



**POLICY  
22**

# Student Behaviour Policy and Procedures

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*For Ta'allum Group*

**“Are you being the best you can be?”**



*Reviewed as of September 2023*

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## Ta'allum Leaders and Staff – Policy Undertaking

All Ta'allum Policies are an **integral, required and binding professional obligation in the Ta'allum employment contract**. The leaders listed below have **reviewed and agreed** the policy. Under the guidance of the CEO and Director of Education, each signatory confirms he/she:

- Clearly **understands the content, purpose, requirements, and expectations** of the policy.
- Agrees to **fully abide by and is committed to the active implementation** of the policy.
- Will **fully disseminate and hold to account** all staff for whom he/she has a line management responsibility, in **ensuring compliance** with the policy.
- Knows that employees who fail to follow a Ta'allum policy, either deliberately or through lack of care, could incur **staff disciplinary action**, up to and including dismissal.

	Name	Signature	Position	Date
Reviewed by	Roy Christopher Donnan		Principal- AJA	
Reviewed by	Nadia Waja		Principal- AMAG	
Reviewed by	Shuja Uddin		Principal-AMAB	
Reviewed by	James McAleese		Head of Secondary – AJA	
Reviewed by	Loretta Conway		Head of Secondary – AMAG	
Reviewed by	Steven David Roger		Head of Secondary – AMAB	
Reviewed by	Jamie Liddell		Head of Primary - AJA	
Reviewed by	Karen Young		Head of Primary - AMAG	
Reviewed by	Michael Myford		Head of Primary – AMAB	
Reviewed by	Hajra Faruk Dadar		Head of EYFS – AJA	
Reviewed by	Amanda Dawoud		Head of EYFS – AMAB	
Reviewed by	Eleni Vasileiadou		Head of EYFS – AMAG	
Reviewed by	Minhaaz Vaid		Deputy Head of Secondary – AJA	
Reviewed by	Marwa Fardawess Bolayon		Deputy Head of Secondary – AJA	
Reviewed by	Claire Wheeler		Deputy Head of Secondary – AMAG	
Reviewed by	Hussain Hassan		Deputy Head of Secondary – AMAB	
Reviewed by	Naima Hussein		Deputy Head of Primary - AJA	

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Reviewed by	Bibi Aysha Nanabhay		Deputy Head of Primary – AMAB	
Reviewed by	Nafeesa Waseem		Deputy Head of EYFS – AMAB	
Reviewed by	Neima Rashid Aden Hassan		Deputy Head of EYFS – AMAG	
Reviewed by	Angelique Benbrook		Deputy Head of EYFS – AJA	
Reviewed by	Aroua Hadri		Admin Officer – AMAG	
Reviewed by	Sofia El-Otmani		Admin Officer – AMAB	
Reviewed by	Ouiem Mejri		Admin Officer – AJA	
Reviewed by	Dr. Shawkat Taha		Executive Director of Tarbeya	
Reviewed by	Karen McBride		EYFS SIC	
Reviewed by	Lubna Khan		Primary SIC	
Reviewed by	Martin Nugent		Secondary SIC	
Reviewed by	Mohammed Aboqadah		Arabic SIC	
Reviewed and approved by	Dr. Mohammed Saefan		Education Director	
Approved by	Ahmed Al Mannai		CEO	

## Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date
	A new Student Behaviour Policy and Procedures	<p>Rewards aligned with student learner outcomes. More Early Years and Primary relevance. Focus on intrinsic motivation and high aspirations</p> <p><i>Consultation on Structured Rewards system further aligned with Learner Outcomes</i></p> <p><b>3 new sections added in appendices.</b> 1 Specific Behaviour Expectations related to the COVID-19 pandemic,</p>	<p>August 2017</p> <p>July 2018</p> <p>September 2020</p>

Page no.	Context	Revision	Date
throughout	Updates and adaptations	2. Specific Behaviour Expectations in Online learning. 3. Development of standardised Counselling provision in each Academy.	October 2021
		Update of key job titles throughout document Primary Coordinator – Assistant Head Social worker – School Counsellor Adjustments to 'psychotropic substances' sanctions guidance.	
		Sanctions and Rewards, House System, Best You Can Be – BYCB Points, Roles and Responsibilities	September 2022
	Update	Ta'allum Leaders and Staff – Policy Undertaking	September 2023

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## Ta'allum Vision, Mission and Motto

### Ta'allum Group's Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

### Ta'allum Group's Mission

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

### Ta'allum Group's Motto

*"Creative learners today, our future leaders tomorrow"*

## Ta'allum Learners

We aim to challenge and support all students to achieve their highest potential as *'academic leaders with Islamic values'*, whilst promoting the type of environment where this is possible. This policy outlines the systems that we operate in school and the reasoning behind them.

## Ta'allum Schools Learner Outcomes

### Learner Outcome 1: Our Students are Academic

Strand 1:1	They are lifelong learners
Strand 1:2	They are creative thinkers
Strand 1:3	They are bilingual
Strand 1:4	They are confident
Strand 1:5	They are innovative
Strand 1:6	They are independent learners

### Learner Outcome 2: Our Students are Leaders

Strand 2:1	They have strength of character
Strand 2:2	They are organised
Strand 2:3	They are confident
Strand 2:4	They are responsible
Strand 2:5	They are future leaders

### Learner Outcome 3: Our Students practise and exemplify Islamic values

Strand 3:1	They adhere to the five Pillars of Islam
Strand 3:2	They have good morals
Strand 3:3	They are polite
Strand 3:4	They are considerate

## 1. Our Commitment to Student Safety and Wellbeing

We are committed to providing a 'safe school' environment in which students feel secure and valued. Ta'allum Academies have zero tolerance of any form of bullying and students are supported to reach their full potential. Islamic values underpin our ethos and values system and this is driven through the pastoral team, where values are taught in Makarem lessons across the curriculum from KS2 to KS3 and as part of the Instilling values programme in tutor time and through assemblies. Islamic values are integrated across the curriculum through a value focus and through extra-curricular programmes such as Qadah and Rahul. Our approach is 'support before serious sanction'. Our range of services includes Counselling and holistic behaviour support through Tarbeya, Counselling Programmes, where individual or group tailored support is provided to students in need of targeted intervention.

This policy has links to: Anti Bullying, Attendance, Safeguarding and Child Protection policies.

## 2. Policy Aims

The aims of this policy are to provide:

- An optimal learning environment so that student potential is attained.
- A community ethos which respects and tolerates all
- A common rewards system to provide positive encouragement, praise and recognition of good behaviour and effort
- Sanctions which address persistent behavioural problems
- Support for students with learning and/or behavioural needs.
- A consistent and fair response to behavioural issues
- Rules that clearly define the limits of acceptable and unacceptable behaviour

Challenging poor behaviour and rewarding excellent effort and achievement are everyone's responsibilities. All staff are expected to follow procedures when dealing with behaviour around Ta'allum academies and in lessons. The manner and consistency of our daily interactions with students send clear messages about our expectations and the degree to which we treat everyone fairly and with respect. Successful interaction happens when all adults choose to be positive, to encourage and develop a habit of regular praise and celebration of success rather than continuous threats, shouting, reprimands and sanctions.

