Behaviour and Discipline Policy

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

Almighty says:
"And verily you are on an exalted character" (Quran)

The Prophet (peace and blessings be upon him) said,
"He is not of us who does not have mercy on young children, nor honour the elderly" (Al-Tirmidhi).

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

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on Islamic values such as mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others. Islamic teachings do encourage positive behaviour in children and this is continually reinforced.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour through the use of the Star of the Week, the class star chart and Motivation Board and Golden Book.

1.7 This policy to outline the rewards for appropriate behaviour and sanctions applied for misbehaviour

1.8 Prevent bullying i.e. Cyber-bulling, Prejudice-based & discriminatory (in conjunction with the Anti-Bullying Policy)

2 Rewards and Sanctions

2.1 Rewards system:

- teachers will use praise throughout lessons;
- To award positive points we are using an online system called 'class dojo'.
- Class dojo can be checked by parents so that they get a regular update of how their child is doing with their reward points.
- Staff can also send messages to parents to praise and show the good work of pupils.
- Our expected normal behaviour is displayed in a green card on the class room wall and any step up in behaviour from this will be rewarded.
- All staff can award 1 (turquoise), 2 (blue) or 5 (purple) dojo points for hard work and good behaviour.
- A display of what children can gain these points for is displayed in each class room.
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- Points will accumulate into a number of awards:
- Bronze certificate – 75 dojo points.
- Silver certificate – 100 dojo points.

- Gold certificate – 150 dojo points.
- 'Star of week' – chosen by each class teacher each week and child will receive a certificate and prize from the prize box.
- 'VIP of the month' – awarded to the child who earned the most dojo points over the month. Child will receive a certificate.
- 'Perfect Purple certificate' – awarded to a child if they have earned a purple point on 3 different occasions in a term.
- 'Evergreen Award' – one student chosen for consistent good behaviour, hard work and good attitude throughout the year.
- Classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work.
- Children are taught about rewards and sanctions so they understand implications of their actions but also to emphasis our lives on earth and how humans are and will be rewarded and punished by Allaah (SWT).
- Teachers may choose to reward the class as a whole either by organising a shared activity enjoyed by all the children or visiting the local park (with the consent of the Head or Deputy Head).

2.2 Sanctions - Behaviour cards

Displayed alongside the reward cards are 3 behaviour cards – yellow, orange and red. On each card there are clear bullet points of negative behaviour that are explained to all pupils and the result of this behaviour will be for the teacher to award one of the coloured cards.

How to award the behaviour cards:

- 1 warning is to be given before a card is issued. No warning is to be given for a red card as this is serious behaviour.
- If warning is ignored, select the level card that is appropriate for the behaviour – yellow or orange.
- Select the coloured plastic card and write down reason and name of child on the back. Blue tack to white board so that main class teacher can see what has happened during the full day.
- Record the incident and points in the behaviour log spreadsheet by the end of the day for repeated yellow, orange and red incidents. 1 yellow card just needs the points adding to the points log (first sheet of behaviour log).

- 1 yellow card = teacher talks to pupil about how to improve behaviour.

- Orange/ 3+ yellow cards = stay in for one break and incident recorded in log. Note to be sent home.

- Red card = instant phone call home/ loss of independent play time for whole week and incident recorded in behaviour log. During the loss of breaktime, the pupil will be encouraged to reflect on the incident and complete activities to improve their future behaviour such as a reflective piece of writing or an apology letter.

- If after issuing an orange or red card, behaviour persists, the child may be sent out of the lesson to a member of the senior leadership team to work in isolation for the remainder of the lesson. Work must be sent with the child.

- 10 points or more in one half term or 2 red cards over a term will result in a behaviour report.

Reports –

- Green report – report to class teacher. Signed by morning and afternoon teachers. Last for one week and child needs to have at least 8 good sessions to pass report.

- If green report failed, move to orange in which child must report to behaviour lead. Orange report lasts for one week. Must still be signed by morning and afternoon teachers but reports to behaviour lead at end of day or first thing in morning. 8 good sessions to pass.

- If failed, moves to red report for two weeks that is supervised by the Head teacher. Head teacher will have a meeting with parents at the end of the first and second weeks.8 good sessions per week needed to pass. Any further consequences needed will be decided by the school management.

2.3 The class teacher discusses the school rules and rewards/sanctions system with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or another appropriate time.

2.4 The school does not tolerate bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately and implement our Anti-Bullying policy to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Department for Education document - Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies 2013**.** Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. A further detail on this is found at the end of this policy.

3 The role of the class teacher

3.1 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.

3.2 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.

3.3 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.

3.4 If a child misbehaves repeatedly in class, the class teacher should deal with the incident according to the behaviour cards system issuing the appropriate card and recording the points and incident details in the behaviour log. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership team.

