate

400 points will result in achieving a Silver Certificate

800 points will result in achieving a Gold Certificate

1200 points will result in achieving a Platinum Certificate

Certificates will be presented to pupils in assembly. Every child should aim to get a Platinum Certificate by end of the year. A student who achieves a Gold Certificate will receive a prize at the end of the year. A student who achieves a Platinum Certificate will receive a special gift.

The general areas for reward are:

- Adaab/Akhlaaq - Good behaviour, manners etc.
- Academic achievement - trying hard in class, producing an excellent piece of work etc

Star of the Week and Ma-shaa Allah certificates will also be awarded weekly in assembly to acknowledge/reward achievements in the above.

End of term Achievement assemblies will take place at the end of each term in which specific areas of improvement will be rewarded. For example, Student of the term, Writing award, Maths Award, Headteachers Award etc.

6.3 Sanctions

When a pupil's behaviour does need challenging, Trackit Lights is used to log low-level behaviour and give visual warnings to help the pupil visualise the behaviour policy and the expectations of the classroom.

1. An amber warning is given when class/school rules are not followed. When giving a warning to a pupil, the member of staff will explain this to the pupil and the reason why their behaviour is inappropriate.
2. A yellow warning is given when a pupil continues to demonstrate negative behaviours. In Key Stage One the pupil will miss five minutes of their next break. In Key Stage Two they will miss 10 minutes of their next break.



3. A red Trackit is assigned for persistent negative behaviour. If a behaviour is deemed to be sufficiently serious a child may be assigned a red Trackit without having previously been given any amber or yellow warnings.
4. If an amber, yellow or red Trackit is assigned, points will be deducted on the Trackit light system depending on the severity of action.
5. If a red Trackit is assigned, the member of staff will complete a pastoral form online and pupils will be given 'Reflection Time' with a member of the Senior Leadership Team during their break to reflect over their conduct and discuss ways of improving it.
6. 3 Pastoral Forms per week will lead to lunch time detention. (A letter will be sent home to inform parents of the detention).
7. Detention will take place once a week for 40 minutes.
8. 6 Pastoral Forms (2 detentions) - parents will be called for a meeting.
9. Following the meeting with parents, if satisfactory level of improvement is not made Exclusion will be considered.

6.4 Serious Offences and Exclusion

In the case where a very serious offence (e.g. an unprovoked violent assault) has occurred, the Headteacher (after consultation with appropriate staff and parents) may at his discretion, enforce a fixed-term, rather than permanent exclusion on a pupil immediately, pending further action. In such a case, the parents/guardians of the pupil will be informed by telephone and expected to collect the child from the school immediately.

Physical handling of pupils will only be used in extreme cases (e.g. to prevent one pupil from injuring another pupil) and staff should not touch pupils in an aggressive fashion. (See Staff code of Conduct.)

Permanent exclusion will only be used as a last resort, 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.

Serious offences that warrant fixed-term exclusion

- A breach of the school's policies
- When allowing a pupil to remain in school would seriously harm the education or welfare of the pupil concerned, or the education and welfare of others in school.

Fixed-term exclusions will be set for 1-3 days in usual circumstances as the school wishes to avoid interrupting the pupil's education routine for too long, which makes her re-integration more difficult.



On return from a Fixed-term exclusion, parents/guardians and the pupil will be expected to attend a re-admission meeting with the Pastoral team in which the exclusion will be discussed and targets agreed for the pupil to work towards in relation to their behaviour and conduct.

Serious offences that warrant permanent exclusion

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- persistent bullying
- racial harassment
- supplying an illegal drug
- carrying an offensive weapon

Whilst an exclusion may still be an appropriate sanction, the Headteacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement has mental health issues or has been subject to bullying. When considering whether or not to exclude a child the Headteacher will consider the mitigating and aggravating factors that apply in the circumstances of the case.

Examples of possible mitigating factors are

- the incident was provoked, e.g. as a result of persistent bullying or racial abuse or sexual harassment
- the general medical and emotional condition of the pupil
- new to the school (possible unawareness of school's behaviour code)
- the pupil was coerced or encouraged by others
- the incident was impulsive or committed in the heat of the moment
- it was a first offence
- previous behaviour and character of the pupil suggest that repetition of the behaviour is unlikely
- the pupil has apologised for their behaviour
- the pupil is repentant and shows a willingness to assume responsibility for their conduct
- the pupil cooperated voluntarily with the investigation
- the pupil admitted the offence the pupil played a relatively minor role in the incident compared to others
- readiness to make restitution towards the victim(s)

Examples of possible aggravating factors are

- the pupil failed to heed warnings about similar behaviour in the past
- the pupil had been warned of the risk of exclusion
- the offence was premeditated
- a weapon was used
- there is a history of similar incidents
- there has been witness intimidation
- the victim(s) sustained physical injury requiring medical attention
- the victim was particularly vulnerable, e.g. a much younger or weaker pupil
- the pupil has received significant support from the school in the past to modify their behaviour



- the pupil encouraged others to behave inappropriately in relation to the offence
- the pupil shows no contrition or a willingness to accept responsibility for their actions
- the pupil did not cooperate with the investigation or worse, actively sought to frustrate and prolong it

Where a pupil has received multiple exclusions or is approaching the limit of school days of fixed period exclusion in an academic year, the Headteacher should consider whether exclusion is providing an effective sanction.

6.4.1 Exclusion Procedure

The Pastoral Leader (or delegated senior teacher) will explain the decision to the child with the parent(s) and/or guardians present and will write a letter to them without delay (on the first day of the exclusion) informing them of:

- the reason for the exclusion and the circumstances, including the steps taken to avoid it
- the length of the exclusion
- the date and time when the pupil should return and the time of the 'return to school' meeting
- if the exclusion is up to five days in any one term, their right to make written representations to the proprietor/Headteacher and details of how to make such representations
- if the exclusion is for more than 15 days in any one term (or the pupil will miss a public exam or national curriculum test), their right to make written representations and the proprietor/Headteacher's obligation to consider the exclusion within 15 school days
- their rights of access to the child's school record
- the arrangements for setting and marking learning in line with statutory requirements
- the relevant sources of free and impartial information
- the parent's/carers legal responsibilities to keep their child at home during the first five days of the exclusion.
- A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Headteacher or a senior member of staff and other staff where appropriate.

7. Monitoring, Evaluation and Review of this Policy

This policy is reviewed annually. The review procedure may be carried out more frequently if deemed necessary. The School may also have consultations with other organisations with regards to behaviour policies. The pastoral management strategies are evaluated taking into consideration the views of staff, pupils and parents.

The Pastoral Team are in charge of producing behaviour logs. These are analysed termly, or more frequently if necessary, by senior leaders to check that incidents of poor behaviour are reducing and high standards of behaviour are maintained in and out of lessons.