

Jamia Al-Hudaa Nottingham



Behaviour Management & Rewards /Sanctions Policy

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To be reviewed by:

Principal/SLT

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1. BEHAVIOUR MANAGEMENT POLICY

SCOPE OF POLICY

Jamia Al-Hudaa is a community which nurtures confidence, empathy, spiritual awareness and integrity in every individual. Students are encouraged to explore the whole range of their talents and to aspire to and achieve success intellectually, physically, socially and emotionally. Everything we do, both inside the classroom and out will be true to our Islamic values and respectful of all races, religions and cultures.

The Governing Body (Trustees) believes that good behaviour in all aspects of Jamia life is necessary, in order to enable effective teaching and learning to take place. For many of our students this involves 24 hours a day and 7 days a week during term time. The Governing Body seeks to create a caring and learning environment in the Jamia by:

- 1) Promoting good behaviour and discipline;
- 2) Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- 3) Promoting the value of the positive influence that an individual can make to the life of the Jamia
- 4) Ensuring fairness of treatment for all;
- 5) Encouraging consistency of response to both positive and negative behaviour;
- 6) Promoting early intervention;
- 7) Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- 8) Encouraging a positive relationship with parents/guardians to develop a shared approach to involve them in the implementation of the Jamia's policy and associated procedures.

2. ROLES AND RESPONSIBILITIES

THE GOVERNING BODY (TRUSTEES)

Will establish in consultation with the head teacher, staff, students and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to staff, students and parents, is non-discriminatory and the expectations are clear. The trustees will support the Jamia in maintaining high standards of behaviour. The Governing Body will also follow any legal documentation or guidelines from the DFE.

THE HEAD TEACHER

Will be responsible for the implementation and day-to-day management of the policy and procedures.

STAFF (INCLUDING TEACHERS, SUPPORT STAFF AND VOLUNTEERS)

Will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff has a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the head Teacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Equality Act

The Jamia will ensure there is no differential treatment on grounds of age, sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or any other protected characteristic under the Equality Act 2010.

PARENTS/GUARDIANS

Will be encouraged to work in partnership with the Jamia to assist the Jamia in maintaining high standards of behaviour and will have the opportunity to raise with the Jamia any issues arising from the operation of the policy.

STUDENTS

Will be expected to take responsibility for their own behaviour and will be made fully aware of the Jamia policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

3. PROCEDURES

The procedures arising from this policy will be developed by the Head teacher in consultation with the students, parents and staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the Jamia has a responsibility towards the whole community. As many different strategies as possible will be used in order for the students to achieve their best in all areas of Jamia life.

4. REWARDS

A Jamia ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

5. SANCTIONS

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

6. TRAINING

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy if required.

7. INTERRELATIONSHIP WITH OTHER JAMIA POLICIES

In order for the behaviour policy to be effective, a relationship with other Jamia policies (particularly equal opportunities, Safeguarding and Child Protection and Anti-bullying) is required.

8. INVOLVEMENT OF EXTERNAL BODIES

Jamia Al-Hudaa works positively with external bodies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

9. REVIEW

The Head teacher, in consultation with the students, parents and staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head Teacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher.

The outcome of the review will be communicated to all those involved, as appropriate.

10. REWARDS POLICY

Jamia Al-Hudaa promotes a learning environment where everyone enjoys and achieves and success is rewarded.

PHILOSOPHY

Jamia Al-Hudaa has a system of rewards which aims to motivate and encourage students. This is an important aspect of the ethos of the Jamia in that the achievements and successes of students, at whatever level, are noted and given due worth. This helps to build upon individual self-confidence and self-esteem and leads to further personal development.

We believe that, if students are to benefit from education, punctuality, regular attendance and good behaviour are crucial and we, as a Jamia, will do all we can to reward such positive attitudes.

The Jamia will give a high priority to recognising and rewarding success involving students and parents in 'striving for excellence'.

We recognise that parents have a vital role to play in promoting a positive attitude to Jamia and together with the Jamia, celebrating achievement at all levels and in all areas of Jamia life.

PRINCIPLES

Jamia Al-Hudaa will:

- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality
- Encourage understanding and tolerance of different social, religious and cultural backgrounds
- Encourage all students to strive for success, to strive for excellence
- Promote good behaviour and self-discipline through reward
- Promote self-esteem and individual responsibility
- Promote proper regard for authority and positive relationships based on mutual respect
- Promote a positive relationship with parents/carers and involve them in the implementation of this policy
- Promote and reward good behaviour

The Jamia undertakes to provide and encourage a safe disciplined learning environment that will enable individual success to be encouraged and rewarded.

The Jamia aims to strike the right balance between rewards and sanctions by rewarding both consistently good behaviour and improved behaviour. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The Jamia's rewards policy therefore supports the Jamia's behaviour policy by highlighting how positive behaviour will be reinforced through praise and rewards.

Praise and rewards may be appropriate for an individual student or whole class. It is important that it is not always the same (highly motivated, high achieving) students who receive praise and rewards. Striking the right balance between rewarding students with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Celebrating good student behaviour outside Jamia may also help in ensuring that those students who do not usually receive praise in Jamia are appropriately rewarded.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the Jamia, so that positive behaviour is instantly recognised and positively rewarded. A special area of the student planner is available for recording achievement. A system of rewards is used also to recognise and congratulate students when they set a good example or show improvement.

