



Darul Uloom London School

BEHAVIOUR POLICY

Last Reviewed: Tuesday 28th August 2018

Next Review: Monday 26th August 2019

DISCIPLINE POLICY

(INCLUDING SANCTIONS, REWARDS AND RESTRAINTS)

AIMS

- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To promote behaviours that encourage learning and minimise behaviours that prevent learning from taking place.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the pupils' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The pupils bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect for others and self-respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

SCHOOL ETHOS

Darul Uloom places strong emphasis on Islamic manners, behaviour, punctuality, dress code, mutual respect for fellow pupils and respect for staff and parents developing respect for all human beings.

- Islamic Studies enable students to become excellent Muslims. Religious knowledge and practice engender an exhilarating determination to succeed in their education as a whole.
- The school curriculum, which reflects much of the National Curriculum, develops an understanding of the environment created by Allah along with specific knowledge of surroundings and skills provided to us by Allah.
- Living together as a group and practising elegant manners daily encourages formation of a strong, upright character and a clear sense of identity. This promotes confidence and tolerance, enabling students to be successful socially whilst adhering to cultural standards, and so to become outstanding British citizens.

Darul Uloom London is committed to providing a full and rewarding educational experience to all students. On the basis of equal opportunities, we will take measures to encourage respect and positive behaviour in the school and in all lessons. We believe that all our learners have a right to education in an environment where 'Respect for All' forms the basis of all our procedures.

Every aspect of Darul Uloom London Islamic values and British way of life are motto for today's pupils as they embark on their own individual journey through life. We help them to grow into rounded, confident and happy adults ready to take their place in modern society, with each individual reaching his full potential both academically and socially.

Our commitment to high standards, excellence and our Islamic and British values, supports the development of our pupils in a culture of innovation, enterprise and success. We want pupils to learn how to discover, find out and make a difference. They should not be afraid to make mistakes.

THE POLICY

1. Children to be constantly encouraged by staff to enhance their ability through work and play.
2. Staff should ensure that a balance is achieved between disciplining children and enabling them to express themselves.
3. Children who have developmental needs and those who are of a high ability may both be disruptive for different reasons. Therefore, staff should be aware of divergence of abilities and interest in the classroom and ensure that all kinds of children are engaged in their work.
4. There should be mutual respect and understanding between students and staff.
5. All members of staff who are enforcing discipline should recognise the need to maintain a balance between the granting of rewards and the imposing of sanctions to instil a sense of pleasant co-existence. The granting of rewards should always take precedence over the imposition of sanctions when trying to promote good behaviour and deeds.
6. Rewards may take the form of verbal encouragement, public acclamation of a good deed or piece of work, extension of liberties such as extra weekend leave, presentation of certificates, granting of free tuck shop vouchers/orders and granting of additional responsibility
7. Rewards may not take the form of financial inducements from a member of staff, although the awarding of small amounts of money by the school in general is not prohibited.
8. Rewards must not take the form of any intimate form of physical contact with the child under any circumstances. All persons with authority over children must take care to ensure that they are not placed in an intimate position, or in such a position that may be construed in that manner, with a child.
9. No member of staff is permitted to use corporal punishment. Physical chastisement of a child is not permitted under any circumstances.
10. Deprivation of food, drink or sleep is not permitted as a form of discipline or control of a child. Similarly, the deliberate withholding of medical or dental treatment is forbidden as a means of punishment or otherwise.
11. Sanctions that involve the use of educational activities, such as the writing of an essay, should be avoided as a means of punishment unless they have a degree of relevance to the offence. For example, a child who has failed to submit his homework may be asked to complete his homework during his leisure time as a form of punishment.
12. Intimate physical searches of a child, or actions that physically humiliate the child, are not permitted under any circumstances.
13. It is not permitted for any member of staff to refuse a student access/communication to his parents/guardians as a form of punishment. However, where the allowing of a child to communicate with or see his parents/guardians contravenes the normal disciplines of the running of the school, such as the child being in class or where the child wishes to leave the premises without permission, such access/communication may be restricted within reason.