## 3. Standards of Behaviour and Academy Ethos

The adults encountered by our students in Ta'allum academies have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on students.

The adults in Ta'allum schools will aim to:

- create a positive climate for learning with high expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others



- ensure fair treatment for all regardless of age, gender, race, ability, and disability
- show appreciation of the efforts and contribution of all

#### 4. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour, with Ta'allum's long term goal being learner driven classrooms with intrinsically motivated students \*(see Appendix 2A). Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback, Ta'allum staff help to motivate students to develop ownership and enjoyment of their learning and a sense of pride in their achievements. This in turn helps to avoid the alienation and disaffection which can lie at the root of poor behaviour in students.

It follows that lessons will have clear objectives, be understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping are supportive activities, providing feedback to the students on their progress and achievements signifying that their efforts are valued and that progress matters.

#### 5. Classroom Management – See Appendices 3A and 3B

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall, the classroom will provide a welcoming environment. Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding, which will enable students to work in co-operation with others. Praise will be used to encourage good behaviour as well as good work.

#### 6. Appearance, School Uniform, Mobile Phones and Equipment Expectations

- A pen, pencil, ruler and other equipment (including a working tablet) are needed for every lesson. This is part of our Best You Can Be focus (BYCB).
- Students should arrive at school wearing the full correct school uniform
- Parents should inform Form Tutors/ Homeroom teachers in writing if any difficulties arise in providing the correct uniform.
- In cases where students persistently fail to follow the academy uniform rules, parents will be contacted and students sent home to change. Failure to return to school in such cases will be treated as unauthorized absence.
- All items must be marked with the name of the owner.
- Hair styles must be neat, clean and reasonably styled (short for boys). Hair colouring or accessories are not allowed. For boys, facial hair should be neat, clean, closely trimmed
- Nails should be always clean, trimmed and without nail polish.
- Proper undergarments should be worn.
- Jewellery is not permitted and could be a safety hazard. Girls are allowed to wear one pair of small plain gold or silver stud earrings
- Expensive property that is not essential for school should not be brought into the Academy. E.g., Expensive watches and accessories.
- The Academy does not accept responsibility for any valuable items that are lost, stolen or damaged

- Mobile phones are not permitted during the school day – see full Mobile Phone Policy for further details.
- Unauthorized items will be confiscated. Parents will be informed and the items will be kept with the Deputy Head (Pastoral) until they are collected with parental agreement.

## Best You Can Be – BYCB Points

We want to reward the positive behaviours of our students. We have identified areas in line with our internal and external feedback as well as our self-evaluation activities. We will be rewarding daily points for:

- **Punctuality to School – 1 SIMS point**
- **Correct Uniform – 1 SIMS point**
- **Preparedness for School – 1 SIMS point**

We want our students to establish good routines and learning behaviours. Admin teams will record and monitor the punctuality to school and reward those that are on time to learn. Form tutors will award the uniform and preparedness for school points in form time every day. **These points are available on the right click feature of SIMS for each class.**

Lateness to school will be tracked and students given negative SIMS points based on their time of arrival. They will then be placed in a same day break time detention.

### Attendance and Attainment

All of our inspection data highlights the need for high levels of punctuality and attendance to school as well as the maximum time in lessons. **This is of particular importance with the increased requirements of the Thanaweya.**

To that end we will be closely monitoring the punctuality and attendance of students to lessons throughout the day. This includes negative SIMS points for lateness to lessons as well as truancy. We will also gather soft data such as visits to the nurse's station or the toilet to see if any repeated patterns of attendance are occurring. This information will build up a true picture of time spent in lessons accessing the learning. Being at school is one area of focus, our students being in lessons is our second focus.

## 7. Rewards & Merit Points

Whilst Ta'allum academies provide students with rewards to reinforce good behaviour, it is recognised that our ultimate goal is to move students along the continuum of motivation \*(see Appendix 2A) towards self-actualisation and intrinsic motivation.

Rewards can have a motivational role, particularly helping younger students to see that good behaviour is valued, especially when related to Ta'allum's student learner outcomes. The most common form of reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts
- Collective or individual praise in assemblies e.g. *Star of the Week Awards*
- Stickers displayed on a sticker chart for EYFS students

- Obtaining merits for good work and academic achievement/ meeting learning objectives and success criteria, with rewards given on a regular basis and recorded on SIMS for all year groups and Dojo points for Nursery- Year 6
- Written or verbal communication with parents praising high standards of behaviour; for example, a postcard home
- End of year rewards will recognise high standards, including behaviour

Our rewards system is based on the three strands in our **Student Learner Outcomes** (Table A) and is designed to ensure that every student has a real opportunity to be recognised and rewarded for individual and collective achievements.

**Table A**

Type	Merit Code	Description	Points
Academic	R1	They are lifelong learners	1
	R2	They are creative thinkers	1
	R3	They are bilingual (speakers/ writers)	1
	R4	They are confident (speakers/ readers/ writers)	1
	R5	They are innovative	1
	R6	They are independent	1
Leadership	R7	They have strength of character (for example demonstrating improvements in behaviour over time)	1
	R8	They are organised	1
	R9	They are confident (in a group)	1
	R10	They are responsible	1
	R11	They are future leaders	1
Islamic	R12	They adhere to the five Pillars of Islam	1
	R13	They have good morals (demonstrate Islamic values)	1
	R14	They are polite	1
	R15	They are considerate	1

## 8. Accumulated Merit Point Rewards

Accumulated Merit Points	Awards Rank	Rewards	Presented
10	N/A	Letter Home	N/A
20	N/A	Letter Home	N/A
30	N/A	Letter Home	N/A
50	Bronze	Certificate	Every month
100	Silver	Breakfast and Certificate	December, March, May
150	Gold	Gift (e.g. Plaque )and letter/ photo with Head*	December and May
200	Diamond	Day Trip and letter/ photo with Principal*	Semester 2
300	Platinum	Special Gift and letter from the Ta'allum Director of Education	End of year ceremony

## 9. Special Awards given at End of Semester and End of Year Ceremonies

Below are examples of what academies could award per semester, based on opportunities provided.

Special Category	Maximum per Year group	Award	Presentation Date
<b>Above 90% Attendance</b>	Top 10 students	Certificate	Sem 1: December
		Gift (e.g. Plaque) & Letter from HOS	End of Year Ceremony
<b>Academic Excellence</b>	Top 5 students	Certificate	Sem 1: December
		Gift (e.g. Plaque) & Letter from HOS	End of Year Ceremony
<b>Islamic Values</b>	Top 3 students	Certificate	Sem 1: December
		Gift (e.g. Plaque) & Letter from HOS	End of Year Ceremony
<b>Leadership</b>	Top 3 students	Special Gift (e.g. Plaque) & Letter from the Principal	End of Year Ceremony
<b>Sports Personality</b>	Top 3 students	Special Gift (e.g. Plaque) & Letter from the Principal	End of Year Ceremony
<b>Gifted and Talented</b>	Top 5 students	Special Gift (e.g. Plaque) & Letter from the Principal	End of Year Ceremony
<b>Winning House Cup and Award Recognition: regular updates given</b> Academic Cup: Conduct Points and Attendance combined Attendance Cup: awarded to House with the best average attendance Academy Cup: awarded for the aggregate Conduct points			

## 10. House System

In schools where the House System has been developed, each student entering the school will be placed in one of the Houses. Each House has an organisational structure with House Captains and Deputies in the Primary and Secondary Schools, and the House Leaders have responsibility in leading their Houses.