Rewards might include, for example:

- 'congratulations' and departmental postcards home
- personalised letters / emails to parents
- certificates which recognise positive contributions to the Jamia community
- celebration assemblies
- special privileges
- prizes

PARENTS

Parents can support the Jamia's positive approach to rewarding success by:

- actively supporting all the Jamia's policies
- ensuring regular and prompt attendance is maintained throughout the course of study
- attending events aimed at celebrating individual and corporate success
- insisting upon high standards in all aspects of Jamia life,
- responding in a supportive way to all communications from the Jamia
- providing suitable conditions for homework to be completed
- attending the annual parents' evening

STUDENTS

Students are expected to adopt a positive approach to the achievement of success whilst supporting the rules of the Jamia and behaving in a polite and responsible manner towards all adults.

Also by:

- attending Jamia regularly and being on time
- keeping an accurate and up to date Planner completing all work to the best of his/her ability
- meeting deadlines for the completion of all educational work

11. PROMOTING ACHIEVEMENT

The following achievements should be recognised as success and rewarded through the use of achievement points together with Bronze, Silver, Gold and Platinum Certificates:

ACHIEVEMENTS

- The production of an excellent piece of work either in class or for homework
- A protracted effort over a period of time, but advisedly not just one lesson
- A specific service to the teacher or class which deserves recognition
- A charitable act worthy of special praise
- An act of exceptional helpfulness for the benefit of others
- A high level of performance in a performing art (i.e. Tilawat, Nasheed, Speech, Play, Canvasses, dresses, calligraphy)
- A high level of performance in a sporting event
- Attendance at an extra-curricular activity
- Accumulating Achievement Points for Bronze, Silver, Gold & Platinum
- Taking part in Jamia production
- Consistent high-level sporting performance
- Position of Prefect
- Representing the Jamia at a regional or national level

12. REWARDS

An encouraging word from the teacher – ‘well done’, ‘that’s right’, ‘that was good’

A comment written in an exercise book – ‘an interesting piece of work’

Being sent to the Head Teacher or Senior Staff to show a good piece of work

Book of Excellence – outstanding pieces shown to the Principal

High grades (for effort or achievement) being given to a piece of work

Marks obtained in Jamia tests or examinations

Comments and marks on Jamia reports

Prefects being allowed a difference in uniform, an appropriate badge, certain privileges and responsibilities

Cups for winning teams for different games

Special attendance certificates for 100% attendance in a Jamia year

Achievement Points for recognisable success, including improvement

Giving an award on a half Termly basis to successful class groups

Certificates of Achievement – Bronze, Silver, Gold and Platinum

Appropriate visits, lunches or gifts

Presentations and congratulations given by Senior Management Team (which consists of Head of Departments, Deputy Head Teacher and Head Teacher)

Annual Jamia prizes given out

13. INTERVENTIONS

Rewards will be recognised and presented according to their importance

Achievement points should be recorded in record books/sims and recognised through class group achievement charts.

Student of the month, of the year – for each key stage group
50 merit awards should be presented by the student's teacher at assembly
75 merit awards should be presented by a HoD at an appropriate assembly
100 merit awards should be presented by the Head of Education at an appropriate assembly
150 merit awards should be presented by the Head teacher at an appropriate assembly

14. EVALUATION/MONITORING/PERFORMANCE

The Jamia will set realistic targets for each student and look at the success of each individual in assessing the success of the policy as part of the evaluation process. Monitoring the success of the policy and the use of rewards will be through analysis of data recorded by HoDs and SLT. This will enable individual and corporate achievement and success to be monitored.

When evaluating success of the policy, the Jamia will consider to what extent:

- achievement has been raised
- there is greater consistency in the allocation of rewards across different subjects and by all staff
- the Jamia has been successful in raising the profile of individual and corporate success within the Jamia, governing body and the local community
- rewarding success has had on encouraging positive attitudes towards learning and striving for success
- rewards are effective for all students by monitoring distribution of rewards by age, ethnicity and gender.

15.REWARDS MATRIX

DOORS OF PARADISE	AREA OF ACHIEVEMENT	POTENTIAL AWARDS/ LOG	ROUTINE
Imaan/ Dhikr	• Compassion for others by helping and supporting • Consistent Cleanliness and hygiene • Selflessness • Respect and care for all resources of knowledge • Truthful and honest conduct • Politeness and considerate to the environment around you • Respect for the classrooms and general Jamia property • To regularly perform daily dhikr and Masnoon Duas • Modest dress code and exemplary uniform • Positive attitude to Jamia and life	• Report up to 3 merits on merit card/ central log. • Verbal praise • Written comment on work/ appraisal noticeboard	Daily / Weekly
Salah/ Persistence	• Consistently on time for all activities • Sustained or extended good or excellent work/contribution to lessons/ halaqas • Work/ duty which exceeds target • Regular Homework • Good Behaviour in Class/ hostel on a regular basis • Consistent polite and humble conduct throughout the Jamia day/evening. • Displaying resilience and applying oneself to set tasks • Regularly on time/present for Salah	• Report up to 3 merits on merit card/ central log. • Verbal praise • Written comment on work/ appraisal noticeboard	Daily / Weekly

