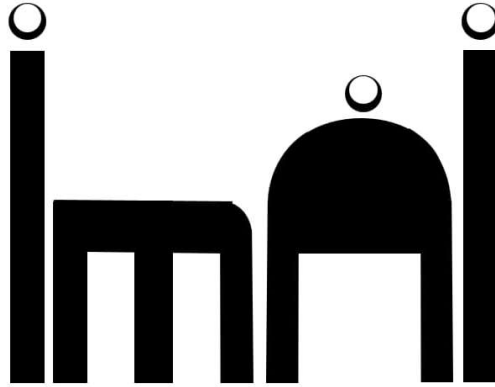


مَعَهْدُ الْإِمَامِ مُحَمَّدِ آدَمَ الْإِسْلَامِيِّ

Ma'had Al-Imām Muhammad Adam Al-Islāmi

A Tradition of Excellence

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THE IMAM MUHAMMAD ADAM INSTITUTE

Behaviour and discipline policy

August 2021

Review date: August 2022

Role	Staff member
Principal/Proprietor	Shaykh Faheem Ibn Ismaeel

PUPIL BEHAVIOUR AND DISCIPLINE POLICY

Statement

Discipline is an issue in which no compromise can be accepted. Islam emphasises the need for discipline as an essence to living. Based on the teachings of the Quraan and the Sunnah of the Prophet Mohammed (Peace be upon Him), students are expected to help maintain an atmosphere conducive to learning with courtesy and mutual respect, have good Islamic manners and to show care for the school and its community as basic requirements of their religious identity.

The emphasis is on promoting good conduct. This should result in the reduction and ideally the disappearance of misbehaviour.

Aims

- To contribute to mutual respect in accordance with the Sunnah of the Prophet Mohammed (Peace be upon him)
- To encourage adherence to an agreed set of principles of behaviour, both in and out of the classroom.
- To gain the agreement and support of all staff, parents and students.
- To acknowledge academic, personal, religious and curricular achievements
- To develop a consistent pattern of rewards and sanctions which are known, understood and agreed by all.

Objective

Students within the school will be divided into houses that are there to:

- Create a real sense of 'brotherhood' and community atmosphere within the school
- Improve the support, care and guidance students receive about their learning
- Create opportunities for students to take on leadership roles acting as mentors, coaches and 'buddies' to others

Through form time the school will be running various activities to help give each house an identity and each student a sense of belonging and team spirit. Each house has been given a name to help reinforce this identity.

The house names have been carefully thought of and are the names of Sahaabahs. The purpose of this is to inculcate and encourage our students to be influenced by the lives/virtues of these illustrious people of Islam.

Each house leader's responsibility will be to monitor the behaviour and achievements of students in their houses. This information will be displayed on the achievement board. House leaders must make sure they actively take time to praise their peers for doing well and encourage them to do better – they could set small targets for their pupils.. for eg lets see if you can get 5 positives this week, or no negatives this week.

The school has a rewards system based on positives and negatives.

Positives

(Merits)

Teachers are to ensure that they are **consistent** in awarding positive Merits to all pupils throughout years 5 to 11. Teachers should only award Merits for achievements set out in the positives sheet.

Merits should be awarded to students after accomplishing any academic or personal achievements. The following guidelines are to be used by teachers in awarding merits:

- Merits are to be awarded for any outstanding or good piece of class work or homework
- **No more than three** Merits are to be awarded in any one go.
- Merits are **not to be given out** for any excellent outcomes for any assessment. This will be awarded through certificates.

Merits will be recorded on the Merit sheet within each class. The discipline officer will total and record all merits on a spreadsheet at the end of each month. The students with the most Merits in each class group (Years 5-11) will receive the **“Student of the Month”** award. All Merits will also be added to each student’s respective house.

At the end of each term, the positive merits and negative strikes will be totalled by the discipline officer. The house with the most points will be awarded with an activity, event or reward.

By the end of the year all students of the winning house should have achieved a minimum of 100 merits to be able to go on the additional school activity.

Furthermore at the end of the year any individual student who has achieved the most points will be given a special award in recognition of their achievements.

Rewarding achievement is a very important means of motivating students and informing parents of their child’s achievements.

In addition to the merit system, various other methods are used by staff to reward achievement including:

- Verbal Praise
- Merits for good work/behaviour
- Subject certificates
- Awards
- Head Teachers Award

(Certificates)

In addition to the merit system, various other methods are used by staff to reward achievement including Certificates and Awards. They will be considered for eligibility on the following occasions:

- Student of the month
- Excellent Outcome of any assessment
- Excellent progression made by a candidate in any subject (academic/Islamic)
- Persistent outstanding behaviour (akhlaaq) throughout the school

- Head Teachers Award
- Excellent progression towards Quran/hifz studies.
- Tutor nominated award
- Attendance award

Attendance Certificates

These are awarded for full attendance with no late entries to individual students at the end of each term. Good attendance is important in all stages in the pupil's school career.