Names and house colours will be chosen by each school. Examples could include:

Falcon House (Red), Dove House (Green), Oryx House (Blue), Desert Rose House (Yellow)

House points are calculated regularly over the course of the two semesters and displayed in a prominent area. The winning house will receive the House cup and have an end of year recognition celebration decided by each school.

House points are a regular feature of the Newsletters and show the current standings in the competition towards the awarding of the Cups.

## 11. Sanctions

Negative Behaviour “Are you being the best you can be?”

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the academy community.

Sanctions may include the following:

- Expressions of disapproval
- Two minutes on the thinking chair in EYFS
- Withdrawal of privileges
- Detention (during break time in school or after school – including for C3 or C4 as well as non-classroom issues such as punctuality to school). See below for more details
- Referral to Form Tutor, Assistant Head, Head of Subject, Year Leader, Deputy Head (Pastoral), Head of School or Principal depending on the nature and severity of the misbehaviour
- Letter to parents/carers along with SMS and email in case of detention or suspension.
- Placing on a Weekly Behaviour Report
- Exclusion from the Academy

Where disruptive behaviour is frequent and the sanctions listed above have not brought about any improvement, it may be necessary to permanently exclude the student from the Academy. This should only be considered as a last resort and there should be a clear evidence of a wide range of attempted positive strategies to improve the student’s behaviour and extensive contact with parents before permanent exclusion is considered.

Our sanctions system is designed to support students to make the right choices. Before a teacher uses a sanction, they must ensure they have used effective class management strategies, which includes differentiated teaching and using the Stepped approach to behaviour management.

Each sanction is supported by a letter to explain the behaviour to parents and asks for their support in reinforcing our message. Each report card is also supported by a corresponding letter, detailing the support provided and the support that the academies will provide.

### Detentions

The school reserves the right to set a same day detention for up to 15 minutes in response to lateness to school and other C3 and C4 offences for example. **This should be completed at break time.**

A detention where the time required exceeds 15 minutes should be set for the following day **for after school** and parents contacted.

Failure to attend an after school detention can lead to the loss of break time for a set number of days.

Repeated failure to attend detentions will lead to an internal suspension of 1-2 days.

## 12. 3 Level Behaviour Model

The 3 Level Behaviour model is helpful as a strategy for planning behavioural support and monitoring student progress. The model articulates the intensity of support required for individual students based

on their needs and responses to previous layers of interventions following the behaviour policy. The 3 level model is divided into three levels of support as follows:

**Level 1:** Whole school behaviour support through class and Tarbeya programs with the teacher being the primary provider of classroom based behaviour support. The teacher follows effective classroom management procedures. **(refer to Appendices 3A and 3B). This is our 5 step approach: reminder and Consequence 1-4.**

**Level 2:** The second level involves intensive work with individuals or small groups of students to target specific behavioural difficulties or students who require a greater support focus in addition to the teacher. The support is aligned with the classroom programme which entails coordination and collaboration between Teachers, Middle Leaders and members from the Pastoral team.

**Level 3:** The third level involves intensive behavioural support, often involving the School Counsellor, pastoral, and school Leadership team. In addition to the first and second levels of interventions, individual behavioural intervention plans could be developed for students based on individual behaviour needs.

### 13. Action taken per misconduct level:

#### Level 1 Procedures:

- The teacher or staff member will register the behaviour electronically (SIMS) on the student file.
- Parents may be informed via Detention Slip, Phone Call, SMS, email or Face to Face depending on the behaviour. In school, detentions up to 15 minutes do not require a detention slip.
- Depending on the behaviour the tutor/HRT, achievement leader/Year/House leader or Head of Department may be involved to support.
- Some L1 offences may be referred to the Pastoral Team.

#### Level Two Procedures:

- Teachers should record and report these offences to the Pastoral team.
- Student should be referred to Pastoral team to decide on intervention.
- Pastoral team will contact Parents for all Level 2 Offences and students may be placed on report.
- All contact with parents should be recorded on SIMS.
  - Sanctions will be determined by the Pastoral team, according to the misdemeanour,

#### Level Three Procedures:

- Level Three behaviour will be recorded on SIMs by the Pastoral Team only.
- The Pastoral team should report these offences to the Senior Leadership team.
- The student will be referred to the Pastoral team and will be placed on a report.
- The Pastoral team will contact Parents for all Level 3 Offences.
- Interventions / Sanctions will be determined by the Pastoral team according to the behaviour.
- Senior Leaders will be updated on any serious incidents.

### Physical Intervention

We should use the details held in the Child Protection and Safeguarding Policy if physical intervention is needed as a last resort. Section 13 on page 15. Regular training should be given in the eventuality that this intervention is needed.

## 14. 5 STEP Approach to Classroom Negative Behaviour Management

Step	Consequence (C)	Teacher Action
1	No Consequence	Reminder “Name of child are you being the best you can be?”
2	C1	First Verbal Warning
3	C2	Second Verbal Warning- SIMS 1 point
4	C3	Third Verbal Warning- Move Seat / In School Detention * - SIMS 2 points
5	C4	Remove from Class- After School Detention following 24-hour notice given to parents* /Contact Home- SIMS 3 points