SADAQAH/ RAYYAN	• Patience and gratitude in learning and behaviour • Helping or contributing towards the less fortunate • Positive contribution towards the Jamia or wider community • Consistent verbal conduct and positive relationships. • Promoting healthy eating and leading by example • Promoting the health of safety of oneself and others • Fasting on an optional basis • Sharing ideas and resources with others	• Report up to 3 merits on merit card/ central log. • Verbal praise • Written comment on work/ appraisal noticeboard	Daily / Weekly
HAJJ/ DISCIPLINE	• Working well with others in and out of the Classroom/ hostel • Tolerance and forgiveness • Approaching a member of staff to help another student that may require support or help • Child to Child support • Consistent respect to members of staff • Sisterhood • Resolving arguments and disputes between others • Good and positive behaviour on outings and trips.	• Report up to 3 merits on merit card/ central log. • Verbal praise • Written comment on work/ appraisal noticeboard	Daily / Weekly

No. of Merits	Type of Award	Details	Given By
50 Merits	Bronze Award	1 to 1 appraisal meeting Complimentary correspondence with parents Certificate for Award Potential 'Baabul Jannah' Award	Middle Leaders/ Staff member appointed by SLT
100 Merits	Silver Award	1 to 1 appraisal meeting Complimentary correspondence with parents Certificate for Award Potential 'Baabul Jannah' Award	Head of Education
150 Merits	Gold Award	1 to 1 appraisal meeting Complimentary correspondence with parents Certificate for Award Potential 'Baabul Jannah' Award	Head Teacher
200 Merits	Platinum Award	1 to 1 appraisal meeting Complimentary correspondence with parents Certificate for Award Potential 'Baabul Jannah' Award	Principal

16. BEHAVIOUR POLICY – A MEANS OF SUPPORT FOR STUDENTS

It is vital that the Behaviour Policy is viewed as a means of support for students. It is not just for “punishing”. Although there will be occasions where a student does need to be sanctioned, this must be used in conjunction with supporting the student in order to try and make sure that the same situation does not arise again. However, any instance of inappropriate behaviour should not be left unchallenged.

This support for students can be in many forms. They can either be used by themselves or in combination.

EXAMPLES OF SUPPORT COULD BE

- Talking to the student about the situation
- Trying to identify with the student any underlying causes of behaviour
- Reinforce the positive aspects of a student’s time in the Jamia
- Advising them on how to deal with the situation next time
- Setting and reviewing targets for them to reach with regard to their behaviour
- Setting and reviewing achievement targets for other areas of a student’s Jamia life
- Meetings with students on a regular basis to discuss any issues that arise
- Involvement of parents/guardians
- Involvement of external bodies

The teacher who takes first lesson will deliver general pastoral care each morning in order to establish the good order and atmosphere of the Jamia. Without good pastoral care, the Jamia cannot operate successfully.

17. DURING CURRICULUM TIME

If a problem arises during lessons, this should be dealt with by the subject teacher firmly but pleasantly in a non-confrontational manner. Every effort should be made to ensure that confrontational situations do not develop.

If the student concerned does not respond positively, then the subject teacher will follow the **Jamia Behaviour Management Matrix**.

18. EXPECTED GENERAL STANDARDS OF BEHAVIOUR

The staff and students at the Jamia Al-Hudaa aspire to the highest standards in all aspects of Jamia life – educational and social. We believe this can be achieved by following simple rules that should govern our behaviour at all times. The rules are based on respect for other people and are designed to promote a safe, caring environment in which the self-esteem of the student can be nurtured and where inappropriate behaviour is not tolerated.

Students are expected to behave in a manner which allows them and others to learn and develop within the Jamia community.

HONESTY AND TRUTHFULNESS

Students are expected to be honest at all times, to respect others' possessions and to take responsibility for their own actions.

COURTESY AND CONCERN FOR OTHERS

Students are expected to be courteous, showing to staff and other students the good manners they have a right to expect in return. Older students are expected to show consideration for younger students, helping them where possible and setting a good example.

SELF-CONTROL

Students are expected to make a real effort to understand the other person's point of view and to govern their own tempers.

SELF-DISCIPLINE

Students are expected to exercise self-discipline, to familiarise themselves with the Jamia rules, and to abide by them.

READINESS TO TAKE RESPONSIBILITY

Students are encouraged to take on duties for the benefit of other students in the Jamia at large.

COMMITMENT TO JAMIA WORK

Students come to Jamia Al-Hudaa to fulfil their potential by working hard in cooperation with the staff. We expect students to try their best and to commit themselves to the highest standards they can achieve.

PUNCTUALITY AND ATTENDANCE

Persistent absence or lateness will always be considered as a potential safeguarding issue and referred to the DSL where appropriate, in line with "Working Together to Safeguard Attendance" (DfE 2024).

Students are required to make every effort to ensure they are in the right place at the right time, whether it be salats, lessons, Jamia assemblies, Hostel assemblies or other Jamia commitments.

APPROPRIATE USE OF JAMIA EQUIPMENT

Students are expected to use all Jamia equipment appropriately. The Jamia will monitor students' ICT access to ensure that this facility is used according to the ICT Acceptable Usage Policy.