Negatives/Sanctions

Students have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of school rules.

Inappropriate behaviour/failure to produce adequate work should **initially be tackled by the class teacher**. Before sanctions are applied, check the appropriateness of the work for the individual. Work that is too challenging or too easy can lead to inappropriate behaviour.

An appropriate sanction is one which is designed to put matters right and encourages better behaviour in future. It is inappropriate to punish the whole group for the misdemeanours of a few, or to impose a sanction which is designed to humiliate a student or students.

Whatever sanctions are applied, the teacher should act quickly and decisively, leaving the student in no doubt as to why they are being punished. As far as possible staff should try and deal with situations themselves to show that they are in control, before resorting to outside help.

Sanctions for Classroom Based Misdemeanours

There are six levels to the sanctions used within the 'Behaviour for Learning' system. It is anticipated that the majority of students will spend their time operating within the rewards framework. Even students whose performances are deemed to be unsatisfactory are rarely expected to move beyond LEVEL THREE (look below for the Sanctions procedure).

It is essential that all students, parents and staff understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable behaviour and encourage each student to rejoin the road to achievement.

Each member of staff must operate within the framework CONSISTENTLY. We will not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we operate within a logical and well-planned structure.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.

Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate “follow-up” strategy with each child’s case being viewed in an individual sense. This is the key area of flexibility. **The Principal(s) has the full authority to decide any level of sanction up to and including a PERMANENT EXCLUSION.**

Sanctions will take into effect for the following Misdemeanours:

(Negative strike (LEVEL ONE) will also be given for the following misdemeanours otherwise mentioned)

- Running or shouting in school (if a student continues to run and not stop to give their name.)
- Pushing another student. **(LEVEL TWO SANCTION)**
- Being late to lessons/registration by more than five minutes.
- Eating/drinking in the corridors.
- Vandalism/Theft **(LEVEL 5 OR 6 OR 7)**
- Wearing a coat indoors.
- Inadequate/No homework submitted (see homework sanction policy)
- Being disrespectful to colleagues and tutors **(LEVEL TWO SANCTION)**
- Answering back **(LEVEL TWO OR THREE SANCTION)**
- Not having planner
- Bringing the classroom into disrepute
- Not bringing in the correct books for the appropriate class
- Any negative deed
- Any un-Islamic deed (go against the ethos of the school) **(LEVEL TWO SANCTION)**
- Speaking inappropriately to a friend **(LEVEL TWO SANCTION)**
- Incorrect Uniform (See Uniform Policy)
- Being late to school (See Lateness Policy)
- Foul language **(LEVEL THREE SANCTION)**
- Perverting the cause of justice **(LEVEL SIX OR SEVEN SANCTION)**
- Possession of any unauthorised items such as mobile phones or any communications or recording devices etc. **(LEVEL SIX OR SEVEN SANCTION)**
- Inadequate or no stationery/equipment
- Did not bring in valid exercise books, textbooks or revision material to class
- Non uniform haircut
- Bullying **(LEVEL TWO OR LEVEL THREE SANCTION)**
- Low level disruption e.g. rocking on chairs or speaking out of turn (without permission)
- Inadequate work submitted in class
- Malicious intent against a peer or teacher **(LEVEL SIX OR SEVEN SANCTION)**
- Physically assaulting a peer or teacher **(LEVEL SIX OR SEVEN SANCTION)**

Sanctions procedure for the above Misdemeanours

LEVEL ONE – (FIRST WARNING).

It is anticipated that many students will receive the occasional FORMAL (VERBAL) WARNING, after an initial informal warning, during their time with us. Hopefully, as students mature and become more self disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The formal (verbal) warning, for BEHAVIOUR, though not recorded in the discipline diary, has a clear purpose which is to indicate to students that they have done/doing something which is unacceptable; **Students must clearly understand the fact that they have received each warning and that the words “FORMAL WARNING’ must be used by the discipline officer. This will also be accompanied by a phone call to parent/guardian.**

LEVEL TWO – (TWO NEGATIVE STRIKES AND SANCTIONED WITH A PHONE CALL HOME.