3.5 For persistent misbehaviour or anti-social conduct a child may be placed on report following the 3 report system. Parents are informed of this. At the end of each lesson the class teacher will indicate the report form how the child behaved.

3.6 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.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher 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 Headteacher keeps records of all reported serious incidents of misbehaviour.

4.4 The Headteacher 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 Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We explain the school rules in the school handbook, and we expect parents to read these and support them.

5.3 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.

5.4 Where needed the Head and Senior Leadership team may offer the option of an Islamic Behaviour Plan. This is an intervention/ support plan where the school, parents and child discuss issues regarding behaviour that is contradictory to the specific Islamic ethos of the school. The purpose is to encourage the child to reflect on the moral dimension of their conduct. All parties need to agree on a plan of action which may take the form of paper-based plan, self-reflection journal, family journal or informal chats with a designated member of staff. The idea is to give the child a sense of personal responsibility and that change in conduct is only effective when it is self-directed.

5.5 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 a member of the senior leadership team or the Head Teacher. Final recourse is to the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 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 Headteacher in carrying out these guidelines.

6.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

7.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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.

7.3 The Headteacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

7.5 The governing body considers any exclusion appeals made to it.

7.6 When the governing body or its appeals panel (if formed) meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated.

7.7 If the governors or their appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8 Monitoring

8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2. All staff record behaviour card incidents in the behaviour log spreadsheet whether this happens in lessons or at play time. The behaviour logs can then be accessed by SLT and the Headteacher. They will then be updated if further sanctions or meetings with parents occur. Lunchtime assistants can draw incidents to the attention of the Senior Leadership team who will then log the incidents on the spreadsheet and issue the appropriate coloured card.

8.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

9.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

10 Related Polices

This policy operates in conjunction with:
• School Safeguarding and Child Protection Policy and Safeguarding Procedures
• Anti Bullying Policy
• Equal Opportunities Policy

Signed:

Date: September 2026.

Madani Academy

USE OF REASONABLE FORCE

TO CONTROL

OR RESTRAIN PUPILS

Provisions came in since 1st. September 1998 which clarified the power of teachers, and other authorised staff to use reasonable force in certain circumstances.

Such powers already existed under common law but they have often been misunderstood.

It is important that schools have a policy about the reasonable use of force to control or restrain pupils.

(DfEE Circular 10/98).

USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

1. Introduction
2. Policy statement

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3.5 Self Defence

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1. INTRODUCTION

At Madani we strive to create an environment in which both young people and adults feel happy, safe, secure and valued. We aim to ensure a whole school approach to behaviour known and understood by all staff, children, parents and outside agencies. The use of force upon any pupil by a member of staff is a serious matter, and should only be considered as a last resort. However, the law is clear and the Governing Body has a responsibility to all concerned, to support any member of staff who as a last resort uses reasonable force in accordance with the law, and with this policy.

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Every effort will be made to ensure that all staff in this school:
• clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
• are provided with appropriate training to deal with these difficult situations.

This policy is drawn from advice contained in the 2013 Department for Education document - Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies.

When referring to this policy it is essential that it is read in conjunction with the school's policy document: Child Protection Policy and Procedures.

Corporal punishment is in no way authorised through the following policy. School policy and the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is intended to cause pain or injury or humiliation.

2. POLICY STATEMENT

Teachers and those authorised by the Headteacher, who have control or charge of children, are allowed to use reasonable force to prevent a child from doing the following:

- committing a crime including behaving in a way that would be an offence if the child were not under the age of criminal responsibility;
- causing injury to themselves or others;
- causing damage to property including their own;
- causing serious disruption, to the extent that good order and discipline could not be maintained.

The policy is only applicable when an authorised person is on the school premises, or has lawful control or charge of the child concerned on an authorised out of school activity.

3 POLICY AND PROCEDURES

3.1 Type of Incident

Situations where reasonable force may be necessary or appropriate fall into three broad categories:

a) Where action is necessary either in self- defence or because there is an imminent risk of injury.

b) Where there is a developing risk of either injury or significant damage to property.

- a child attacks a member of staff, or another child;
- children are fighting;
- a child is committing or about to commit damage or vandalism to property;
- a child is causing or likely to cause injury or damage by accident, rough play, or misuse of dangerous materials or objects;
- a child is running in the building in a way which could cause injury to themselves or others;
- a child absconds from a class or tries to leave school. Applicable only if a child could be at risk if not kept in class or school.

c) Where a child is behaving in a way that is compromising good order and discipline.

- a child persistently refuses to obey an order to leave a classroom;
- a child is behaving in a manner that is seriously disrupting a lesson.

3.2 Reasonable Force

There is no legal definition of reasonable force. The degree and reasonability of force will depend upon circumstances.

Physical force is not justified for:

- trivial misdemeanours;

- a situation that can be resolved without force.