19. JAMIA RULES & EXPECTATIONS

Most Jamia rules are dictated by courtesy, consideration for others and common sense. The rules set out below are the most important basic rules and others which are most frequently forgotten or misinterpreted.

- 1.1 All forms of drugs, including alcohol and cigarettes, are not allowed. Students should not use them or have them in their possession.
- 1.2 Bullying, whether verbal or physical, is not tolerated in the Jamia community.
- 1.3 Stealing is not allowed. Borrowing without permission and keeping items which one finds are both forms of theft.
- 1.4 Immoral and anti-social behaviour is not appropriate in Jamia. Included in this are offences such as sexual misconduct, bad manners, graffiti, the use of offensive language and dropping litter.
- 1.5 No student should leave the grounds without the permission of staff unless engaged in an organised outing or activity.
- 1.6 Fighting or any other form of physical misconduct is not allowed.
- 1.7 Students may not absent themselves from Jamia or from any classes or activity without permission.
- 1.8 All students must know what to do in the case of a fire.
- 1.9 Improper use of the fire alarm system is a very serious matter.
- 1.10 For reasons of safety, several areas of the Jamia are out of bounds. These include the woods, Primary, Nursery, garages and staff accommodation.
- 1.11 Damage to buildings, fittings, furniture or Jamia books, must be reported to a member of staff immediately. Deliberate damage of Jamia property is a very serious matter.
- 1.12 For reasons of safety, no student should be in possession of any dangerous item or offensive weapon.
- 1.13 Students must not be engaged in any criminal (Illegal) activity in any shape or form
- 1.14 Students must not bring into the Jamia any books or materials which propagate any group/sect or ideology
- 1.15 Chewing gum is not allowed in the Jamia.
- 1.16 Masking white fluid (Tippex) is not allowed in Jamia.
- 1.17 All Jamia equipment must be used appropriately. This includes all ICT equipment in accordance with the ICT Acceptable Usage Policy.

20. CLASSROOM CODE OF CONDUCT FOR STUDENTS

- Every teacher has the right to teach and every student has the right to learn in a safe, friendly and well-ordered environment.
- High standards of behaviour are expected at all times if we are to achieve our very best.

IN THE CLASSROOM

- 1) Take responsibility for your own actions
- 2) Arrive on time to lessons
- 3) Bring all the necessary equipment for each lesson
- 4) Remove all outdoor clothing and put bags away safely
- 5) No eating or chewing in lessons
- 6) Listen to and follow all instructions in class carefully
- 7) Know and follow all Jamia safety instructions such as fire procedures
- 8) Put your hand up before speaking
- 9) Enter and leave the classroom in an orderly manner
- 10) Do not bring mobile phones and any other similar personal equipment in Jamia, including iPods and MP3 players in the interest of safeguarding & E-safety.
- 11) Treat others and their property with respect
- 12) Treat the Jamia environment and equipment with respect
- 13) No verbal or physical abuse to students, teachers and staff
- 14) Wear correct uniform smartly

21. RECOMMENDED SANCTIONS

It is stated in the Behaviour Policy that any instance of inappropriate behaviour should not be left unchallenged. Obviously, the sanctions imposed will be tailored to the individual situation and student and may also be dependent on other factors such as the student's previous behaviour.

The imposing of sanctions is a necessary part of Jamia life but should not be used lightly or inconsistently. The over-use or improper use of Sanctions will only devalue and eventually undermine the system. Students respond in different ways to being disciplined but the aim of any sanction is to encourage the student to impose self-discipline and to take responsibility for his/her actions. It should be stressed that sanctions should never be meant to embarrass or humiliate a student and that reward is very much a part of the disciplinary procedure.

We must all involve ourselves in imposing a consistent level of behaviour. Familiarise yourself with Jamia rules, duty rotas etc. Uncertainty Undermines Discipline.

Routine classroom management is the responsibility of the subject teacher and infringements of the code of conduct or general classroom expectations should be dealt with immediately by that teacher.

Those sanctions should also apply when infringements of the above occur outside the classroom. It is the responsibility of all staff to deal with such incidents wherever they occur around the Jamia. This is for the mutual benefit of all students and staff.

Members of staff need to work together by supporting the Senior Management Team and ensuring that the rules are adhered to both in and out of the classroom.

The benefit of an effective sanctions policy should be to encourage greater consistency in addressing incidents of unacceptable behaviour/poor standards of work. Wherever possible we should:

- Discuss and consider the problem from every perspective.
- Check that the pupil understands why he/she is in trouble and that he/she knows that the behaviour is not acceptable. Discuss the reasons with them.
- Consider what affect the behaviour is having on other pupils.
- Employ strategies for avoiding a repetition in the future and involve the pupil in deciding these strategies.

The sanctions will be implemented according to **Jamia Behaviour Management Matrix**. See page 13 (5.1) on how Jamia will support a student who behaves inappropriately.

22. REASONABLE FORCE

All staff authorised to use reasonable force will receive appropriate training, and all incidents must be recorded in the Jamia's Behaviour Log and reported to the Headteacher and DSL.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from: All staff authorised to use reasonable force will receive appropriate training, and all

incidents must be recorded in the Jamia's Behaviour Log and reported to the Headteacher and DSL.