## 15. Roles and Responsibilities for Behaviour Management

<p><b>Teachers</b></p> <p><b>Responsible for Level 1 sanctions:</b></p> <p><b>White Report Card – Appendix 5</b></p> <p><b>Appendix 3A and 3B</b></p>	<p>Log Behaviour Points into SIMS using the right click on SIMS for Level 1 A4-17 in lessons and by the end of the day or as soon as possible afterwards for level 2 or 3 offences.</p> <p>Reward students where possible for displaying student learner outcomes. Use the right click on SIMS for R1-15 academic, leadership and Islamic values.</p> <p>Must ensure they have used class management strategies, including reviewing differentiated teaching and the 5 Step approach, before awarding behaviour points.</p> <p>Homeroom teachers/Form Tutors and the Pastoral Team are responsible for checking the points status for their students and discussing this with the students in their care.</p> <p>In Secondary, form tutor SIMS homepages should be reconfigured to show the Conduct points and attendance to school.</p> <p>In form periods, time should be given to engage with the conduct points and, where applicable, link this behaviour to the House Competitions and direct student attention on the BYCB focus.</p> <p><b>Best You Can Be – BYCB</b></p> <ul style="list-style-type: none"> <li>● <b>Punctuality to School –</b></li> <li>● <b>Correct Uniform</b></li> <li>● <b>Preparedness for School</b></li> </ul> <p>Form tutors should award the BYCB points for <b>Preparedness for School</b> and <b>Correct Uniform</b> during form time.</p> <p>Admin will award the <b>Punctuality to School</b> point during the day.</p>
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<p><b>Admin.Supervisors/Behaviour Support</b></p>	<p>Log Behaviour Points into SIMS by the end of the day or as soon as possible afterwards.</p> <p>Admin will add the Lateness marks (-1/-2/-3) onto SIMS for students who arrive late to school and award the BYCB point for <b>Punctuality to School</b> to those that arrived before 7am.</p>
<p><b>Achievement Leaders (Secondary), Primary</b></p> <p><b>Assistant Headteachers, Head of Subject</b></p> <p><b>Social Worker/Tarbeya Intervention</b></p> <p><b>Responsible for Level 1 &amp; 2 sanctions:</b></p> <p><b>Yellow and Green Report Cards – Appendix 5</b></p>	<p>Regularly check the points status and discuss this with the staff and students. Ensure that the reward letters are being sent home starting from 10 SIMS Conduct points (Conduct is the aggregate value of the reward and negative behaviour points)</p> <p>Regularly meet with Homeroom teachers/Tutors/Subject teachers to discuss students who are causing concern.</p> <p>Raise the profile of students with escalating negative Behaviour Points and follow the Report Card system via the SIMS aggregate Conduct points.</p> <p>Keep the Deputy Head (Pastoral) informed about behaviour and actions taken, where necessary, to address.</p>
<p><b>Deputy Head (Pastoral)</b></p> <p><b>Responsible for Level 2 and above sanctions – see Section 12</b></p> <p><b>Red Report Card – Appendix 5</b></p> <p><b>Disciplinary Committee Member</b></p>	<p>Regularly meet with Primary Assistant Headteachers/ Homeroom teachers/ Year Leaders (Sec) and Heads of Subject to review points escalation and strategies to address students who are causing concern.</p> <p>Raise the profile of students with escalating negative Behaviour Points.</p> <p>Liaise with SIMS co-ordinators to carry out an analysis of points every month to explore patterns in year groups, subjects, locations and reasons.</p> <p><b>Take action when misbehaviour escalates to Level 2 Behaviour</b> such as referrals to <b>Tarbeya intervention programmes</b> or School Counsellor</p> <p>Keep a record of any communications with parents and follow up actions/outcomes.</p> <p>Keep the Head of School informed about trends and actions taken to address.</p>
<p><b>School Counsellor</b></p>	<p>Provide targeted support for students in need of Behaviour Intervention on <b>Level 2 and above</b></p>
<p><b>Head of School</b></p> <p><b>Responsible for Level 3 sanctions – see Section 12</b></p> <p><b>Red Report Card – Appendix 5</b></p>	<p>Ensure that the Behaviour Policy is followed</p> <p>Regularly meet with Pastoral Leader (and any other staff or student) to review points escalation and strategies to address students 'flagged up.'</p> <p><b>Take action when misbehaviour escalates to Level 2 Behaviour Points</b></p> <p>Raise the profile of students with escalating negative behaviour points.</p>



<p><b>Disciplinary Committee Member</b></p>	<p>Keep Principal informed about trends in behaviour and actions to address. Take part in the evaluation and review of the policy at regular intervals.</p>
<p><b>Principal</b></p> <p><b>Responsible for Level 3 sanctions – see Section 12</b></p> <p><b>Black Level – Appendix 5</b></p> <p><b>Disciplinary Committee Member</b></p>	<p>Ensuring that the Behaviour Policy has been shared all stakeholders and is followed.</p> <p>Regularly meeting with Heads of Schools and any other staff or student as necessary to review points escalation and strategies to address students who are flagging up.</p> <p>Take part in the evaluation and review of the policy at regular intervals.</p>
<p><b>SIMS Coordinator</b></p>	<p>Maintain the systems for recording Behaviour points.</p> <p>Provide accessible reports to end users as requested.</p> <p>Liaise with Deputy Head (Pastoral) to provide an analysis of points every month showing patterns in year groups, subjects, locations and reasons. Provide SIMs training to Pastoral Team.</p> <p>Power BI should be used to facilitate this information. Regular updates to the Newsletters should be led by the SIMS Coordinator.</p>
<p><b>Head Office Consultants</b></p>	<p>Quality Assure the effective implementation of the Student Behaviour Model Policy.</p> <p>Take part in the evaluation and review of the policy.</p> <p>Research best educational practice and behaviour models to support in the development of the policy.</p>

## 16. Sanction Codes and Corresponding Negative Behaviour Points

<b>Sanctions Codes and corresponding Negative Behaviour Points</b>				
<b>Level One Offences: These offences are considered with the least weight of points, the repetition of these offences lead to the second level.</b>				
<b>Level one offences are accessed on SIMS via the right click button: Behaviour Points</b>				
Code	Level	Type	Description	BP
A1	1	Routines and Expectations	Lateness to school: 07.00 – 7.14	1
A2	1	Routines and Expectations	Lateness to school: 07.15 – 7.29	2
A3	1	Routines and Expectations	Lateness to school: 07.30 onwards	3
A4	1	Routines and Expectations	Lateness to lessons: 5-9 minutes	1
A5	1	Routines and Expectations	Lateness to lessons: 10 minutes or more	2
A6	1	Routines and Expectations	Visit to the nurse	0
A7	1	Routines and Expectations	Toilet use	0
A8	1	Routines and Expectations	Not bringing equipment to a lesson	1
A9	1	Routines and Expectations	Consequence 2 (C2) Second Verbal Warning in class	1
A10	1	Routines and Expectations	Wrong uniform / appearance [Jewellery, makeup etc.] (tutor Max once per day)	1
A11	1	Routines and Expectations	Consequence 3 (C3) Second Verbal Warning in class (move seats) Detention	2
A12	1	Routines and Expectations	Truancy / Being in an unauthorised area without permission (Specify on SIMS)	3
A13	1	Academic	Insufficient or inadequate classwork/Homework	1
A14	1	Values and Respect	Disruptive, impolite or discourteous behaviour/Not being truthful	1
A15	1	Values and Respect	Failure to comply immediately with reasonable instructions (Disrespectful)	3
A16	1	Values and Respect	Seriously disruptive behaviour (Parking Rota) Consequence 4 (C4) Detention	3
A17	1	Level 1 – Other*	Other actions deemed Level 1 *(SIMS details required)	5
<b>Level Two Offences and / or the repetition of level one offences: these are accessed via the drop down menu on SIMS</b>				
B1	2	Routines and Expectations	Failure to attend a detention	3
B2	2	Routines and Expectations	Misuse of I.C.T / Communication software (Sharing user credential or having, accessing/transmitting inappropriate material, Installing software)	5
B3	2	Routines and Expectations	Minor Fight	5
B4	2	Routines and Expectations	Having a mobile phone in school	6
B5	2	Routines and Expectations	Unsafe behaviour (SIMS details required)	10
B6	2	Routines and Expectations	Major Fight	20
B7	2	Values and Respect	Compromising an assessment or examination	4
B8	2	Values and Respect	Disrespectful behaviour towards an adult (SIMS details required)	5
B9	2	Values and Respect	Damaging another person's or the school's property (SIMS details required)	5
B10	2	Values and Respect	Bullying, threatening behaviour, intimidation of students	9
B11	2	Values and Respect	Using sexual, racist or other deliberately offensive language / behaviour	9
B12	2	Values and Respect	Theft	20
B13	2	Values and Respect	Bringing, possessing, or smoking cigarettes.	22
B14	2	Level 2 – Misconduct	Other actions deemed Level 2 by the Year Leader / School Counsellor er (Max 24 points)	10
<b>Third level, Gross Misconduct:</b>				
C1	3	Routines and Expectations	Deliberately setting off a false fire alarm	30
C2	3	Values and Respect	Use of ICT to cause serious harm to the school / public.	25
C3	3	Values and Respect	Possession/Use of a weapon intended to cause serious physical harm	30
C4	3	Values and Respect	Physical Assault against Staff	30
C5	3	Values and Respect	Deliberately starting a fire	35
C6	3	Values and Respect	Possession/use of illegal drugs, intoxicant(s) or psychotropic substances, including Sweka and Nicotine Pouches.	35
C7	3	Values and Respect	Forced, Participated or Engaged in Sexual Activity	40
C8	3	Level 3- Gross Misconduct	Other actions deemed Level 3 by Discipline Committee (Max 40 points)	25