The degree of force must:

- be in proportion to the circumstances of the incident;

- always be the minimum needed to achieve the desired result;

- take into account the age, understanding and sex of the child.

3.3 Practical Considerations

Before intervening physically a teacher must:

a) Tell the child who is misbehaving to stop.

b) Tell the child what will happen if he does not stop.

c) Continue to talk with the child throughout the incident.

d) Make clear that physical contact will stop when it ceases to be necessary.

e) Retain a calm and measured approach.

f) Not give the impression of loss of temper or that action is being taken out of anger, frustration or a need to punish the child.

It may be inappropriate for a teacher to intervene in an incident without help unless in an emergency. In such cases the teacher should:

a) Remove other children who are at risk.

b) Summon help from colleagues.

c) Inform children that help has been sent for.

d) Continue to attempt to defuse the situation orally.

3.4 Application of Force

Physical intervention can involve:

- coming between children;
- blocking a child's path;
- holding, pushing or pulling;
- leading a child by the hand or arm;
- shepherding a child away by placing a hand in the centre of the back;
- and in extreme circumstances, using more restrictive holds.

The above could take place in order to prevent a child running off a pavement on to a busy road, or to prevent a child hitting someone, or throwing something.

On no account can a member of staff act in a way that might cause injury:

- holding a child around the neck, by the collar or way that might restrict breathing;
- slapping, punching or kicking a child;
- twisting or forcing limbs;
- tripping up a child;
- holding or pulling by the hair or ear;
- holding a child face down on the ground.

Prior to using physical intervention consider:

- Can the situation be dealt with using other strategies.
- Development of strategies for individual children which can be used to defuse or calm situations.
- Whether such action will exacerbate the situation.

- The age and level of understanding of the child.
- Whether the action is being used as a substitute for good behavioural management.

N.B. Staff should always avoid touching or holding a child in a way that might be considered indecent.

3.5 Self Defence

Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

3.6 Authorised staff

All teachers at a school are allowed to use reasonable force to control or restrain pupils. The school additionally can authorise the following members of staff to control or restrain pupils when they have control or charge of children:

Learning support assistants.

Midday supervisors and assistants

Site manager.

Voluntary helpers accompanying pupils on visits.

In respect of voluntary assistants, teaching staff should ensure that they are aware of and properly understand what the authorisation entails.

3.7 Power to Search Pupils Without Consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

3.8 Recording incidents

A detailed, written report of any occasion where force is used is required. This will help prevent misunderstanding and would be helpful should there be a complaint. This procedure would not be applicable in a minor or trivial incident.

Immediately following an incident the member of staff concerned should tell the Headteacher or Deputy Headteacher and provide a written report that should include:

- The name of the child or children involved;
- Where the incident took place;
- Names of witnesses, staff or children;
- How the incident began and progressed. Include details of child's behaviour, what was said, steps taken to defuse or calm the situation, degree of force used and how applied;
- Child's response and outcome;
- Details of any injuries or damage to property.
- (A form on which to log incidents is included in appendix A)

Staff may consider informing their professional association.

Parents will be informed of any such incident. Wherever possible this will be done orally.

3.8 Complaints and Allegations

If a complaint is made against a member of staff about the use of force the school will follow the guidance set out in Section Eight of the Use of Reasonable Force: Advice for head teachers, staff and governing bodies DfE Ref: DFE-00341-2014. Please refer to the School 'Allegations Against Staff' Policy

4 PHYSICAL CONTACT WITH CHILDREN IN OTHER CIRCUMSTANCES

It is unnecessary and unrealistic to suggest that teachers should only touch children in emergencies. Particularly with younger children, touching them is inevitable and can give welcome reassurance to the child. However, teachers must bear in mind that even perfectly innocent actions can sometimes be misconstrued. It is important for teachers to be sensitive to a child's reaction to physical contact and to act appropriately. It is also important not to touch children, however casually, in ways, or on parts of the body, that might be considered indecent.

In extreme cases, which while rare do occur, a teacher might have to physically restrain a child to prevent him or her causing injury to themselves, to others or to property. In such instances no more than the minimum necessary force should be used and the teacher should seek to avoid causing injury to the pupil. Such an incident must be reported to the designated teacher.

Where a teacher has concerns that their actions may be misconstrued, it is essential that incidents are reported to the Headteacher or the Deputy Headteacher.

Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Appendix A

MADANI ACADEMY

USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS

INCIDENT SHEET

Name(s) of Pupil(s) involved:

Time and Date of incident:

Place where incident occurred:

Names of staff or other authorised adults involved:

Names of witnesses:

Staff: Pupils:

Reason for force being used:

Description of the way in which the incident developed:

Pupil's Response:

Outcome of incident (injury/damage):

Date: 2nd September 2026