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see JAH Rewards & Behaviour Log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

23. CONFISCATION, SEARCHES, SCREENING

Searching, screening and confiscation is conducted in line with the DfE's. All searches for prohibited items, whether or not an item is found, will be recorded and reviewed by the Designated Safeguarding Lead (DSL). The DSL will consider whether the incident raises any wider safeguarding concerns and ensure appropriate support or referrals are put in place if required.

CONFISCATION

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to Jamia discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited Items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

SEARCHING A PUPIL

All searches for prohibited items, whether or not an item is found, will be recorded and reviewed by the Designated Safeguarding Lead (DSL). The DSL will consider whether the incident raises any wider safeguarding concerns and ensure appropriate support or referrals are put in place if required.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the Jamia rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the Jamia premises or where the member of staff has lawful control or charge of the pupil, for example on a Jamia trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in Confiscation Section, but not to search for items that are only identified in the Jamia rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

SEARCHING PUPILS' POSSESSIONS

All searches for prohibited items, whether or not an item is found, will be recorded and reviewed by the Designated Safeguarding Lead (DSL). The DSL will consider whether the incident raises any wider safeguarding concerns and ensure appropriate support or referrals are put in place if required.

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in confiscation section) and items identified in the Jamia rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

INFORMING THE DESIGNATED SAFEGUARDING LEAD (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Confiscation Section
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in Confiscation Section), including incidents where no items were found, will be recorded in the Jamia's safeguarding system.

INFORMING PARENTS

Parents will always be informed of any search for a prohibited item (listed in Confiscation Section). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the Jamia has taken, including any sanctions that have been applied to their child

SUPPORT AFTER A SEARCH

Irrespective of whether any items are found as the result of any search, the Jamia will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the Jamia's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

STRIP SEARCHES

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on Jamia premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into Jamia, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on Jamia premises, the decision on whether to conduct a strip search lies solely with them. The Jamia will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

COMMUNICATION AND RECORD-KEEPING

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into Jamia to act as the pupil's appropriate adult. If the Jamia can't get in touch with the parents, or they aren't able to come into Jamia to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The Jamia will keep records of strip searches that have been conducted on Jamia premises, and monitor them for any trends that emerge.

WHO WILL BE PRESENT

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

CARE AFTER A STRIP SEARCH

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the Jamia will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the Jamia's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

24. JAMIA BEHAVIOUR MANAGEMENT MATRIX

LEVEL	STATUS	EXAMPLE OF INCIDENT	ACTION BY	POSITIVE CONTRIBUTION/ SANCTIONS AVAILABLE	PERSON RESPONSIBLE	WHO TO INFORM	HOW IS THIS INFORMATION SHARED
1	MILD	• Lack of effort in class work. • Failure to do a simple punishment. • Late for a lesson / Salah. • Lack of equipment. • Failure to obey simple instructions. • Unacceptable Uniform • Throwing or leaving litter • Not walking on the right side of the corridor and in an orderly manner	Staff member	• Reprimand • Repeating of class work. • Detention with positive contribution	Staff member	N/A	Referral via central log
2	QUITE SERIOUS	• Repeats of Level 1 • Disruptive behaviour • Using inappropriate language in Jamia • Making noises or screaming in any part of the Jamia • Pottery in the classrooms or inappropriate places of the building. • Missing Salah	Staff member	• 1 or 2 warnings given in the lesson • Istighfaar • Detention given by the classroom teacher • Prayer hall detention	Staff member	Head of Education	Referral via central log Detention letter to parents if Day Student (24 hours' notice). Letter or Phone call to parents

3	SERIOUS	- Failure to resolve the problems at Level 1 & 2 - Failure to attend Class / teacher detention or refusal to carry out above sanctions - Blatant disobedience - Missing lessons without permission - Damage to Jamia property - Bullying / Racism - Cheating-No marks - Lying	Head of Education	- Detention by middle leaders/ Head of Department - Withdrawal of privileges e.g. ICT usage. - Meeting with Head of Education - Yellow Report Card - Recovering damage - Positive contribution in assembly - To monitor the shelves and corridor of dining hall and prayer hall at lunchtime. - To put together Ayaat and Ahadith on not lying.	Head of Education ----- ----- Head of Education to issue yellow report	Head Teacher	Referral via central log Detention letter to parents if Day Student (24 hours' notice). Letter and / or Phone call to parents by Head of Education
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LEVEL	STATUS	EXAMPLE OF INCIDENT	ACTION BY	SANCTIONS AVAILABLE	PERSON RESPONSIBLE	WHO TO INFORM	HOW IS THIS INFORMATION SHARED
4	VERY SERIOUS	- Continuation of Levels 1, 2 & 3 - Fighting - Abusive language towards other students - Inappropriate relationship with another pupil - Theft - Unsatisfactory yellow report card - To do or bring anything to Jamia which is not allowed e.g. Chewing gum	Head Teacher with the approval of the behaviour committee	- Apology letter - Positive contribution in assembly - Social Inclusion Area - Red Report Cards + - Meeting with SLT/Principal in the presence of parent/guardian	Head Teacher	Head Teacher Head of Education (who will inform relevant teachers)	Yellow and / or Red Report Cards. Letter to be sent home By Head Teacher and Phone call to parents for meeting