## 17. Negative Behaviour Points (Demerits) and Responsibilities

The point's system depends on the accumulative set of points that leads to the type of penalty. The following table explains each category of offence and its weight of points:

**Table 2. SIMS Offences Responsibilities**

Negative Behaviour Points Range – Appendix 5	Offence Level	Responsibility- any of the following:	Action
-20 - 30	Level one	Tutor/Homeroom Teacher/Year Group Leader	Contact Home /SIMS log /Behaviour Plan  White Report
-31 - 60	Level two	Pastoral team (School Counsellor / Assistant Head/ Pastoral /Deputy Head)	Parental Meetings/ SIMS / Behaviour Plan  Yellow/Green Report
-61 – 100	Level three	Pastoral team (School Counsellor / Pastoral /Deputy Head) Heads and Principal	Blocked List/Parental Meetings/SIMS Log/ Behaviour Support  Red Report/Disciplinary Committee
-100+	If after the Red Report and Black level process a student continues to defy the school behaviour system and disrupt the learning of others when on the Block List then we will move them onto online learning from home.		

## 18.Supporting Students Who Need Help

Schools will provide individual and small group targeted support where students have behaviour issues. The Head of Pastoral/ Head of School may refer students to the Tarbeya Department, Counselling/ School Counsellor, where focussed support for the following will be provided:

- Anger management
- Conflict resolution
- Communication
- Being organised etc.

The Tarbeya Department will intervene at the Green Report level. Tarbeya Coordinators will make provision for presentations and suitable age-related materials deliverable in form time or drop-down days to link with the weekly theme sent out by Head Office, in line with the yearly Tarbeya programme.

## 19. Learning Report System (Refer to Appendix 5)

The simple, colour-coded learning report system is easily understood by all concerned parties and therefore has been very effective as a tool for promoting a more positive learning environment. The report ensures

the student has the opportunity to self-reflect and monitor their own learning, teaching them responsibility and promoting positive behaviour through individual targets, personalised to suit their needs.

The report system provides a three-way communication between the school, student and parents who are responsible for monitoring and signing the learning report on a daily basis.

The report system sets out a clear chain of responsibility and guidelines for when intervention is required at each stage. The guideline for behaviour points can be used as minimum or maximum trigger for being placed on report or at the discretion of the pastoral team. This provides a more flexible option which encompasses the needs of every student, recognising that every child is unique. ***(For example, any student can be placed on a YELLOW report if their Year Leader recognises a need to develop or change specific behaviour or the School Counsellor may issue a GREEN report to monitor a specific learning need, without accumulating negative points.)***

The Learning report system provides the school, student and parents with opportunities at every stage to support the student's learning. It also ensures another record of intervention in cases where the student's file is requested by the disciplinary committee.

**Below are the recommendations for how the report system can be used; in line with, but not restricted to, the SIMS behaviour points. The recommended time for each report is two weeks before an end of report review takes place.**

- **HAPPY BOOK for KS1 students:** Tutors/ homeroom teachers place students on a support plan/ happy book aimed at preventing students from moving onto the behaviour reports listed below. In this happy book, a student's positive behaviour is noted for two weeks. If, as a result of these two weeks, there is a marked improvement in behaviour a student does not move on to a colour-coded report.
- **WHITE Report:** Tutors/homeroom teachers should place the student on report and set individualised targets (Maximum of 3) Home contact is mandatory with a log of such contact on SIMS.
- **YELLOW Report:** The Year leader / Assistant Headteacher shall follow up with any students who fail the White report. Home contact/meeting with parents with a log on SIMS is mandatory.
- **GREEN Report Targets** should be based on recommendations from the School Counsellor and/or Tarbeya Dept. Home contact/meeting with parents with a log on SIMS is mandatory.
- **RED Report:** The Pastoral head / head teacher will follow up with a red report. Parental meeting and a behaviour contract with a log on SIMS is mandatory.

**PASS:** Any student reaching this stage and successfully completing a red report should be scaled back down the report system starting again with a white report if necessary.

**FAIL:**

- **BLACK Level:** The Principal will follow up after a failed red report. A Disciplinary Committee meeting is needed at this point. A parental meeting is required to inform them that as of this point their child is now on the Block List.

## 20.Exclusions

The decision to exclude a student may be made where there has been a breach(s) of disciplinary rules laid out within this policy. There are two types of exclusion:

### Fixed term exclusions

A decision to exclude a student for a fixed period will be taken on a balance of probabilities that there will be a repeat offence, and only in response to breaches of the Ta'allum Academies' Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions will be for the shortest time necessary bearing in mind that exclusions of more than a day or two make it difficult for the student to reintegrate into the Academy – see Appendix 4 for details of exclusion days for serious offences.

Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example, if they are being repeatedly imposed on a student in response to the same behaviour, the Head of School and Principal will consider alternative strategies for addressing the said behaviour.

### Internal suspension

#### Internal suspension

Given the concerns about the use of external suspension, another option is to use internal suspension. Usually, for internal suspension the student is removed from regular classes to attend the isolation room or attend a classroom supervised by a teacher(s) to complete schoolwork – supervised study. This overcomes the concerns with using external suspension since:

1. Students are still required to attend school;
2. Students complete schoolwork outside of their regular classroom but at school;
3. Students remain within the protective environment of the school; and
4. Students are supervised by a teacher(s) or a senior staff member.

It is important that consideration is given to how internal and/or external suspensions are implemented to minimise the potential negative consequences for students – in particular, ensuring students are well-supervised and completing structured activities. We see more benefit in having students under our supervision.

#### Internal and external suspension guidelines

Level of Offence – use Section 16 for guidance	Level number guide	Sanctions
Level 1	A1 – A17 repeated offences	Can lead to internal suspensions. 1-2 days
Level 2	B4/5/6 and 10/11/12/13/14	Offences will lead to internal suspensions. 1-2 days

Level of Offence – use Section 16 for guidance	Level number guide	Sanctions
Level 3	C1/2	Offences will lead to an external fixed exclusion. 2-5 days
Level 3	C3/4/5/6/7/8 offences	Offences will lead to permanent exclusion

### Permanent exclusions

Permanent exclusion will be considered if a student:

- Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy, or
- Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy. There is no comprehensive list of exceptional incidents and students, and parents should be aware that these will cover actions which constitute unlawful acts, whether or not they result in criminal prosecution. This sanction will also apply if the actions of a student take place outside of the academy (whether or not in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute."