A student who continues to behave unacceptably despite being given a FORMAL (VERBAL) WARNING is moved to LEVEL TWO and receives a SECOND WARNING which is recorded. Discipline officer will decide appropriate sanctions from a detention or giving lines. **Two** negative strikes will also be added at this point. **This will also be accompanied by a phone call to parent/guardian.**

LEVEL THREE – THREE NEGATIVES ISSUED AND SANCTIONED WITH A PHONE CALL HOME

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a LEVEL ONE and a LEVEL TWO such behaviour always results in the student moving to LEVEL THREE. Discipline officer will decide appropriate sanctions from a detention or giving lines or in some cases students will be moved to the isolation table in another area. **This will also be accompanied by a phone call to parent/guardian.**

LEVEL FOUR – (FOUR NEGATIVES ISSUED, PARENTAL PHONE CALL MEETING,)

At this point, it may be that a student behaves in such an unacceptable way. (e.g. assault, verbal abuse, Bullying and/or consistently misbehaving) that the discipline officer and/or Head/Assistant principal choose to move straight to LEVEL FOUR. **This will be dealt by a phone call to parent/guardian.**

The discipline officer or Head Teacher/assistant head teacher will have a **PHONE CALL MEETING** with the parents. Discipline officer may decide appropriate sanctions from a detention or giving lines.

LEVEL FIVE – (FACE TO FACE PARENTAL MEETING WITH A MONITORED REPORT, FOUR NEGATIVES ISSUED)

The discipline officer or Head Teacher/assistant head teacher will place the student on School Report and direct communication will be made with parents to advise them of this.

LEVEL SIX – INTERNAL EXCLUSION OR TEMPORARY EXCLUSION

Students who persistently break their contracts (go against the behaviour and discipline policy) and for whom Internal or Temporary Exclusion is not effective (in Internal or Temporary Exclusion more than twice in a term or accumulate more than three internal or fixed term exclusions) or who commit a particularly serious misdemeanour can expect to find themselves at LEVEL SEVEN.

Staff will be notified of students attending internal exclusion will be expected to provide ample work for the student.

On re-entry to the classroom, after isolation a meeting between the student, her parents/guardians and the Head will take place, a student may be placed on an agreed contract for an appropriate time, where her behaviour is monitored closely to ensure that it is acceptable.

The control of temporary or permanent exclusion is entirely in the hands of the Head (SLT)

LEVEL SEVEN: PERMENANT EXCLUSION

The Head teacher will enforce this sanction for any SERIOUS OR PERSISTANT misdemeanour. **This identified sanction is not open to negotiation or debate.** This is the key area of consistency. The school recognises that there are occasions when it may be necessary to permanently exclude, if allowing the student to remain in school would seriously harm the education or welfare of others in the school or where there are serious and/or repeated breaches of the school's behaviour management policy. The decision to exclude will only be taken where basic facts have been clearly established on the balance of probabilities.

There will be exceptional circumstances where, in the Headteacher's or assistant head teacher's judgment, adopts to permanently exclude a student for a first or 'one off' offence.

These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse, sexual harassment, use of indecent and highly inappropriate language, imagery or material (including electronic), Sexting and/or assault against another student or member of staff.
- Supplying an illegal drug & incidents relating to illegal drugs
- Possession of an offensive weapon or object which could cause harm.
- Malicious intent against a peer or teacher
- Possession of any unauthorised items such as mobile phones or any communications or recording devices etc.

Covid-19 Sanctions Procedure

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) who act **unintentionally** which could include a verbal warning, other behaviour management strategies in line with our current behaviour policy.
- If pupils acts **intentionally** or if the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be contacted and expected to collect the pupil and a fixed term suspension will be applied

Homework Missed Sanctions Procedure

In an event where a child fails to submit a homework or submits inadequate homework (**where 7 days duration or a weekend was given**) the following procedures will come into effect.

LEVEL ONE: (ONE NEGATIVE STRIKE)

The first failure in terms of homework, will result in the teacher RECORDING in the discipline diary. These warnings are valid for the whole year – they are not wiped clean at the end of a half term. A negative strike will be added to his record. **This will also be accompanied by a phone call to parent/guardian.**

LEVEL TWO: (TWO NEGATIVE STRIKES)

Discipline officer will decided appropriate sanctions from a detention or giving lines. **This will also be accompanied by a phone call to parent/guardian.**

LEVEL THREE: (THREE NEGATIVE STRIKES)

Discipline officer will decide appropriate sanctions from a detention or giving lines. **This will also be accompanied by a phone call to parent/guardian.**

LEVEL FOUR: (THREE NEGATIVE STRIKES)

Discipline officer will decide appropriate sanctions from a detention or giving lines. **This will also be accompanied by a phone call to parent/guardian.**

LEVEL FIVE: (FOUR NEGATIVE STRIKES)

Discipline officer will decide appropriate sanctions from a detention or giving lines. **This will also be accompanied by a phone call to parent/guardian.**

LEVEL SIX: (FOUR NEGATIVE STRIKES)

Discipline officer will decide appropriate sanctions from a detention or giving lines. **This will also be accompanied by a phone call to parent/guardian.**

LEVEL SEVEN: (FIVE NEGATIVE STRIKES)

Discipline officer will decide appropriate sanctions from a detention or giving lines. **This will also be accompanied by a phone call to parent/guardian.**

LEVEL EIGHT:

Parental conference with head teacher/Assistant/ discipline officer.