14. A child may only be asked to leave the classroom if they are consistently disruptive to, and are hindering the progress and work of, others. However, they should not be left unsupervised and should either be sent to the Head of Secular Curriculum or a designated supervisor.
15. Sanctions may take the form of detention.
16. Sanctions may be imposed by members of staff, provided that these sanctions are reasonable. Where a member of staff is in doubt as to the suitability of a punishment, he should seek advice from the DSL.

REWARD SYSTEM

Pupils are assessed monthly in three categories:

1. Education including character.
2. Boarding cleanliness and social character.
3. Leadership qualities and character.

EDUCATION MERITS

Every month students will be assessed in the following areas:

- Class effort
- Homework
- Character
- Punctuality

Every teacher will carry out an assessment of his students for each subject taught. The teacher will then select the student of the month for that particular subject. The student with the most 'student of the month' subject merits in his year group will be chosen as the student of the month for that particular month.

The student who attains the most 'student of the month' awards will also be awarded with an outstanding award certificate at the end of the Year in the annual ceremony.

BOARDING CLEANLINESS AND SOCIAL CHARACTER MERIT

Included in this category are room cleanliness, personal hygiene, social character and all aspects of boarding life. Monthly certificates will be awarded to those excelling in this department which in turn will afford him the opportunity to progress on the rewards scale. This will be judged according to year groups thereby giving everyone an equal opportunity. Award winners in this department will solely be decided by the head of boarding.

NATIONAL CURRICULUM SUBJECTS AND LEARNING

We believe that an appropriately structured curriculum, well-planned lessons and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and should be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on pupil's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and pupil, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupil behaves.

Therefore, classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the students to work and learn in co-operation with others. Praise should be used frequently to encourage good behaviour as well as good work. Criticism should always be constructive and never personal. Where possible, it should be a private matter between teacher and pupil to avoid resentment.

REWARDS

There are a number of rewards that can be awarded to pupils. These include the following

- Certificates and prizes are awarded monthly & yearly.
- Annual Certificates
- Student coming first in the end of year exams.
- Gift voucher or takeaway

Darul Uloom London's Student of the Year award is given to that student who has attained the greatest number of award certificates over the year. The award could vary each year. Previous awards have been:

- A paid Umrah ticket
- Contribution towards annual fees.

Any act that is substantial and deemed worthy of a reward may also receive a free order. This is can chosen by members of the senior management team.

SANCTIONS

All aspects of boarding life are taken into consideration including curriculum studies, personal hygiene and social behaviour.

Badly behaved students could also be excluded from school trips

Category 1

Students will be given Detention either during the week or on their weekend breaks (decided by the Head of Boarding) for any of the following reasons

Over a Period of Two Weeks

- If the room is unclean or untidy.
- If student is late to class.
- If a student is absent during congregational prayers (salaah)
- If a student is late for congregational prayers (salaah).
- If recommended by a staff or teacher due to any reason.
- Homework is not done.
- Coming late from home unauthorised.
- Being disruptive in class or boarding.
- Misbehaving in masjid or dining hall.

Category 2

- Disrespect and bad character towards fellow students
- Any further offence will take the student to the next stage of the sanction's procedure.

Category 3

- Fighting, bullying, stealing, disrespect and bad character towards staff, inciting violence, shaving/trimming of the beard.

Category 4

- Smoking, using or possessing drugs, taking or possessing alcohol, using or possessing a fire arm or any dangerous weapon, arson, terrorism,

SANCTIONS PROCEDURE

1. Detention
2. First written warning
3. Second written warning
4. Fixed-Term Exclusion
5. Exclusion.

Any offence that the management see as serious, or in category 3 or 4 reserve the right to go straight to suspension or expulsion.

CLASSROOM MANAGEMENT SANCTIONS

1. Verbal Warning
2. Written warning on the board
3. Teacher to give detention
4. Detention conducted at 5:30pm and 6:00pm

RESTRAINT

The purpose of restraining is to safeguard the well-being of pupils and staff when an incident requires the use of physical intervention.