Only the Principal, or in his/her absence, the person delegated to act, can exclude a student. Other disciplinary sanctions and activities do not have to be undertaken by the Principal personally and may be delegated to the Head of School.

Exclusions will be imposed immediately where there is an immediate threat to the safety of others in the Academy or the student concerned.

Before deciding whether to exclude a student, either permanently or for a fixed period (internally or externally), the Principal will:

- ensure that a thorough investigation has been carried out; consider all the evidence available to support the allegations, taking account of the Academy's behaviour and equal opportunities policies. This process should not be rushed. A holding call should be made to parents to make them aware of the investigation followed by further contact to say that the investigation has been concluded and that the Disciplinary Committee will meet to adjudicate. Schools should follow the investigation flow chart to cover all aspects of the case.
- promote equality; allow and encourage the student to give their version of events; check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment.
- In permanent exclusion, the Principal should get the approval of both Director of Education and Chief Executive Officer.** A written record of the actions taken will be kept and copies of written statements made by other members of staff and including any interview with the student concerned. Witness statements must be dated and should be signed, wherever possible.

## 21. Communication with Parents

The Academy gives high priority to clear communication and to a positive partnership with parents from Early Years through to Secondary. This communication is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a student is giving cause for concern it is important that all those working with that student in academy are aware of those concerns, and of the steps, which are being taken in response. The key people in this process are Homeroom Teachers/ Tutor Teachers and the Pastoral Team both of whom have the initial responsibility for the student's welfare. All communication must be recorded on SIMS. Logs of communication with parents and outcomes of communications should be maintained.

### Translated letters home

We have a combined English and Arabic letter to congratulate the students on each of their achievement levels from 10 points to 300. This includes a supporting passage from the Quran. We have the same letters available for all of the coloured report cards so that parents know what to expect from the support provided from the learning reports.

For each of the A1-17 negative points we have a letter that teachers/tutors/achievement leaders etc. can send home. The letters promote the Islamic values of Ta'allum to support the students, through parental help, to improve their behaviour.

Our aim is to use the SIMS InTouch alert system so that upon the awarding of positive or negative SIMS points, parents will automatically receive these letters so that we have maximised our communication with them. This will be hugely beneficial when it comes to learning report meetings as the parents will already be informed.

## 22. Disciplinary Committee

A Disciplinary Committee comprising of the Principal Head of School, Pastoral Leader, and, where possible, one Parent Committee representative will meet to consider cases where there is persistent low level inappropriate behaviour and there has been a number of short term exclusions (up to 15 days) in one academic year. The panel will hear the issues, review the interventions which have been implemented to date and consider whether or not to issue a final warning to the student. Or student not being permitted to reregister.

Appendix 1 Uniform – See Ta'allum Uniform Policy  
Appendix 2A: Continuum for Student Motivation



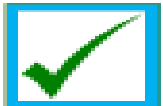


## Appendix 2B: Rewards and Awards based on students demonstrating Ta'allum Student Learner Outcomes

Accumulated merit points	Awards Rank	Rewards	Presented
10-30 points		A letter has been written for the values of 10/20/30 SIMS points	E-mailed to parents
50	Bronze	Certificate	Monthly
100	Silver	Certificate & Healthy Breakfast	December March May
150	Gold	Gift (e.g. Plaque) & Letter from HOS	December May
200	Diamond	Day Trip & Letter from the Principal	Semester 2
300	Platinum	Special Gift & Letter from Ta'allum	End of Year Ceremony

## Appendix 3A: 5 STEP APPROACH TO CLASSROOM NEGATIVE BEHAVIOUR MANAGEMENT – Classroom Poster

**Your teacher will do the following to deal with poor behavior in the classroom**



**Reminder:**

**“Are you being the best you can be?”**

**1**

**C1:Consequence 1** First verbal warning

**2**

**C2:Consequence 2** Second verbal warning  
**SIMS = 1**

**3**

**C3:Consequence 3** Third verbal warning  
**SIMS = 2 Move seat / Detention**

**4**

**C4:Consequence 4** Remove from class  
**SIMS = 3 Detention / Contact Home**

## Appendix 3B: CLASSROOM BEHAVIOUR MANAGEMENT

**Before class teaching, every teacher should have thought about how they will work with the class to ensure high teaching and learning expectations with minimum behavioural disruptions.**

Have you thought about:

- Full attention signal /attention signals- What will you use?
- Fast finishers- What extra work/activities will these students have to continue with?
- Seating arrangements- Can all students see the board/screen?
- How will students enter the classroom (start of the school day, after a break, coming back from an out of class lesson)?
- What is your start of the lesson / start of the day routine?
- Students going to the bathroom- how many will leave the class at a time? How will you know they are gone or have returned?
- Where will students drink water?
- How will you pack up at the end of a lesson / at the end of the day? Is the room clean and tidy?
- Walking orderly and quietly around the school
- Who is your Buddy teacher or parking rota teacher – if you need to send a student for time out?
- Where will bags, tablet, book storage, equipment be stored
- What positive behaviour and encouragement strategies will you have in place?
- Students without the correct equipment- what will you do or supply?

## Appendix 4: STUDENT MISCONDUCT CHART –

ACADEMICS					
Behaviour point codes	ACTIONS: used in conjunction with Learning Reports Stages 3-5 are based on Appendix 5 and our intervention based on SIMS points				
LEVEL 1	STAGE 1 (Teacher)  C1-C2	STAGE 2 (Teacher)  C3-C4	STAGE 3 (Year Leader/ Assistant Head)	STAGE 4 (Deputy Head/ Counsellor)	STAGE 5 Principal/Conduct Committee
A1-A9	C1 – 1 <sup>st</sup> Verbal warning  C2 – Second verbal warning - <b>record on SIMS</b>	C3 – 3 <sup>rd</sup> verbal warning. <b>Record on SIMS</b> , Set a school detention (next day)  C4 – Remove from class Contact Parents <b>Record on SIMS</b> , Set a school detention (next day)	Meeting with Parents, Learning Reports, Parents Contract, Detention, Record on SIMS	Meeting with Parents. Parents Contract, Learning Reports, Temporary Suspension or In school/ After school Detention, Record on SIMS	Forward to the conduct Committee for possible block list, Record on SIMS

- *These measures should include both academic and social counselling for students after each misconduct.*

## Appendix 4: STUDENT MISCONDUCT CHART (continued)

BEHAVIOUR		
	ACTIONS	
<b>LEVEL 2</b>	<b>Achievement Leader/Head of Department/Assistant/Deputy Head</b>	<b>Head of School/Principal/Disciplinary Committee</b>
<b>B4/5/6</b> <b>B10/11/12/13/14</b>	Meeting with Parents, Parents Contract, Fixed term internal suspension (1-2 days) Record on SIMS	Forward to the Disciplinary Committee for possible block list.
	ACTIONS	
<b>LEVEL 3</b>		
<b>C1-C2</b>	Meeting with Parents, Parents Contract, Fixed Term external exclusion (2-5 days), Record on SIMS	Forward to the Disciplinary Committee for possible permanent and immediate Exclusion.
<b>C3-C8</b>	Forward to the Disciplinary Committee for permanent and immediate Exclusion	

- ***These measures should include both academic and social counselling for students after each misconduct.***

## Appendix 5: LEARNING REPORT

Negative Behaviour Points (Guideline only)	Responsibility	Report System	Action
-20-30	Tutor / Homeroom Teacher	20+ points = <b>WHITE</b> tutor Report	SIMS log Phone call and email home
-40	Year Leader / Assistant Head (Co-ordinator Arabic)	Failed White Report = <b>YELLOW</b> Report	SIMS log Meeting with parents
-60	School Counsellor / Year Leader / Assistant Head (Co-ordinator Arabic)	Failed Yellow Report = <b>GREEN</b> Report	SIMS log School Counsellor er / Tarbeya Intervention
-80	Disciplinary Committee Deputy HOS / Head Of School	Failed Yellow Report = <b>RED</b> Report	SIMS log Meeting with parents Behaviour contract
-100	Disciplinary Committee / Principal	Failed Red Report = <b>Block List</b>	Add to Registration Block List Inform Disciplinary committee

## Appendix 6: Incident Report Examples

**Incident Report**

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

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

Class: \_\_\_\_\_

Where did this happen? \_\_\_\_\_

Who was involved? \_\_\_\_\_

What happened? \_\_\_\_\_

Witnesses \_\_\_\_\_

## Appendix 7: Student Misbehaviour Incident Report Example

Date of Incident \_\_\_\_\_ Time of Incident \_\_\_\_\_

Reported by \_\_\_\_\_ Signature: \_\_\_\_\_ Position: \_\_\_\_\_

Reported to \_\_\_\_\_ Position: \_\_\_\_\_

Student/ Offender name:

Class:

Name of individual involved (if any):

Class:

Type of involvement:

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---

Description of incident:

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---

Action taken by school (if any):

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Submitted by: \_\_\_\_\_ Date \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_



## Appendix 8: Think Sheet

Student name \_\_\_\_\_

Class/ Period \_\_\_\_\_ Date \_\_\_\_\_

The rule I broke \_\_\_\_\_

---

---

My act was because \_\_\_\_\_

---

---

Who was bothered when I broke this rule? \_\_\_\_\_

---

---

What I could have done instead: \_\_\_\_\_

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Student signature: \_\_\_\_\_

Teacher/ School Counsellor er name and signature:

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## Appendix 9: THE HOUSE SYSTEM EXPLAINED

### Benefits of the House System

The House system promotes and supports:

- Improved Leadership opportunities for students.
- It provides a structure that is designed to help students function to the best of their ability in school and enrich each student's personal life by developing resilience, prompting independence, helping students make responsible choices, increasing their ability to function as a group and offering guidance and support in preparation to meet the intellectual, social and emotional demands of life as a young adult.

Students quickly form loyalties to their House and achieve a true sense of belonging. The House system acts as a link between the different age groups in the school, providing them with opportunities for working and playing together. Typical of this is the appointment of Year 6 and 10 students as House Captains to encourage and support House activities; and the House subject and sport competitions such as sports day, Spelling B, Quran recitation etc., where the Year 6 and 10 students are responsible for all organisation and direction, with only minimal staff help.

**House competitions** give students a balance between academic rigours and social aspects of school life. The system provides a sense of competition and fun through a range of school-based activities. The House System runs from September to July, with points being awarded for each event. We will use the points to calculate their ranking – see below\*

**The Academy Cup** is awarded to the House with the overall highest score when the Curriculum and Attendance Cups scores are combined. The Academy Cup is awarded in the final assembly of the school year and the trophy is presented to the winning Head of House and House Captains. At the end of semester 1 houses will be shown their standings via assemblies, newsletters and display boards.

**The Curriculum Cup** is awarded to the house with the most achievement points over the semester. These are the Academic, Leadership and Islamic Values listed in this policy. The Newsletters will share this information on a regular basis. These achievement points will go towards the Academy Cup.

**The Attendance Cup** is awarded to the house with the best record of attendance. Each semester the average attendance per House is calculated. This is accumulated over the course of the year for their House. The Newsletters will share this information on a regular basis.

#### \*Ranking the houses: a simple number system

In each of the Academic and Attendance Cups, a simple ranking system can be applied for all year groups:

Example: if there are 4 houses per year group then the form group (house) with the best attendance receives 4 points and the house with the poorest attendance will receive 1 point. Likewise for the achievement points. To calculate the Academy Cup we add up the individual scores of 1-4 of each of the House's year groups for attendance and achievement points.

The Tarbeya department, other staff and students run appropriate competitions for the whole school or a particular Year group. The aim of a particular event could be to raise the profile of our Learner Outcomes, a particular subject or activity. House Cups are awarded for big activities and a high tariff of House points.

Teachers give positive points/credits to students in class. These are accumulated over the course of the semester and the year for their House.

House points are calculated regularly throughout the semester and the running totals are displayed around the school.

## Appendix 10: Tarbeya Committee Role

The Tarbeya Support Committee will help develop strategies to assist with behaviour management needs for each academy. They will implement the Behaviour Passport Programme which has direct links to the Award System.

The Tarbeya Committee will also focus and support possible school needs such as those listed below.

### Students-

- Projects for Student Councils
- Possible competitions between the three schools.
- Team building workshops
- Pastoral programme resources in line with our topics. Including videos with our students acting out various characteristics.
- Trips and excursions beyond the school

### Intervention programs we can refer students to such as:

- Anger management course
- Conflict resolution
- Respectful communication
- Being organised

### Staff:

- Training for School Counsellors
- Training for Admin supervisors
- Pastoral program guidance/ induction (when needed with new Pastoral staff)
- Team building workshops

### Parents:

- Workshops across the year e.g. explaining values we are covering.
- Possible famous notable speakers to encourage parent attendance.
- Referral program for parents e.g. parenting courses

## Appendix 11

### Addendum to the Ta'allum Behaviour Policy – COVID -19

It is essential for students to behave appropriately and to follow specific rules on their return to school during the Covid-19 epidemic. This addition to the Behaviour Policy outlines specific changes to guidance that students must follow. Our sole guiding principle when making these adjustments to policy is to keep all our students, families, and staff safe and to place their wellbeing at the forefront of all we do.

These amendments will be communicated to all students, parents and staff.

**All students must continue to adhere to the principles outlined in the Ta'allum Behaviour Policy.**

At all times we have positive expectations that Ta'allum students will be:

- Careful, considerate, and respectful, whether attending school in person or online.
- Polite and friendly to peers and adults alike, by following the school rules.
- Safe, responsible, and courteous, at all times, to all members of the school community.

From September 1<sup>st</sup>, 2020, initially until the end of this Semester, a zero-tolerance approach will be taken to instances of poor behaviour. If a student **intentionally or provocatively displays a behaviour that could put others in the school at risk from Covid-19 they will be immediately sent home for a given time. This includes:**

- Deliberately not following social distancing guidance in school. (In or out of class.)
- Accessing out of bounds areas, including those areas of school that will be temporarily prohibited, in the light of current circumstances.
- Not following any rules outlined regarding hygiene practice, sharing of equipment and social interactions in school.
- Not following designated routes around school.
- Physical assault of any kind, including deliberate coughing or spitting.

In addition, students must:

- Use their designated entrance and exits to the school building.
- Stay at their own desks unless directed otherwise.
- Inform an adult if they feel they have any Covid-19 symptoms.
- Use tissues when sneezing or coughing and dispose of in bins.
- Use own learning resources and stationery, not interfering or touching any others' resources or equipment.
- Only use their own water bottles and eat/drink their own food. No sharing is allowed.

#### Sanctions

- In the unfortunate event of misbehaviour, pupils will be given clear, explicit warnings and reminders of appropriate choices.
- At the judgement of the Head of School or Principal, for serious infringements, which pose a risk to students and staff, parents will be contacted, and students collected from school to ensure the safety of themselves and others.
- In any such case a student will not be permitted to return until a full risk assessment has been conducted and a specific Behaviour contact agreed and signed.

## Parent Agreement

- We/I have read the school's Behaviour policy and the amendment which will come into effect from the 1st September 2020.
- We/I understand that if our son/daughter deliberately infringes the expectations described in this policy amendment, they will be sent home for a given time.
- We/I will be fully supportive of these reasonable adjustments which have been made to protect the students and staff at school.

Name of Student .....

Parent Signature.....

Date:.....

## Appendix 12 – Expectations -Student Online Learning Agreement

Ta'allum Academies have kept access to learning and teaching open through the difficult time of closure due to the Pandemic and now 'Blended Learning.' Staff are working hard to provide lessons via online systems.

As we embrace our new ways of working, we are asking all students and parents to commit to an Online Learning Agreement. This agreement is outlined below. It states how we expect students to behave when they are learning at home as part of our Online curriculum.

An Online Learning Agreement form restates the key expectations; all stakeholders are asked to commit to these expectations and to confirm that they have read it and will abide by it.

The main principles below apply at all times, and can be summarised as follows:

- Always treat yourself and others with respect;
- Treat people in the same way when you are online as you would face to face.

Specifically, I agree that:

1. I will treat myself, and others, with respect at all times when I am online, or using a device. I will treat everyone as if I were talking to them face to face in a classroom.
2. The messages I send, or information I upload, will always be polite and sensible.
3. I will not upload, post, share or forward material that could be considered offensive, harmful or illegal, and if I see others doing this, I will report it to my teacher.
4. I will choose a sensible place to work from so that what people see online is appropriate.
5. I will dress appropriately for online lessons.
6. I understand that my online lessons will be monitored by Senior Leaders from the School.
7. I will make sure that I have all the tools I need in advance, so that I do not have to leave my desk and interrupt the flow of the lesson.
8. I will make sure I am not disturbed or distracted during the lesson, including by other family members.
9. I will complete work as directed by my teacher and upload completed work to meet the deadlines set by my teacher. I understand that work submitted late may not be marked.

10. I understand that Microsoft Teams is limited to me, the staff, and my fellow pupils. I will not invite any guests from outside the School. I will not under any circumstances provide my login details to anyone else.
11. I will not share my or others' personal information, unless I have been given permission by my teacher to do so.
12. I will not take secret photos, recordings or videos of teachers or other students from online sessions I participate in.
13. I will only contact a member of staff via Microsoft Teams/ Class Dojo or their work email address
14. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
15. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
16. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils, or others distress or bring them into disrepute.
17. I will respect the privacy, and ownership of others' work on-line, at all times.
18. I understand that all my use of the Internet and other related technologies will be filtered, and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
19. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent(s) will be contacted.

## Appendix 13 – Development of the Counselling Departments in Ta'allum Academies

The construction of the Counselling departments across Ta'allum Academies will address both the **social and emotional wellbeing of young people growing up in the 21st century**. This will be developed in a confidential manner (detailed through the British Association of Counselling and Psychotherapy (BACP) guidelines, recognised by the Qatari licensing body, to be followed by Ta'allum practitioners at all times.)

School Counselling is often misunderstood as careers advice and School Counsellor. Nor should it be mistaken for careers advice or indeed interventions in the complex workings of family life. These are very different aspects of social roles offered in schools.

By understanding the motivation behind inappropriate behaviours, displayed both in an out of the classroom, we are better able to help our students to adjust and more easily comply with rules and regulations laid out.

**The purpose of Counselling** is to:

- Support our students both emotionally and socially to understand how to work through issues and challenges that may impact on their learning and growth.
- To assist them in achieving their goals and guide them through difficulties.
- Help them to build confidence and provide programmes, workshops and 'one to one' meetings to assist this.
- Counsellors will also be available (when fully trained) to assist staff with problematic issues in a confidential and appropriate manner)

The counselling provision will be **standardised** across the three schools whilst acknowledging the specific needs of each academy, and the stages at which each child has reached. Each school will be responsible for

and oversee a specific project that twin be carried out in each school. (e.g boys' Secondary Duke of Edinburgh Award) Details of the 6 projects will be agreed upon and circulated over the schools.

The **role of the Lead Group Counsellor** will be to ensure consistent, standardised provision is delivered to the highest standard across each academy and the schools within:

1. Each counsellor fully understands his/her role as laid out in the job description.
2. Is fully trained in counselling skills and further ongoing counselling training as appropriate for specific clientele.
3. To understand safeguarding issues and engage in the promotion and sustainability of such efforts across their school.
4. To delivery high quality training to All staff, students and parents as is necessary and appropriate.
5. To ensure that each member of the team has a clear reporting and referral structure in place. This ensures both students, counsellors and all staff are kept safe and protected.
6. To lead weekly meetings to share ideas and support caseloads using a supervisory method recognised by the BACP: To keep abreast of current projects shared across the academy: Give advice and guidance to all staff involved with students' progression and life stages.
7. To train and supervise likely candidates for further training to become proficient and prepared for more in-depth roles for support of students (EG play therapy in KG schools)

### **Training**

1. Will form basic counselling skills for all staff, selected by school heads
2. Further in-depth, ongoing training for Counsellors in child development stages and appropriate counselling approaches. To include: Anger Management, Resilience, Anxiety, Assertiveness, Social Awareness, Child-Centredness, Confidence Building and approaches with difficult clients.
3. Middle Management training in Whole school 'well-being.'
4. Year Leaders, Assistant Heads, medical practitioners and selected teachers to understand and identify markers pointing to mental health issues ('mental health first aid').
5. Identifying and confronting bullying.
6. Counselling supervisory practices.
7. Counsellors in delivery of workshops for groups of students and parents.
8. Future training will be considered in order that all counsellors should become accredited and licensed as school counsellors under recognised, and accredited awarding.

### **Duke of Edinburgh Award**

Since the ethos of the counselling department is to aid all to become fully integrated members of their community. The Duke of Edinburgh (DofE) award will be promoted and offered across all schools with training given on its delivery. Since the age limit to register is 14 a pre DofE course, currently being piloted, will be offered across the schools, and overseen by the allocated project counsellor. This will be co-ordinated by the fully accredited and trained Lead counsellor and two volunteers from each school who will be further trained as accredited DofE leaders.

In short, the DofE award fits into the Islamic ethos of caring for others and stretching oneself to become a future leader. This includes volunteering, personal and physicals skills improvement, endurance, and self-sufficiency. These activities are monitored by the world renowned DofE establishment base in London and lead by the Duke of Edinburgh and the Prince Edward. Further details can be found in the DofE handbook, in each counsellor's office and online.