LEVEL NINE: FIXED TERM EXCLUSION

The head teacher will decide on giving a fixed term exclusion.

LEVEL TEN: PERMANENT EXCLUSION

The school has the right to remove any child of its register who fail to complete over 15% of all their homework from all subjects (Islamic and academic) in a particular academic year.

Negatives

In addition to the warnings for misbehaviour, negatives will be issued to students for poor conduct. The Discipline Officer and teachers are to ensure that they give out negatives only for the reasons set out as highlighted above by this policy and that they are not handed out for minor things as this will undermine the whole system. The Discipline Officer and teachers should also realise that it will take a while for students to get used to the new system and should be a bit lenient at the beginning until you feel pupils have had enough warning.

SCHOOL UNIFORM POLICY

It is our policy that all children should wear the school uniform when attending school, or when participating in school-organised events outside normal school hours.

We believe that the School uniform contributes to a sense of belonging and promotes a strong cohesive school identity which supports high standards and expectations in all areas of School life.

Primary & Secondary
<ul style="list-style-type: none">• Plain white thobe/jubbah above the ankles• Black school blazer• Plain black school trousers• White hat (topi)• Plain Black socks• Plain black school shoes• Plain black coat

We believe that the School uniform contributes to a sense of belonging and promotes a strong cohesive school identity which supports high standards and expectations in all areas of School life.

In addition to the above, please note in particular:

On the school premises

Outdoor coats, hooded jumpers/tops are not allowed to be worn in the school building. All students must wear their blazers at all times.

Haircuts

Boys are required to cut their hair short and of equal length in accordance with the school uniform.

School Bags/Pencil cases and stationery

School bags and pencil cases and backpacks must be black with no logos.

Footwear

All students are required to wear plain black smart school shoes to and from School. Trainers or shoes that resemble trainers, platform soles, high-heels, sandals, flip flops and backless shoes should not be worn. Boots may be worn in adverse weather only.

PE kit

Jogging bottoms and t-shirts may be worn beneath the School uniform on PE days. However, PE trainers and sports socks should be brought to school in a bag and changed before going for PE and must not be worn from home to school in the morning. Parents are advised to make sure children bring the correct uniform on PE days or else the child will incur a detention and will not be able to partake in the PE session.

Hygiene

Hygiene in the life of a Muslim must be exemplary. For this reason students should ensure that they use deodorants in order to avoid bad odour (deodorants must be applied from home and are not permitted in School) and nails must be cut every Friday. Socks must be changed and uniforms must be ironed on a daily basis. Please ensure that all clothing, PE kit and personal possessions are clearly marked with the child's name.

Any pupil in violation of the dress code will be sanctioned immediately and will be sent home on arrival additionally one negative strike will be sanctioned.

Students are expected to come to school looking neat and tidy and in the correct uniform everyday. In circumstances where your child cannot wear the appropriate school uniform we would expect a letter detailing the reasons. Cleanliness and personal hygiene is half of our Faith and therefore we expect our students to be clean, neat and dressed in the correct uniform at all times.

In line with the Covid-19 risk assessment, students will be expected to wash their hands/sanitise regularly.

Lates Policy

The first few minutes of every school day is of utmost importance as pupils are required to recite a selection of daily morning Ad'iyah that have been derived from the Noble Sunnah of our Beloved Messenger *Sallallahu Alayhi Wasallam*. These supplications bring blessings into a child's day and serve as a source of spiritual growth. The mornings are also often used to give out instructions and/or organising schoolwork for the rest of the day. If your child is absent from this short but vital session, their work for the whole day may be affected. Late arrivals are disruptive to the whole class and often embarrassing for a child. We take the view that there are no late children, only late parents!

All pupils are expected to be in school by **08.10am** each morning.

Persistent lateness will be sanctioned in accordance with the following policy:

During 1 school term:

- 2nd Late - Verbal warning from the school
- 3rd Late – Verbal Warning from the school
- 4th Late - Phone call home
- 5th Late - Pupil will be sent home on arrival
- 6th Late - Pupil will be sent home on arrival
- 7th Late - Pupil will be sent home on arrival
- 8th Late - Parent – Principal/Assistant conference