5	PERMANENT EXCLUSION OR REQUIRED TO LEAVE	- Continuation of Levels 1, 2, 3 & 4 - Use of offensive language to teacher / staff. - Drug & Drinking related incidents - Smoking - Extreme violence. - Repeated refusal to accept Jamia discipline. “One off” incidents of extreme poor behaviour. - Any incident which endangers the health and safety of students and/or staff e.g. breaking windows, purpose cause of allergy, fire, pushing or sliding down the stairs. - Very serious bullying	Head Teacher (Suspension by the approval of the behaviour committee and recommendation to Disciplinary committee for the decision)	Temporary OR Permanent Exclusion	Head Teacher	Head of Education, Admissions, And Finance/ Admin Office	Letter to be sent home By Head Teacher and Phone call to parents Permanent Exclusion- Letter to be sent home by Disciplinary committee.
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25. YELLOW REPORT CARD SYSTEM

1. The “Yellow Report Card” is a system which is used to monitor a student’s overall attitude and approach to work in lessons. The card covers all the lessons from Period 1 on Monday to Period 5 on Saturday.
2. The decision to place a student on a “Yellow Report Card” will be taken by the student’s Head of Department, after a dialog with the relevant Head of Department or Deputy Head Teacher. The Head of Department will provide the student with the card. It is a yellow card in order to distinguish it from the “Red” report card. All other relevant parties will be informed.
3. A letter will be sent home to the parents by the Deputy Head Teacher saying why the student has been placed on Yellow Report. In the letter it should say what support is to be given to the student in order for them to come off report.
4. Once a student has been put on report, he/she will be monitored daily by the Head of Department. At the end of each day the student will see the Head of Department in order to see if he/she has had a good attitude and approach to work. The support structures that have been put into place should be discussed to see if they are appropriate and to see if any of them need to be changed.
5. At the start of each lesson the student will give the card to the teacher who will fill it in at the end of the lesson. The teacher makes a comment about the student for that lesson.
6. A student should spend a maximum two weeks “on report” as this should be enough in order to modify a student’s attitude and approach to work.
7. At the end of each week a copy of the card will be sent home (by the Deputy Head Teacher) to parents with an appropriate covering letter. This will inform the parents of the progress the student has made and also the support structures that have been put into place.
8. If the student has continued to make good progress then the student will come off report. If he/she does not make good progress, then further sanctions may need to be imposed. This may include a “Red” report card.

26. RED REPORT CARD SYSTEM

1. The “Red Report Card” is a system which is used to monitor a student’s overall attitude, behaviour and approach to work in lessons. The card covers all the lessons from Period 1 on Monday to Period 5 on Saturday.
2. The initiative to place a student on a “Red Report Card” will be taken by the Deputy Head Teacher who will provide the student with the card. It is a red card in order to distinguish it from the “Yellow” report card. All other relevant parties will be informed.
3. A letter will be sent home to the parents by the Deputy Head Teacher saying why the student has been placed on Red Report and also what support structures will be put into place for the student to succeed.
4. Once a student has been put on report, he/she will be monitored daily by the Deputy Head Teacher. At the end of each day the student will see the Deputy Head Teacher to see if he/she has behaved well and has had a good attitude and approach to work.
5. At the start of each lesson the student will give the card to the teacher who will fill it in at the end of the lesson. The teacher makes a comment about the student for that lesson.
6. A student should spend a maximum two weeks “on report” as this should be enough in order to modify a student’s behaviour, attitude and approach to work. At the end of each week, a copy of the card will be sent home by the Deputy Head Teacher to parents with an appropriate covering letter saying what progress the student has made and the support structures that have been put into place for them.
7. If he/she has continued to make good progress then the student will come off report. If he/she does not make good progress, then further sanctions may need to be imposed. This may include a form of exclusion.

27. SOCIAL INCLUSION AREA - GENERAL GUIDELINES

The Social Inclusion Area will only be used as a short-term measure, never as an indefinite sanction. Its use will be monitored by SLT to ensure it does not disproportionately impact vulnerable groups, and each case will be reviewed for appropriate reintegration and support.

The Social Inclusion Area is for use in exceptional circumstances for disruptive students who cannot be dealt with quickly within the existing procedures or for any students who get 3 warnings in a lesson or at Level 4 of Jamia Behaviour Management Matrix.

A referral for the Social Inclusion Area will automatically result in the student being dealt with initially by the relevant member of the SLT (or other member of staff on duty) and then ultimately by the Deputy Head Teacher. The Deputy Head Teacher will inform parents automatically of the referral by a telephone call and/or a standard letter home. Referral of a student does not reflect adversely in any way on members of staff or Jamia procedures. The procedure will allow us to identify disruptive students quickly and to deal with them immediately so that a catalogue of incidents in different subject areas of the Jamia does not build up before necessary action is taken.

The Social Inclusion Area is situated in the Main Jamia building with the possibility, in difficult circumstances, of using the areas outside the offices of senior staff. In the Social Inclusion Area, and the student will be asked to fill in a standard self-assessment form which asks for:

- An explanation of events leading up to his/her exit from the classroom
- An analysis by the student of which areas of the Code of Conduct have been broken
- Reflection on ways in which the situation could have been avoided
- What activity the student was doing at the time of being withdrawn from the lesson
- Behaviour targets to prevent further referrals

The **Deputy Head Teacher**, at their earliest convenience, after appropriate investigation, should telephone and/or send the standard letter to parents stating the support structures that will be put into place in order to try and prevent the same situation happening again.

Self-Assessment Forms and copies of the Code of Conduct are kept in the Social Inclusion Area.

28. SOCIAL INCLUSION AREA - STAFF GUIDELINES

The Social Inclusion Area will only be used as a short-term measure, never as an indefinite sanction. Its use will be monitored by SLT to ensure it does not disproportionately impact vulnerable groups, and each case will be reviewed for appropriate reintegration and support.

The following procedures need to be followed by all staff so that our students are receiving consistent treatment. The students are all aware of the procedures and know that they must accept the decisions of the staff in line with the Code of Conduct.

Referral of a student does NOT reflect adversely IN ANY WAY on the member of staff or their department.

PROCEDURES

1. For the first offence, the student should be warned that they are stopping the teaching and learning from taking place in the class. The teacher must ensure that the warning is clear so

that there is no room for doubt e.g. “Amina this is your first warning because you were calling out”.

2. For the second offence, the student should be warned that if they stop the teaching and learning again, then the member of SLT or other member of staff on duty will be called. Again the teacher must ensure that the warning is clear so that there is no room for doubt.
3. For the third offence the member of SLT or other member of staff on duty is contacted. The member of SLT or other member of staff on duty will then go to the room/area and decide the appropriate course of action. This may lead to the student being spoken to and put back into the lesson or being taken to the Social Inclusion Area by the member of the SLT or other member of staff on duty with any appropriate work.
4. The member of staff who has referred the student should complete the referral form. The teacher must fill in the reasons why the student had their 3 warnings or why the member of SLT or other member of staff on duty was called before they reached their 3 warnings. The referral form should be returned back to the secretary office at the next natural break in the Jamia day, e.g. break, lunch or end of Jamia.
5. When the student gets to the Social Inclusion Area, they will be asked to fill in the self-assessment form. This will then be discussed by the Deputy Head Teacher and the student at an appropriate time. The Deputy Head Teacher will discuss with the student any support structures that will be put into place in order for the same situation not to arise again. If the incident is serious, the Deputy Head Teacher may decide to refer the matter to the Senior Management Team.
6. If it has been deemed that the incident is serious in nature then the incident will have been referred to the Deputy Head who will decide on the appropriate course of action with the approval of SLT. The Deputy Head Teacher will inform all relevant parties.

29. CLASS MANAGEMENT – “CLASS MONITORING”

Where a particular class is identified by Heads of Departments, as being more challenging than it should be, the class will be placed formally on “Class Monitoring”. This should be a very rare occurrence.

Head of Departments and staff who teach this class will be informed that this is taking place and will be expected to manage class behaviour in the agreed way. This is to ensure that there is consistency of approach, and that students are clear what will happen if they misbehave. The class will also be seen formally by Deputy Head Teacher / Student Welfare Officer to explain the procedures.

PROCEDURES:

1. The appropriate class or set should be seen by the Deputy Head Teacher explaining why they are on “Class Monitoring”, exactly which lessons this procedure refers to, what is expected of them, how long they will be on for and how they will come off.
2. Staff who teach this class or set for the identified lessons should ensure they have a supply of “Class Monitoring Proformas” with them, available from the secretary’s office. It is important to note that if a student needs to be removed from the lesson the teacher should follow the normal procedures and send a responsible student to the secretary’s office to ask for the member of the SLT or other member of staff on duty to go to the classroom. The student may then be taken to the Social Inclusion Area by the member of the SLT or other member of staff on duty.

At the beginning of the lesson:

- If at all possible the class should line up outside the room and wait quietly for the member of staff to collect them.
- When asked to enter the room they should enter in silence and stand behind the appropriate desk. Subject staff should consider whether a particular seating plan might be appropriate for this period of time.
- Students should get out the necessary equipment and put it on the table, still standing in silence.
- The subject teacher should greet the class and ask them to sit down in silence.
- The register is taken.
- The lesson should start in a positive way by looking at previous good behaviour of the class or by re-capping on previous good work from the last lesson.
- The subject teacher reminds the class that in principle they work in silence, unless told they may talk quietly or discuss issues from the lesson.

During the lesson:

Management of the class should start in the normal way, with general reminders to be quiet and to keep on task. Students should be praised as much as possible especially for good behaviour and also for the quantity and quality of their work. However as soon as a student does not respond to the expected standards of behaviour requested, the following sequence

of actions should apply due to the interrupting of the flow of your teaching by calling out, silly behaviour or disturbing others etc.

First Offence A formal warning in front of the class and the student's name to be put onto the white board. This means 'See me' at the end of the lesson.

Second Offence An X written by the student's name – detention (no need to stop teaching) by teacher.

Third Offence A Second X by name and the teacher sends for the member of the SLT or other member of staff on duty who will decide if the student needs to be removed from the class. This will be the Social Inclusion Area.

e.g.	First Offence	Second Offence	Third Offence
	Amina Akhtar	X	X & SIA

A student may have an X removed from the board following a period of excellent behaviour/hard work. This is not negotiable. In this situation a line should be placed through the cross. At the end of the lesson the "Class Monitoring Proforma" should be completed, entering what has been written on the board. Remember to record any detention in the student's Student Planner.

3. At the end of the lesson:

The identified responsible student or teacher should take the completed proforma to the secretary's office where they will be collated for the day and filed.

30. Monitoring of progress:

The relevant Head of Department and Deputy Head Teacher will have a list/timetable of classes on "class monitoring" and be asked to visit as many times as possible. The class will be formally monitored by the Deputy Head Teacher. Any further action, if required, will be decided by Head of Departments, Deputy Head Teacher and Head Teacher.

Appendix 1 **HOME-JAMIA AGREEMENT**



1.18 **PARENTS/GUARDIANS**

I/We shall:

- Ensure that my child attends all learning sessions on time and I/we will explain to the Jamia in writing when my child has been absent and on the first morning I/we will telephone the Jamia Office.
- Inform the Jamia of any concerns regarding my child progress or behaviour.
- Make every effort to ensure that my son/daughter attends Jamia wearing the agreed Jamia uniform and with all the appropriate equipment required for the day ahead.
- Support my child with any homework that is set.
- Inform the Jamia of any changes in home circumstances, emergency contact numbers, or medical conditions affecting my child.
- Where possible, attend Parents' Consultation Meetings, and any discussions about my child's progress and any targets that may have been set.
- Support all the Jamia's policies and adhere to the parent code of conduct.
- Get to know about my child's life at the Jamia and support extra-curricular activities and Jamia events.
- Ensure that my child follows Islamic values and practices in their daily life.

1.19 **JAMIA AL-HUDAA**

The Jamia will:

- Care for your child and make every effort to ensure their happiness.
- Encourage your child to be caring and responsible towards other students and staff of all ethnic origins.
- Treat your child fairly and give a clear understanding of acceptable behaviour.
- Ensure that your child is taught and encouraged to achieve their full potential.
- Teach your son/daughter the Islamic Sciences / National Curriculum as laid down by the DfE and offer the experience of a range of extra-curricular activities.
- To keep you informed about your child's progress and other important developments.
- Set, mark and monitor homework and assignments according to the Jamia's assessment policy.

- Arrange Parents' Consultation Meetings during which your child's progress will be discussed.
- Keep you informed about Jamia activities and special events through emails and via the Jamia website – <http://www.jamiaalhudaa.com>
- Inform you, at the earliest opportunity, of any concerns regarding behaviour and academic progress.
- Maintain a friendly atmosphere, which encourages you to become involved in the life and work of the Jamia.

1.20 THE STUDENT

As a student I will:

- Attend Jamia regularly and punctually and bring all the stationary/equipment I need for lessons every day.
- Wear the Jamia uniform correctly.
- Endeavour to do all my class work and homework to the best of my ability and with pride.
- Be courteous, polite and respectful in speech and conduct at all times towards students, teachers and staff.
- Abide by the Jamia Rules and Discipline Policies.
- Behave in a reasonable and safe manner and avoid actions which may put others at risk.
- Endeavour to participate in extra-curricular activities.
- Respect the Jamia environment and help to keep it clean and tidy.
- Promote a positive image of the Jamia and make a positive contribution to the life of the Jamia which demonstrates that I am proud to be a member of the Jamia.
- Take part in SMSC, British Values and other tasks that will help me develop into a good citizen in the best of my abilities.
- Follow Islamic values and practices in my daily life.

Parent/Guardian: _____ Signed: _____

Student: _____ Signed: _____

Signed:
Head Teacher

Appendix 2

STANDARD DETENTION LETTER



Student Name _____ Class _____

He/she will be staying in detention on _____
Date

For _____
Teacher Subject

The detention will last for _____ and will start at _____
Minutes Time

The reason for the detention is _____

Signed: Subject Teacher _____

Head of Department _____

If there are any problems please contact the Head of Departments on 0115 969 0820

Please sign and return the reply slip to acknowledge receipt of this letter.

I _____ acknowledge receipt of my son/daughter's
Name

detention slip and will be collecting him/her after the detention on

_____ at _____
Date Time

Signed: _____ Date: _____

Appendix 3**SOCIAL INCLUSION AREA - REFERRAL FORM**

To be completed by the member of staff referring.

Student Name	
Class	
Date	
Name of member of staff referring	
Department	
Lesson	
Time SLT was called	
Details of Warning 1:	
Details of Warning 2:	
Details of Warning 3:	
No Warnings:	
Additional Comments:	
Signed	

Appendix 4 SOCIAL INCLUSION AREA – STUDENT SELF ASSESSMENT FORM



Please complete neatly and thoroughly.

Student Name	
Class	
Date	
Name of teacher who referred you	
Subject	
Who took you to the Social Inclusion Area	
What happened? Explain in your own words the events that led up to you being taken to the Social Inclusion Area.	
What activity were you doing when you were given your final warning? E.g. writing, listening to the teacher, listening to other students in the class, group work, pair work.	
Which areas of the Code of Conduct have I broken?	

How could I have avoided this situation?			
What must I try to do to prevent this from happening again?			
Student's signature		Date	

Appendix 5**CLASS MONITORING PROFORMA**

Class	Day	Date	Period	Staff

Names on board (First Offence)	2 nd	3 rd	Additional Comments

General comments on class behaviour:

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Staff Signature

Comments from Deputy Head teacher:

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**Deputy Head Teacher
Signature**