



Himmat/Ummid

Behaviour and Discipline Policy

Reviewed:- Joanne watts, Rahat Khan 15/01/2017

Next review due- 15/01/2018

1 Statement of aims and expectations

1.1 Every individual who attends, works at or visits Ummid in dependant School has the right to be treated with respect and courtesy and to feel safe. As a community, the School's Staff and pupils have a responsibility to safeguard these rights.

1.2 Every one is expected to:

- Treat others with respect and courtesy.
- Comply with Staff requests.
- Respect other people's belongings, the School and surrounding properties.
- Travel to and from the School in an orderly manner.
- Attend regularly and punctually and to arrive for lessons on time, participate in every lesson and complete all set tasks to the best of their ability.
- Take pride in their own and other people's achievements.

1.3 Definition

Behaviour denotes the way in which someone behaves. There are acceptable and unacceptable ways of behaviour which are defined within the context of culture and standards. We operate a positive behaviour policy

1.4 Objectives

To give a clear code of conduct for the use of pupils in promoting a consistent approach in order that everybody is aware of the school's expectations in providing a positive environment. With this in mind Ummid undertakes to:

- define school rules with the pupils.
- make rules visible around the building.
- refer to rules on a regular basis.
- make clear to all concerned its rewards and sanctions

2 Implementation/Practice

2.1 Rules

- Everyone must comply with legal and Health & Safety requirements at all times.

- Personal verbal or physical abuse is not tolerated.
- Pupils must not bring any illegal substance or alcohol onto the premises.
- Pupils are not allowed to enter staff rooms, offices or other classes unless invited by a member of staff.
- Smoking is not allowed.
- lighters must be handed to staff members upon arrival and other personal electronic equipment may not be used during lessons.
- Pupils involved in a fight or violent act may be isolated or even sent home to 'cool off'.

2.2 Please note:

- Pupils found with drugs in their possession have the substances removed. Parents/guardians and the Police are informed as necessary.
- Any pupil found selling or supplying drugs may be permanently excluded. A parental interview is arranged and the Police are informed.
- Pupils involved in drug related incidents are referred to appropriate drug counselling agencies.

3 Rewards and Sanctions

3.1 Rewards

- Verbal approval from class teacher and behaviour workers
- Positive behaviour and good work reported by a telephone call home.
- Positive behaviour and good work recorded on monthly report
- Rewards/reward trips at individual teacher/senior behaviour worker discretion
- Half-term treat/outing
- Positive behaviour determines afternoon activities, such as the students choice.

3.2 Sanctions

- Verbal disapproval
- Senior behaviour worker informed of concerns
- Conduct recorded on incident sheet
- Conduct recorded on monthly report
- Home informed by phone
- Senior behaviour worker to arrange parental interview
- Internal exclusion
- Temporary exclusion within Ummid
- Temporary exclusion at home
- Permanent move from particular centre
- Closure of place

4 The role of the class teacher

- 4.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 4.2** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 4.3** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 4.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Behaviour Worker.
- 4.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 4.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the

behaviour or welfare of a child.

5 The role of the Head teacher / Manager.

- 5.1** It is the responsibility of the head teacher, to implement the school behaviour policy consistently throughout the school, and to report to the management committee, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 5.2** The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3** The head teacher keeps records of all reported serious incidents of misbehaviour.
- 5.4** The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

6 The role of parents

- 6.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 6.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of the management committee

- 7.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.
- 7.2** The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but the management committee may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

8 Fixed-term and permanent exclusions

- 8.1** Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, this will be done in the agreement of the referring school.. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.2** If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 8.3** The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- 8.4 The management committee itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- 8.5 The management committee is made up of many voluntary members and will consider any exclusion appeals.
- 8.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.
- 8.7 If the management committee appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

9 Monitoring

- 9.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the management committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.
- 9.3 The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

10 Review and conclusion

- 9.1 The management committee reviews this policy annually. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the management committee receives recommendations on how the policy might be improved.
- 9.2 Ummid recognises that there are occasions when there are problems of behaviour, for many reasons. To deal with this most effectively we must try our best to understand the reasons for this misbehaviour. It is important to remember to label the behaviour rather than the person. This should be made clear at all times to the individual and peer group concerned.