Staff should not hesitate to act in an emergency provided they follow this guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience.

Whilst wishing to resolve serious incidents without the use of physical intervention, Darul Uloom London understands that there are some situations in which the use of physical intervention may be the appropriate course of action. As outlined below, staff are encouraged to avoid this eventuality if at all possible.

However, the right of staff to use reasonable force is laid down in Use of reasonable Force Advice for head teachers, staff and governing bodies (July 2013)

WHEN CAN REASONABLE FORCE BE USED?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

WHAT IS REASONABLE FORCE?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The full guidance for the on the use of reasonable force can be found on the link below.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

DEFINITIONS

Physical Restraint - is the positive application of force in order to protect/prevent a child from causing injury to him/herself or others or seriously damaging property.

Injury - means 'significant injury'; this would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, injury or the committing of a criminal act would have followed.

In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues; other pupils should never be involved in restraint.

The pupil should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the pupil throughout the incident; it should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary.

A calm and measured approach is needed, and staff must never give the impression that he has lost his temper or is acting out of anger or frustration - or to punish the pupil.

The method of restraint employed must use the minimum force for the minimum time and must observe the following requirements:

Restraint must not:

- involve hitting the pupil
- involve deliberately inflicting pain on the pupil
- restrict the pupil's breathing
- involve contact with sexually sensitive areas

During any incident the restrainer should:

- offer verbal reassurance to the pupil

- cause the minimum level of restriction of movement
- reduce the danger of any accidental injury

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back or (in extreme circumstances) using more restrictive holds

Do's:

- be aware of any feelings of anger
- summon help
- continue to talk to the pupil in a calm way
- provide a soft surface if possible
- be aware of any accessories worn by you or the pupil
- hold the pupil's arms by his/her sides

RECORDING INCIDENTS

It is important that a written report is kept on any occasion when force is used; the member of staff concerned should inform the DSL or in his absence his deputy immediately following the incident and provide a written report as soon as possible.

The report should include:

- the name(s) of the pupil(s) involved
- when and where the incident took place
- the name(s) of any other staff or pupils who witnessed the incident
- the reason that force was necessary
- how the incident began and progressed
- the pupil's response, and the outcome of the incident
- details of any injury suffered by the pupil/another pupil/member of staff, and any damage to property

SEARCHING

School staff can search a pupil for any item if the pupil agrees.

SMT and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

SMT and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Where a search is necessary the following points must be met:

- The person carrying out the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

TRAINING FOR SCHOOL STAFF

When designating a member of staff to undertake searches under these powers, SMT will consider whether the member of staff requires any additional training to enable them to carry out their responsibilities. There may be occasions when it becomes necessary to search the students, their belongings or rooms.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to decide as to whether to conduct a search for an item.

SEARCHES FOR ITEMS BANNED BY THE SCHOOL RULES

An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.

LOCATION OF A SEARCH

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

For further information, please refer to the DfE guidance for Searching, screening and confiscation (January 2018)

KEY ADVICE

- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- Corporal punishment is illegal in all circumstances.
- Sanctions such as picking up litter or weeding school grounds, helping clear up the dining hall after meal times can be applied.
- Parental consent is not required for detentions. Also, with lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- The School should decide whether the parents ought to be informed of the detention. In many cases it will not be necessary to do so. It does not matter if making these arrangements is inconvenient for the parent.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Schools can also identify additional items in their school rules which may be searched for without consent

POLICY REVIEWED BY

Majeed Ullah (Head of Boarding and Designated Safeguarding Lead)

Reviewed on Tuesday 28th August 2018

Sign:

Moulana Ibrahim Teladia (Head of Administration and Facilities)

Reviewed on Tuesday 28th August 2018

Sign:

Moulana Abdullah Dalal (Chair of the Board of Trustees)

Reviewed on

Sign: